SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		JANUARY		FEBRUARY	
1		1	Cardiovascular system. **RECALL:** test on 1.5 control and regulation of the cardiac cycle, 1.6 types, structures and function of blood vessels. Cardiovascular system. 1.7 formation of tissue fluid + lymph, 1.8 malfunctions, causes +	1		1		1		1	
2	iINSET?	2		2		2	Nervous system 5.9 malfunctions of the control and regulatory system - causes and effects. Unit 4 malfunction revision table. Students complete the nervous system section of the table with **LRO**	2		2	
3	iINSET?	3	Unit 1 - building positive relationships in health and social care. COURSEWORK with **JGR**	3		3		3		3	3.2 overview of national initiatives, 3.3 the impact of legislation and national initiatives with **LRO**
4	All students sign up for PADLET. This is a free online resource where students can access specific videos, revision materials and past papers	4	2. Understand the factors that influence the building of relationships 2.1 Communication factors, i.e. • verbal and non-verbal communication skills (e.g. appropriate pace, tone and pitch, awareness of dialect, effective questioning, active listening, body language, eye contact, touch proximity, non-discriminatory language, avoiding slang and jargon, age appropriate, demonstrating empathy) • written (e.g. accurately recording information, avoiding slang and jargon, accurate spelling and grammar, non-discriminatory language) • special methods and adaptations (e.g. Makaton, British Sign Language, Braille, deafblind language, signs and symbols, technological aids) • theories of communication and application to health and social care contexts (e.g. Argyle's stages of the communication cycle, Tuckman's stages of group interaction, SOLER) 2.2 Cultural factors (e.g. race, religion, LGBT, language)	4	Digestive system **RECALL:** test on digestive system. Case study analysis, exam techniques. NEVER HEARD THE WORD key term builder on the digestive system. Unit 4 malfunction revision table. Students complete the digestive system section of the table with **LRO**	4		4		4	
5		5		5		5		5		5	
6		6		6		6	Case study analysis. Exam techniques. Exam questions on the nervous system with **LRO**	6	iINSET?	6	
7	ISBN-13 978-1510442306	7	Cardiovascular system. **RECALL:** test on 1.7 formation of tissue fluid + lymph, 1.8 malfunctions, causes + symptoms with **LRO**	7		7	NEVER HEARD THE WORD key term builder on the nervous system with LRO	7	**EXTERNAL EXAM**	7	**RECALL:** test on 3.2, 3.3 with **LRO**
8	Exam work book for Unit 4 ISBN code	8	Case study analysis. Exam techniques. Exam questions on the cardio vascular system with **LRO**	8		8		8		8	
9	Unit 4 - anatomy and physiology for health and social care. EXAM Cardiovascular system. 1.1 the composition of blood, 1.2 functions of blood with **LRO**	9	2.3 Environmental factors, i.e. • physical environment (e.g. lighting, seating, noise, setting, space, smells, time) • social environment (e.g. individual experience, education, background) 2.4 Spiritual factors, i.e. • belief and value system (e.g. changing beliefs and values depending on life experiences) • avoiding assumptions and stereotypes 2.5 Physical factors, i.e. • conditions (e.g. dementia, mental health, impact of pain) • sensory impairment (e.g. hearing impairment, visual impairment) • physical disability (e.g. wheelchair user) • language and perception needs (e.g. autism, English as a second language) • alcohol and drugs	9	Diagrams booklet	9	Sensory system 6.1 structure of the eye, 6.2 structure of the ear. NEVER HEARD THE WORD key term builder on the sensory system with **LRO**	9		9	
10		10		10		10		10		10	Year 11 Mocks
11	Unit 1 - building positive relationships in health and social care. COURSEWORK with **JGR**	11	Unit 4 malfunction revision table. Students complete the cardiovascular section of the table with **LRO**	11	Musculoskeletal system 4.1 structure of bone, 4.2 types of joint, 4.3 components of the synovial joint with **LRO**	11		11		11	4.1 applying best practice in health, social care or child care environments.
