**Health and Social Care**

**Y10 & 11 Route 2021 2023**

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| **Year 10 2021-2022** |
| **Component One** | **Human Lifespan Development** |
| **Date** |  | **Topic** | **Book** | **Starter** | **Main task** | **Homework** |
| Sept | 1 | Main life stages | 4-5 | Name life stages | Create a timeline to describe the key life stages. | Decorate folder with key topics and possible health and social care careers. |
|  | 2 | Areas of growth and development  | 6-7 | Unjumble PIES | Create PIES diagram as reference guide**Assessed piece** /20 PIES, description, 4 age group examples, 4 diagrams |  |
|  | 3+4 | Physical development types Physical development infancy and early childhood | 8-910-11 | Definitions of ‘gross’ and ‘fine’ | timeline of development | Information leaflet for parents |
|  | 5 | Physical development in adolescence and early adulthood | 12-13 | Puberty definition | Comparing primary and secondary characteristics of puberty in males and females |  |
|  | 6 | Physical development in middle and later adulthood | 14-15 | What are the physical effects of getting older. | Identify key issues with menopause and getting older. |  |
|  | 7 | Intellectual development | 16-17 | Uses of a paperclip? | Identifying parts of brain and developing timeline for key development stages. |  |
|  | 8 | Language development | 18-19 | What were your first words? | Creating timeline | Creating infant matching games **Assessed piece** /16 focus, age and purpose with reasons, game-creativity, presentation, usability |
| Oct | 9 | Emotional development in infancy and early childhood  | 20-21 | What is bonding and attachment? | Table of emotional development then research to enhance. |  |
|  | 10 | Emotional development in adolescence and early adulthood | 22-23 | Why is it important to be independent? | Case studies related to emotional development. |  |
|  | 11 | Social development in infancy and early childhood | 24-25 | What is social development? | Case studies relating to job role of social/support worker. Creating games for infants to make friends. |  |
|  | 12 | Social development in adolescence and adulthood | 26-27 | What are formal and informal relationships. | Case studies related to relationship types. | Create a revision sheet related to PIES and life stages. |
|  | 13 | Physical factors | 28-29 | What is genetic inheritance? | Quadrant task and relate to case study. |  |
| **Year 10 2021-2022** |
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| Oct | 14 | Lifestyle | 30-31 | Healthy diet? Unhealthy diet? | Create annotated food plate.Create a webpage that encourages healthy choices. |  |
|  | 15 | Social and cultural factors | 32-33 | What religions have specific diets or foods? | Creating notes and applying to scenarios. |  |
|  | 16 | Relationships and isolation | 34-35 | Who are you role models? | Case studies and men in sheds. Create a poster to highlight aspects. |  |
|  | 17 | Economic factors | 36-37 | What are material possessions? | Create arguments for and against material wealth.**Assessed piece** /18 3 factors, 3 life stages +ves and –ves. |  |
| **1/2term** | **Learning Aim A Assessment – choose celebrity**  |
| Nov |  | Launch assessment a identify life stages |  |  |  |  |
|  |  | identify factors that affect at different life stages |  |  |  |  |
|  |  | look at impact of factors in each life stage specified |  |  |  |  |
|  |  | Assess how the impact of the factors you have selected has changed over the different life stages. |  |  |  |  |
|  |  | Give examples and compare the effects of the factors on the individual at the different life stages. |  |  |  | **Deadline 1 week****Assess 1 week****2 week corrections if required** |
| **Component Three** | **Health and Wellbeing** |
| Nov | 1-2 | Definition of health and wellbeing Genetic inheritance | 128-129130-131 | What is health and wellbeing? | PIES of holistic care.Genetic inheritance case studies – cystic fibrosis and sickle cell anaemia |  |
|  | 3 | Ill health | 132-133 | What are the definitions of chronic and acute? | Identifying examples and researching two. |  |
|  | 4-5 | Diet & Exercise | 134-135136-137 | What are the government recommendations related to diet and exercise. | Create a labelled eat well platePIES related to exercise. |  |
|  | 6 - 7 | Substance Use Personal hygiene | 138-139 140-141 | How can young people misuse substances? | PIES related to named substances. | Create handwashing poster |
| **Year 10 2021-2022** |
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| Dec | 8 | Social interactions | 142-143 | Give examples of why social interactions are important? | PIES for different life stages. |  |
|  | 9 - 10 | Stress & Willingness to seek help or access services | 144-145146-147 | Give a positive and negative for stress. | PIES related to a particular job and stress.Case study – Drina and Bo re: willingness to help | Give back assessment 1 coursework deadline before Christmas holidays |
|  | 11 | Financial resources | 148-149 | Where does our money come from? | PIES related to financial circumstances. | Give resit pack for holidays and push revision guide if not got. |
