

# Long Term Plan Year 10 Health & Social Care



**Intent / End Point:** By the end of Year 10, students will be able to explain how people change and develop through the different life stages. They will also understand how these changes are affected by a range of factors. They will then be able to transfer their knowledge of how factors affect development to how factors affect an individual's health and wellbeing in either a positive or a negative way.

	<u>Year 10 - HT1</u>	<u>Year 10 - HT2</u>	<u>Year 10 - HT3</u>	<u>Year 10 - HT4</u>	<u>Year 10 - HT5</u>	<u>Year 10 - HT6</u>	
<u>Unit title</u>	<u>Component 1 Growth &amp; Development across life stages</u>	<u>Component 1 Growth &amp; Development across life stages</u>	<u>Component 1 &amp; 3 Growth &amp; Development across life stages</u>	<u>Component 3 Health &amp; Wellbeing</u>	<u>Component 3 Health &amp; Wellbeing</u>	<u>Component 1 Growth &amp; Development across life stages</u>	
<b>Principles that underpin the curriculum</b>	<u>Knowledge</u>	<ul style="list-style-type: none"> <li>Human growth &amp; development across the ages</li> <li>Use of PIES to analyse life stages</li> <li>Infancy/ childhood/adolescence</li> <li>Early adulthood</li> <li>Middle adulthood</li> <li>Later adulthood</li> <li>Factors affecting growth and development</li> </ul>	<ul style="list-style-type: none"> <li>Factors affecting growth and development</li> <li>Investigate how individuals deal with life events</li> </ul>	<ul style="list-style-type: none"> <li>Factors that affect health &amp; wellbeing</li> <li>Interpreting health indicators</li> </ul>	<ul style="list-style-type: none"> <li>Interpreting health indicators</li> <li>Person centred health &amp; wellbeing plans</li> </ul>	<ul style="list-style-type: none"> <li>Preparation for final assessment in June. Students will revisit key ideas surrounding key development stages and the factors that influence them.</li> </ul>	<ul style="list-style-type: none"> <li>Students will write their case study. This case study will allow students to apply their knowledge and skills to explain how a person has changed over the 3 life stages</li> </ul>
	<u>Skills</u>	Students will develop transferable skills, such as research skills and written communication skills. They also develop higher order thinking skills such as: describe, explain, evaluate and justify. Finally, students develop independence and time management as the keys to successfully complete their assignments.					
<b>Middle Stake Testing</b>	<ul style="list-style-type: none"> <li>Interview or research a client (Prep for Learning Aim A)</li> </ul>	<ul style="list-style-type: none"> <li>Create a timeline of events in the person's life (Prep for Learning Aim A)</li> </ul>	<ul style="list-style-type: none"> <li>Component 3 Theory test</li> <li>Complete a PIES analysis for dealing with life events</li> </ul>	<ul style="list-style-type: none"> <li>Component 3 Theory test</li> <li>Respond to a scenario explaining how someone has coped with life changing events</li> </ul>	<ul style="list-style-type: none"> <li>Mock exam</li> </ul>		
<b>High Stake Testing</b>		Submission of coursework component for Learning Aim A			Formal Examination Component 3	Submission of coursework component for Learning Aim B  Component 1 submission	
<b>Skills development</b>	Over the course of the year, students develop their research skills and learn to classify information into the different components of PIES. Furthermore, they become confident at analysing information and evaluating how factors affect changes. As a result of this, students will be able to apply their knowledge to real life scenarios.						

# Long Term Plan Year 11 Health & Social Care



**Intent / End Point:** In Year 11, they start the year by revisiting their knowledge gained in Year 10 about growth and development and health and wellbeing. They will expand on this by looking in detail into health and care services and what barriers exist to stop people from accessing these services. In Year 11, students have the opportunity to retake their external exam. This will take place in February and students will be supported in lesson and with additional intervention.

	<u>Year 11 - HT1</u>	<u>Year 11 - HT2</u>	<u>Year 11 - HT3</u>	<u>Year 11 - HT4</u>	<u>Year 11 - HT5</u>	<u>Year 11 - HT6</u>
<u>Unit title</u>	<u>Component 2 H&amp;SC services and values</u>	<u>Component 2 H&amp;SC services and values</u>	<u>Component 2 H&amp;SC services and values</u>	<u>Component 2 H&amp;SC services and values</u>	<u>Component 2 H&amp;SC services and values</u>	<u>Component 2 H&amp;SC services and values</u>
<b>Principles that underpin the curriculum</b>	<b>Knowledge</b>	<u>A1: H&amp;SC Services</u> <ul style="list-style-type: none"> <li>Different health care services</li> <li>Different social care services</li> </ul> Component 3 recap & revision	<u>A1: H&amp;SC Services</u> <u>A2: Barriers</u> <ul style="list-style-type: none"> <li>Types of barrier and how they can be overcome</li> </ul>	<u>B1: Care Values</u> <ul style="list-style-type: none"> <li>Empower, respect, confidentiality, dignity, empathy, safeguarding</li> </ul>	B1: Care values B2: Reviewing own application of care values	<u>Complete C2 Assignment</u> (role play, self-evaluation, )
	<b>Skills</b>	Students continue to develop transferable skills, such as research skills and written communication skills. They also develop higher order thinking skills such as describe , explain , evaluate and justify. Finally, students continue to display high levels of independence and time management as the keys to successfully complete their assignments.			Demonstrate care values in practice and video the evidence.	Analysing & providing feedback
<b>Middle Stake Testing</b> (Purposeful Practice question with teacher feedback)	<ul style="list-style-type: none"> <li>Summarise of health care and social care available</li> </ul>	<ul style="list-style-type: none"> <li>Summarise the barriers people face and how they can overcome these</li> </ul>	<ul style="list-style-type: none"> <li>Revision - Completion of on line mini tests for each sub topic</li> </ul>	<ul style="list-style-type: none"> <li>Plan and record role play</li> </ul>	<ul style="list-style-type: none"> <li>Complete self-evaluation and respond to teacher feedback</li> </ul>	
<b>High Stake Testing</b>			<ul style="list-style-type: none"> <li>Mock Exam</li> <li>Component 3 resits</li> </ul>		Component 2 submission	
<b>Skills development</b>	Over the course of the year, students will continue to develop thinking skills such as research, evaluation and explanation, but they will also develop the key skills of respect and empathy when treating others. Furthermore, students will have to demonstrate all these skills in action, through their exams and role play assignments.					