12	1. Understand relationships in health, social care or child care environments 1.1 Types of relationship, i.e. • individuals who require care and support • families/advocates of individuals who require care and support • colleagues/peers • senior workers/managers • health and social care professionals/practitioners 1.2 Relationship contexts, i.e. • formal or informal (e.g. professional boundaries, personal relationship) • one-to-one • group • environment (e.g. hospital, care home, individual's home, supported living service, away from work setting) 1.3 How context can impact relationships (e.g. maintaining independence (e.g. remaining in own home, using an aid to independence), temporary dependency (e.g. accident or injury))	12	NEVER HEARD THE WORD key term builder on the cardiovascular system with **LRO**	12		12		12		12	NEVER HEARD THE WORD key term builder on 3.1,3.2, 3.3, 4.1
13		13		13		13	Sensory system 6.4 monitoring, treatment and care needs of the eye and ear. Case study analysis. Exam techniques. Exam questions on the sensorysystem with **LRO**	13	Unit 2 - equality, diversity and rights in health and social care. EXAM.1.1 concepts / key terms. 1.2 application of concepts with **LRO**	13	
14		14	Respiratory system. 2.1 structure of the respiratory system, 2.2 inspiration + expiration, 2.3 gaseous exchange with **LRO**	14	Musculoskeletal system 4.4 muscle action, 4.5 malfunctions, causes and effects. **RECALL:** test on the musculoskeletal system with **LRO**	14		14	**RECALL:** Q+A on applying the main concepts of equality, diversity and rights to different scenarios. How to refine the facts into an exam answer with **LRO**	14	
15		15	Respiratory system. **RECALL:** test on 2.1 structure of the respiratory system, 2.2 inspiration + expiration, 2.3 gaseous exchange with **LRO**	15		15		15		15	Test on NEVER HEARD THE WORD 1.1 - 4.1

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16	Cardiovascular system. **RECALL:** test on 1.1, the composition of blood + 1.2 functions of blood. **LRO**	16		16	NEVER HEARD THE WORD key term builder on the musculoskeletal system with **LRO**	16	REVISION - diagram practice, putting system processes in order, case study intepretation, how to break down the question and identify the answer with **LRO**	16		16	
17		17		17		17		17		17	
18		18	Respiratory system. 2.4 cellular respiration, 2.5 respiratory malfunctions, causes and symptoms with **LRO**	18	Year 11 Mocks	18		18	1.3 support networks	18	
19	Cardiovascular system. 1.3 the structure of the heart, 1.4 functions of the heart with **LRO**	19	Unit 4 malfunction revision table. Students complete the respiratory section of the table. Respiratory system. **RECALL:** test on 2.4 cellular respiration, 2.5 respiratory malfunctions, causes and symptoms with **LRO**	19	Nervous system 5.1 components of the nervous system, 5.2 structure and function of the brain with **LRO**	19		19		19	
20		20		20	Nervous system 5.3 nerve action, 5.4 the endocrine system. NEVER HEARD THE WORD key term builder on the respiratory system with **LRO**	20		20	2.1 Discriminatory practices, direct + indirect discrimination, 2.2 individuals affected, 2.3 impact on individuals with **LRO**	20	
21		21	NEVER HEARD THE WORD key term builder on the respiratory system with **LRO**	21		21		21	NEVER HEARD THE WORD key term builder on the unit to date. **RECALL:** test on equality and diversity 1.1, 1.2, 1.3, 2.1, 2.2, 2.3 with **LRO**	21	
22		22		22		22		22		22	4.2 Explaining discriminatory practice. Creating a table of examples of discrimatory practice with **LRO**