|  | 12 | Environmental conditions | 150-151 | What are the different pollution types that can affect us? | PIES related to pollution types. | Set up intervention resit google classroom to post support work. |
|  | 13 | Housing | 152-153 | Which is your ideal home and why? | PIES related to different homes. |  |
|  | 14 - 15 | The impact of life events relating to relationship changes and changes in life circumstances | 154-155156-157 | Definition of key words. | Character profile.Examples of like circumstances. | **Give assessment practice** |
| **Christmas** | **Learning Aim A Assessment practice** |
| Jan |  | Review assessment practice |  |  |  | Wed lunchtime resit drop in. |
|  | 1 | Health indicators | 160-161 | What is health measurement? | Tools used to measure health – descriptions. | Give exam practice homework’s via google classroom |
|  | 2 | Resting pulse rate and recovery after exercise | 162-163 | How do we measure our pulse. | Investigation into exercise and pulse. |  |
|  | 3 | Blood pressure | 164-165 | What do we use to measure blood pressure? | Investigation into blood pressure. |  |
|  | 4 | Peak flow | 166-167 | What is peak flow? | Case study. |  |
|  | 5 | Body mass index | 168-169 | What is BMI used to measure? | Calculations. |  |
|  | 6 | Using published guidelines to interpret health indicators | 170-171 | Reading data with context. |  |  |
|  | 7 | Risks to physical health of abnormal readings | 172-173 | Limitations of BMI etc |  |  |
|  | 8 & 9 | Interpreting lifestyle data | 174-175176-177 | Smoking & Drugs data and effect on PIES | Creating summary tasks |  |
|  | 10 & 11 | Interpreting lifestyle data  | 178-179180-181 | Alcohol & inactivity data and effect on PIES | Creating summary tasks |  |
| Feb |  | **Give assessment practice** |  |  |  | Revision activities |
| **½ term** | **Learning Aim B Assessment practice** |
| **Year 10 2021-2022** |
| **Date** |  | **Topic** | **Book** | **Starter** | **Main task** | **Homework** |
| Feb |  | Review assessment practice |  |  |  |  |
|  | 12 | The importance of a person centred approach | 184-185 | What does health monitoring mean? | Case study – person centred approach |  |
|  | 13 | Recommended actions to improve health and wellbeing | 186-187 | Starting point for setting health and wellbeing targets | SMART targets – identifying and setting |  |
|  | 14 | Short- and long- term targets | 188-189 | Difference between short and long term targets | Identifying and setting short and long term targets relating to different factors. |  |
| March | 15 | Sources of support | 190-191 | Difference between formal and informal support | Identifying local and national formal support strategies for a number of factors |  |
|  | 16 | Potential obstacles to implementing plans | 192-193 | What could be potential obstacles | Identifying obstacles and suggesting alternative provisions |  |
|  | 17 | Emotional/ psychological obstacles | 194-195 | Make a list of potential emotional or psychological obstacles |  |
|  | 18 | Time constraints | 196-197 | How can time play a factor? |  |
|  | 19 | Availability of resources | 198-199 | Geography and isolation – how can they affect? |  |
| April | 20 | Unachievable targets | 200-201 | Why might targets sometimes be unachievable? | Case study – identify and suggest alternatives to make it more achievable |  |
|  | 21 | Lack of support | 202-203 | Where might people lack support? |  |  |
|  | 22 | Ability/disability and addiction | 204-205 | Identify key examples and how it could affect |  |  |
|  | 23 | Barriers to accessing identified services | 206-207 | Identify key barriers | Create a table to summarise |  |
|  |  | **Give assessment practice** |  |  |  | Revision activities |
| **Easter** | **Learning Aim C Assessment practice** |
| **Revision** | Review assessment practice and work through exemplars**Component Three Exam \_\_\_ May 2022** |
| **Year 10 2021-2022** |
| **Component One** | **Human Lifespan Development** |
| **Date** |  | **Topic** | **Book** | **Starter** | **Main task** | **Homework** |
| May | 1 | Life events | 40-41 | Identify examples of key life events | Categorise into different factors |  |
|  | 2 | Physical events | 42-43 | Identify examples of key life events | Identify and relate to PIES |  |
|  | 3 | Relationship changes | 44-45 | Identify examples of key life events |  |
|  | 4 | Life circumstances | 46-47 | Identify examples of key life events | Identity support strategies for these events |
|  | 5 | Dealing with life events | 48-49 | Reflection on own life event | Case study – relate support required |  |
| June | 6 | Adapting to change | 50-51 |  |  |  |
|  | 7 | Types of support | 52-53 | Identify sources of support – formal and informal |  |  |
|  | 8 | Informal support | 54-55 | Describe definition | Describe examples |  |
|  | 9 | Professional sources of support (1&2) | 56-57 58-59 | Describe definition | Identify local and national examples |  |
|  | 10 | Voluntary sources of support | 60-61 | Describe definition |  |
| June |  | choose life event and individuals |  |  |  |  |
|  |  | write questionnaire and responses |  |  |  |  |
|  |  | identify formal and informal support |  |  |  |  |
|  |  | research impact of formal and informal support |  |  |  |  |
|  |  | compare impact of life event and support |  |  |  |  |
