



Queen  
Elizabeth's  
— ACADEMY —

# Curriculum Rationale

## Social Sciences

Mrs Williams – Head of Social Sciences

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Diverse  
Academies

## **Introduction**

The Social Sciences department includes the vocational subjects of Health and Social Care and Child Development. We only deliver our subjects to Key Stage 4. We aim to prepare our students for a future in the care sector and to give them the knowledge and skills to enable them to go on to further study or apprenticeships and be valuable members of the community.

In Health and Social Care we think about the health and wellbeing of individuals, from a personal point of view by exploring the different life stages and everything that impacts an individual's physical, intellectual, emotional and social development. We also consider the different life stages that we experience through our lives, how we change and develop through them and how different factors affect us at different times in our lives.

In Child development, we focus on the first eight years of life and the effect that play has on our learning and development. We consider the support that children receive from adults and what effective early years settings look like.

Any student who is considering working in a care setting, either with adults or children would benefit enormously from these courses. In the same way, these courses would both equip all students in the skills and knowledge of how to relate to people in different circumstances.

## **Christian Distinctiveness**

In Social Sciences we regularly explore Christian Distinctiveness. We will have regular discussion about QEA's nine core values and link these to the Health and Social care values which run through our curriculum and which are explicitly taught in Year 11 Health and Social Care. We consider the importance of faith in a number of ways, for example, the celebration of festivals in an early years or older adults care setting and the importance of inclusive practice. Joy matters to us in Social Sciences and we celebrate the successes of our students. Knowledge and wisdom are demonstrated throughout the courses and students show nurture towards others, honesty and truthfulness while working together and independently.

## **Knowledge in Social Sciences**

The knowledge we share in Social Sciences relates to the vocational courses that we deliver and enables students to complete their external assessments and coursework as appropriate to each course.

In Child Development key knowledge focuses on child development milestones and normal expectations of development, how children play and learn and how this is then applied to an early years setting. Students demonstrate their knowledge through an external assessment and two units of coursework where the knowledge is applied to early years settings and tasks are linked to these scenarios. This is of direct benefit to students who want to go on to work with children.

In Health and Social Care we learn about the different life stages that an individual experiences, the factors that influence our growth and development and the impact that this can have. We also learn about different healthcare settings and the care values that underpin practice and why they are important. The knowledge gained in these two units again are demonstrated through coursework tasks. The externally assessed unit looks at an individual's health and wellbeing, illnesses and conditions and the things that affect our health as well as the way in which health can be measured. This gives students the skills and knowledge to be able to make recommendations for change to a person's lifestyle to make improvements to their health.

As our courses are for KS4 only, our plans cover two years. They follow the BTEC recommended delivery and content of the course, but we have built in the opportunity for revisiting the exam

content before taking the exam for the first time in January in Year 11, with the opportunity to re-sit in June.

## **Careers and Aspirations**

Both Health and Social Care and Child Development are vocational courses and point directly towards careers in both sectors. Most of the tasks that students are required to complete for coursework are application of their knowledge to a work scenario, for example, creating health care plans for an individual. In each of the courses, time is spent looking at a variety of settings and roles within them. When considering work placement options students are encouraged to find placements in care settings. In Health and Social Care we are developing links with a local care home to enable visits (when possible) and experience of what it is like to be in the setting.

## **Overview of curriculum plan**

### **Health and Social Care**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Component 1 – Human lifespan development	Component 1 – Human lifespan development	Component 1 – Human lifespan development Coursework	Component 1 – Human lifespan development Coursework	Component 1 – Human lifespan development Coursework	Component 1 – Human lifespan development Coursework
Year 11	Component 3 – Health and wellbeing	Component 3 – Health and wellbeing	Component 2 – Health and Social Care services Coursework	Component 2 – Health and Social Care services Coursework	Component 2 – Health and Social Care services Coursework	

### **CPLD**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 10	Unit 1 Patterns of Child Development	Unit 1 Patterns of Child Development	Unit 2 – Promoting children’s development through play	Unit 2 – Promoting children’s development through play	Unit 2 – Promoting children’s development through play	Unit 2 – Promoting children’s development through play
Year 11	Unit 1 Patterns of Child Development	Unit 1 Patterns of Child Development	Unit 3 – Early years practice	Unit 3 – Early years practice	Unit 3 – Early years practice	