23	Cardiovascular system. **RECALL:** test on 1.3 the structure of the heart, 1.4 functions of the heart.	23	Digestive system. 3.1 structure of digestive system and function of component parts, 3.2 mechanical / chemical digestion, 3.3 digestive roles of liver and pancreas with **LRO**	23		23		23		23	4.3 Choosing appropriate action / response to promoteequality, diversity and rights with **LRO**
24	Cardiovascular system. 1.5 control and regulation of the cardiac cycle, 1.6 types, structures and function of blood vessels **LRO**	24		24		24		24		24	Year 13 Mocks
25		25		25	Nervous system 5.5 structure of the kidney, 5.6 functions of the kidney, 5.7 breakdown functions of the liver, 5.8 homeostasis with **LRO**	25		25		25	MOCK EXAM
26		26		26		26		26		26	MOCK EXAM ANALYSIS + feedback to students with **LRO**
27		27		27		27		27	3.1 key aspects of current legislation. Create a revision table of legislation, who is protected. How to apply legislation to different scenarios and how to answer mid and long exam questions with **LRO**	27	
28		28	Digestive system 3.4 absorption and assimilation, 3.5 digestive malfunctions, causes and effects with LRO	28		28		28		28	
29		29	Case study analysis. Exam techniques. Exam questions on the resppiratory system + digestive system with **LRO**	29	Nervous system. **RECALL:** test on 5.1 components of the nervous system, 5.2 structure and function of the brain, 5.3 nerve action, 5.4 the endocrine system, 5.5 structure of the kidney, 5.6 functions of the kidney, 5.7 breakdown functions of the liver, 5.8 homeostasis with **LRO**	29		29			REVISION + Catch up sessions for any missed learning
30		30		30		30		30			
		31				31		31			

MARCH	APRIL	MAY	JUNE	JULY	AUGUST
1	1	1 EXTERNAL EXAM Unit 2. RE-SIT unit 4	1	1 P5:* Evaluate the diet and nutrition of a chosen individual	1
2	2	2	2 Unit 10 content: MACRO NUTRIENTS - carbohydrates, proteins, lipids MICRO NUTRIENTS - vitamins, minerals **RECALL:** to complete P2 with **LRO**	2	2
3	3	3	3 P2: Describe the functions of nutrients	3	3
4	4	4	4	4 **P5 completed + submitted for marking with LRO**	4
5	5	5	5	5	5
6	6	6	6 **P2 completed + submitted for marking with LRO**	6	6
7	7	7	7	7 P6:* Develop a dietary plan to improve the nutritional health of an individual	7
8	8	8	8	8 M2: Analyse the sustainability of a dietary plan for a chosen individual	8
9	9	9	9 Unit 10 content:Dietary needs of individuals with **LRO**	9	9
10	10	10	10 P3: * Explain how nutritional requirements differ for individuals	10	10
11	11	11	11 M1: Analyse the possible effects of poor nutrition for different individuals	11	11
12 **Exam results in. Re-sits submitted. Students must achieve a MERIT or above to gain a Distinction overall**	12	12	12	12	12
13 2 leesons per week unit 2 revision - 1 lesson per week unit 4 resit revision + after school small group sessions until the exams with **LRO**	13	13	13 **P3 + M1 completed + submitted for marking with LRO**	13	13
14	14	14	14	14 **P6 + M2 completed + submitted for marking with LRO**	14
15	15	15	15	15 All paperwork + declarations completed, signed and dated with **LRO**	15

MARCH	APRIL	MAY	JUNE	JULY	AUGUST
16	16	16	16	16	16
17	17	17	17 D1: Evaluate the possible causes of poor nutrition for different individuals	17	17
18	18	18	18	18	18
19	19	19	19	19	19
20	20	20	20 **D1 completed + submitted for marking with LRO**	20	20
21	21	21 Unit 10 Nutritionfor health COURSEWORK with LRO. Guidelines and exemplar work on PADLET. Set up a word document with headers + page numbers	21	21	21
22	22	22 P1: * Describe nutritional and diet guidelines	22	22	22
23	23	23 **P1 completed + submitted for marking with LRO**	23 Year 10 & 12 Mocks	23	23
24 Whole School Year 9 Exam Week	24	24	24 P4*: Explain factors which influence nutritional health	24	24
25	25	25	25	25	25
26	26	26	26	26	26
27	27	27	27 **P4 completed and submitted for marking with LRO**	27	27
28	28	28	28	28	28
29	29	29	29	29	29
30	30	30	30	30	30
31		31		31	31