| July |  | Year 10 End of year examsYear 10 Work experience |  |  |  |  |
|  |  | **Learning Aim B Assessment**  |

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| **Year 11 2022-2023** |
| **Component One** | **Human Lifespan Development** |
| **Date** |  | **Topic** | **Book** | **Starter** | **Main task** | **Homework** |
| Sept |  | Complete write up |  |  |  | Deadline 1 weekAssess 1 week |
|  |  | Feedback |  |  |  | 2 week corrections if required |
| **Component Two** | **Health and Social Care Services and Values** |
| **Date** |  | **Topic** | **Book** | **Starter** | **Main task** | **Homework** |
| Sept | 1 | Primary care | 66-67 | Identify primary care services | Research key primary care service and suggest suitability | Find sources of primary care services in local area. Describe services provided. |
|  | 2 | Secondary and tertiary care | 68-69 | What does secondary and tertiary mean? | Matching services and researching examples |  |
|  | 3 | Allied health professionals | 70-71 | Description of an allied health professional | Job descriptions and examples. |  |
|  | 4 | Services for children and young people | 72-73 | Describe three main services | Case studies |  |
|  | 5 | Services for adults or children with specific needs | 74-75 | Identify specific needs | Case studies |  |
| Oct | 6 - 7 | Services for older adults and Informal social care | 76-7778-79 | Identify specific needs | Compare and evaluate different types of care |  |
|  | 8-9 | Physical and Sensory barriers | 80-8182-83 | Identify some examples of barriers | Complete independent barriers project with associated case studies |  |
|  | 10-11 | Social, cultural and psychological barriers Language barriers | 84-8586-87 |  |  |
|  | 12-13 | Geographical barriers and Intellectual barriers | 88-8990-91 |  |  |
|  | 14 - 15 | Resource barriers for service providers and Financial barriers | 92-9394-95 |  |  |
| Oct |  | Case study  |  |  |  |  |
|  |  | Choose case study, identify health and social wellbeing needs |  |  |  |  |
|  |  | Identify primary services |  |  |  |  |
|  |  | Identify secondary and tertiary services |  |  |  |  |
|  |  | Identify barriers for both people |  |  |  |  |
| **½ term** | **Learning Aim A Assessment – case studies**  |
| Nov |  | Relate barriers to actual service |  |  |  |  |
|  |  | How does the services at meet the needs of the individuals. |  |  |  |  |
|  |  | From chosen service and barriers identified, suggest how to overcome. |  |  |  |  |
|  |  | Justify and give examples |  |  |  |  |
|  |  | write up |  |  |  | Deadline 1 weekAssess 1 week |
| Nov | 1 | Empowering and promoting independence | 98-99 | What boosts our self-respect? | How can items empower and promote independence?Case studies |  |
|  | 2 | Respect for others | 100-101 | How can we respect privacy? | Case study – respecting others |  |
|  | 3 | Maintaining confidentiality | 102-103 | What is GDPR? | Produce a leaflet to inform people of their confidentiality rights. |  |
|  | 4 | Preserving dignity | 104-105 | What is someone’s dignity? | Case study – preserving dignity |  |
|  | 5 | Effective communication | 106-107 | How do we communicate? | With each form of communication identify who may have a barrier to this? How can it be overcome? |  |
| Dec | 6 | Safeguarding and duty of care | 108-109 | What types of abuse are there? | Case study – day centre | **Year 11** **RESIT ???????** give revision package |
|  | 7 | Promoting anti-discriminatory practice | 110-111 | What is discrimination? | Create a poster for a campaign to fight discrimination. | Give back assessment 1 coursework deadline 2 weeks |
|  | 8 | Applying care values in a compassionate way | 112-113 | What are the 6 care values? | Case study – create a poster to show the 6 C’s |  |
|  | 9 | Working together | 114-115 | What is a description of a good team? | Create a leaflet to apply the 6C’s to teamwork. |  |
|  | 10 | Making mistakes | 116-117 | What are some examples of consequences of bad health and social care? | Case study – making mistakes |  |
| Dec | 11 | Reviewing own application of care values | 118-119 | What skills are you good at? Need to improve on? | Create mind maps about the 6C’s including areas good at areas needed to be developed. |  |
|  | 12 | Receiving feedback | 120-121 | Purpose of feedback? | Case study – giving feedback |  |
|  | 13 | Using feedback | 122-123 | SMART stands for? | Create your own coursework SMART targets. What would be a good action plan for the next piece of coursework. |  |
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| **Christmas** |  |  |  |  |  |
| **Year 11 2022-2023** |
|  | **Learning Aim B Assessment – role play and review** |
| Jan |  | Role play  |  |  |  |  |
|  |  | review |  |  |  |  |
|  |  | research |  |  |  |  |
|  |  | plan |  |  |  |  |
|  |  | write up script |  |  |  |  |
| Jan |  | complete script |  |  |  |  |
|  |  | perform |  |  |  |  |
|  |  | review |  |  |  |  |
|  |  | plan |  |  |  |  |
|  |  | write up |  |  |  | Deadline 1 weekAssess 1 week |
| Feb |  | Complete improvements to assignment 2. |  |  |  | Year 11 RESIT 07/02/2020Give back assessment 1 coursework deadline 2 weeks |
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|  |  |  |  |  |  |  |
| **½ term** |  |
| March |  | Other focus |  |  |  |  |