

Year 10 Curriculum Overview Plan: Health and Social Care 2021

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Key Theme: Understand human growth and development and key factors that affect it</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners explore aspects of growth and development, including life stages and how PIES development is affected at each life stage.</p>	<p>Key Theme: Understand human growth and development and key factors that affect it</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners are asked to write a report to illustrate how people change over different life stages. They choose an individual, such as a well-known person, and carry out research to find out how they have changed over the course of three life stages (the life stages are chosen by the learner) and then use this to write a report. Learners choose the</p>	<p>Key Theme: Investigate how individuals deal with life events.</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners study expected and unexpected life events. Learners learn how individuals adapt to changes in circumstances after life events and the role of vale and support.</p>	<p>Key Theme: Investigate how individuals deal with life events.</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learner are now given the opportunity to apply their knowledge, this time to two case studies. Learners identify how the individuals have adapted to the life event and what support is available to them and its value. Learners could extend themselves to compare how individuals adapted and assess how well</p>	<p>Key Theme: Understand the different types of health and social care services and barriers to accessing them.</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners explore the health and Social Care services that are available and why individuals may need to use them in terms of different social groups. Learners identify barriers that may make it difficult for service users to access services and how these barriers may be overcome.</p>	<p>Key Theme: Understand the different types of health and social care services and barriers to accessing them.</p> <p>Key Concepts, Knowledge & Skills to be Embedded: Learners will carry out a review into health and social care services in their area. Learners are given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details how they need to access these. Learners carry out research to find</p>

<p>Links to Prior Learning: PSHE The Characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links</p>	<p>person that they want to research. Learners complete this assignment, applying their knowledge of PIES and the factors that may affect their individual's growth and development. Learners have the opportunity with this piece of controlled assessment to develop transferable skills such as report writing</p> <p>Links to Prior Learning: The Characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links</p>	<p>Links to Prior Learning: Builds further onto PIES Development, as well as giving context to the factors that affect growth and</p>	<p>the adapted now that they have a very thorough knowledge of PIES and Life events. This shows how well they have understood and processed the theory from Component 1 and how they can apply this theory to real scenarios.</p> <p>Links to Prior Learning: Builds further onto PIES Development, as well as giving context to the factors that affect growth and</p>	<p>Links to Prior Learning: Consolidation of PIES and life events from Component 1.</p>	<p>local services that meet their needs. Learners widen their understanding of health and social care providers by studying scenarios which are not familiar, allowing them to empathy with service users.</p> <p>Links to Prior Learning: Consolidation of PIES and life events from Component 1.</p>
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<p>between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</p>	<p>between an inactive lifestyle and ill health, including cancer and cardiovascular ill-health</p>	<p>development studied in Learning Aim A</p>	<p>development studied in Learning Aim A</p>	<p>Key Assessment Pieces: Paper 4 – Human Development</p>	<p>Key Assessment Pieces: Controlled Assessment for Learning Aim A – Learners are given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details how they need to access these. Learners carry out research to find local services that meet their needs. Learners widen their understanding of</p>
<p>Key Assessment Pieces: Paper 1 - Human Lifespan Development Paper 2 - Human Lifespan Development</p>	<p>Key Assessment Pieces: Controlled Assessment for Learning Aim A – Learners will assess how an individual has changed over the course of three life stages. The person chosen, could be someone they know or a case study. Learners must also explain how relevant factors may have affected the growth and development of the individual.</p>	<p>Key Assessment Pieces: Paper 3 – Human Development</p>	<p>Key Assessment Pieces: Controlled Assessment for Learning Aim B – Learners are asked to use a case study on two individuals that have experienced the same life event (e.g. bereavement) and investigate how it affected them. Learners gather evidence from the case studies about how PIES development was affected and what support the individuals received.</p>	<p>Key Assessment Pieces: Paper 4 – Human Development</p>	<p>Key Assessment Pieces: Controlled Assessment for Learning Aim A – Learners are given a case study on two individuals with different health and social care needs: one will have health care needs, and the other social care needs. The case study details how they need to access these. Learners carry out research to find local services that meet their needs. Learners widen their understanding of</p>

<p>Tier 3 Vocabulary Vault: Physical Development, Intellectual Development, Emotional Development, Social Development, Life Expectancy, Life span, Adolescence, Gross motor skills, Fine Motor skills, Menopause, Abstract thinking, Cognitive Development, Puberty, Primary sexual Characteristics, Secondary Sexual Characteristics, Milestones, Attachment, Bonding, Maturation,</p>	<p>Tier 3 Vocabulary Vault: Physical Development, Intellectual Development, Emotional Development, Social Development, Life Expectancy, Life span, Adolescence, Gross motor skills, Fine Motor skills, Menopause, Abstract thinking, Cognitive Development, Puberty, Primary sexual Characteristics, Secondary Sexual Characteristics, Milestones, Attachment, Bonding, Maturation,</p>	<p>Tier 3 Vocabulary Vault: Physical Development, Intellectual Development, Emotional Development, Social Development, Life Expectancy, Life span, Adolescence, Gross motor skills, Fine Motor skills, Menopause, Abstract thinking, Cognitive Development, Puberty, Primary sexual Characteristics, Secondary Sexual Characteristics, Milestones, Attachment, Bonding, Maturation,</p>	<p>Tier 3 Vocabulary Vault: Physical Development, Intellectual Development, Emotional Development, Social Development, Life Expectancy, Life span, Adolescence, Gross motor skills, Fine Motor skills, Menopause, Abstract thinking, Cognitive Development, Puberty, Primary sexual Characteristics, Secondary Sexual Characteristics, Milestones, Attachment, Bonding, Maturation,</p>	<p>Tier 3 Vocabulary Vault:</p>	<p>health and social care providers by studying scenarios which are not familiar, allowing them to empathy with service users.</p> <p>Tier 3 Vocabulary Vault:</p>
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<p>Self-Image, Self-Esteem, Self-Concept, Genetic inheritance</p> <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p>	<p>Self-Image, Self-Esteem, Self-Concept, Genetic inheritance</p> <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p>	<p>Self-Image, Self-Esteem, Self-Concept, Genetic inheritance</p> <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p>	<p>Self-Image, Self-Esteem, Self-Concept, Genetic inheritance</p> <p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p>	<p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p> <p>Consistent and progressive success criterion</p>	<p>Reading Exposure: Reading tasks throughout the Component</p> <p>Strategies to enable new concepts, knowledge & skills to embed in long-term memory: Do it now tasks to recap and recall, deeper understanding through questioning</p>
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