**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 | 8-9  10-11 | | 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** | | | | | | | | | | | | | |
| **Date** |  | | **Topic** | **Book** | | **Starter** | | | **Main task** | | **Homework** | | |
| 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 | 128-129  130-131 | | 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 | 134-135  136-137 | | What are the government recommendations related to diet and exercise. | | | Create a labelled eat well plate  PIES 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** | | | | | | | | | | | | | |
| **Date** |  | | **Topic** | **Book** | | | **Starter** | | | **Main task** | **Homework** | | |
| 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 | 144-145  146-147 | | 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 | 154-155  156-157 | | 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 | 174-175  176-177 | | Smoking & Drugs data and effect on PIES | | | Creating summary tasks | |  | | |
|  | 10 & 11 | | Interpreting lifestyle data | 178-179  180-181 | | 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 exams  Year 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 week  Assess 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 | 76-77  78-79 | | Identify specific needs | | | Compare and evaluate different types of care |  |
|  | 8-9 | | Physical and Sensory barriers | 80-81  82-83 | | Identify some examples of barriers | | | Complete independent barriers project with associated case studies |  |
|  | 10-11 | | Social, cultural and psychological barriers Language barriers | 84-85  86-87 | |  | | |  |
|  | 12-13 | | Geographical barriers and Intellectual barriers | 88-89  90-91 | |  | | |  |
|  | 14 - 15 | | Resource barriers for service providers and Financial barriers | 92-93  94-95 | |  | | |  |
| 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 week  Assess 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 week  Assess 1 week |
| Feb |  | Complete improvements to assignment 2. | |  | |  | |  | | Year 11  RESIT 07/02/2020  Give back assessment 1 coursework  deadline 2 weeks |
|  |  |  | |  | |  | |  | |  |
|  |  |  | |  | |  | |  | |  |
| **½ term** | | |  | | | | | | | |
| March |  | Other focus | | |  | |  |  | |  |