

Year 10 Curriculum Overview Health and Social Care

Autumn Term	
Golden Threads: A1: Growth and Development, P.I.E.S Classification, Infancy, Early childhood, Adolescence, Early Adulthood, Middle Adulthood, Later Adulthood, A2: Physical factors: Lifestyle factors	
HT1 – Component 1 Human Lifespan Development A1 Human growth and development across life stages Infancy to Adolescence Define the terms ‘growth’ and ‘development’ Give two examples of how growth is measured List the 6 life stages Define PIES development Explain the terms ‘fine’ and ‘gross’ motor skills What is the age range for infancy? Define the term ‘attachment’ Explain the term ‘bonding’ List 3 things that children need to feel emotionally stable Define security and contentment List the four areas of intellectual development that occur in childhood Identify the two parts of language development that occur during infancy. Identify the two categories of sex characteristics Define self-esteem	HT2 – Component 1 Human Lifespan Development A1 Human growth and development across life stages Early Adulthood to Later Adulthood A2 Factors affecting growth and development Explain the term ‘physically mature’ Define menopause Explain social isolation List some of the physical developments that can occur during menopause. List some of the emotional developments that can occur during menopause Explain how social isolation may occur during menopause. List 4 physical developments that may occur during later adult hood Define the term ‘genetic inheritance’ What is dementia Explain a range of inherited conditions and how they affect the body Define the term ‘sensory impairment’. What is type 2 diabetes and what is the cause. Define the term ‘disability’ What is cardiovascular disease. List 4 life events that could affect someone’s emotional development during later adulthood How can nutrition affect growth and development

	Define the term substance misuse
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Spring Term	
Golden Threads: A2: Emotional factors: Social factors: Cultural factors: Environmental factors: Economic Factors: B1: Health and Wellbeing, Relationship changes, Life circumstances B2: resilience, self-esteem, emotional intelligence, disposition multi-agency working	
HT3 – A2 Factors affecting growth and development List the emotional events according to the stress they cause to an individual Explain the terms social inclusion/exclusion What is discrimination? What environmental factors can have a negative impact on PIES What financial resources could have a positive impact on PIES Learning Outcome B: Understand how individuals deal with life events B1 Different types of life event What physical and mental factors could impact a persons PIES What types of relationship changes could occur over the life stages What life circumstances can affect individuals over the life stages B2 Coping with change caused by life events What are the character traits that influence how individuals cope? What sources of support can help individuals adapt? Define ‘multi-agency’ and ‘multidisciplinary’ What does an occupational therapist do. What types of support can help individuals adapt?	HT4 PEARSON SET ASSIGNMENT 1 Written within lessons Learning outcomes: A: Understand human growth and development across life stages and the factors that affect them B Understand how individuals deal with life events

Summer Term	
Golden Threads:	Golden Threads:

Health conditions, Health services, Social care services,	Physical barriers, sensory disability barriers, social and cultural backgrounds
HT5 – PEARSON SET ASSIGNMENT 1 Written within lessons Finished Component 2 A1 Healthcare services What is COPD? What cardiovascular conditions can affect an individual? What additional needs could an individual have? What are the allied health professions? How does and multidisciplinary team operate? A2 Social care services Define the term ‘social care’ What is domiciliary care and respite care? What services are available for children and young people? What services are available to adults and children with specific needs? Define the term ‘informal care’ What voluntary care can be accessed?	HT6 – A3 Barriers to accessing services What is the definition of a barrier? What are the physical barriers for accessing facilities? What can individuals with sensory disabilities access? What barriers do people from different social and cultural backgrounds experience and how can they be overcome? What are the ways people can overcome language barriers? Define the term ‘geographical barriers’ Define the term ‘intellectual’ barriers. What ways are there to overcome intellectual barriers. If individuals have financial barriers what services can they access to assist them.

Year 11 Curriculum Overview

Health and Social Care

Autumn Term
Golden Threads: Health conditions, Health services, Social care services, Physical barriers, sensory disability barriers, social and cultural backgrounds B1 Skills and attributes in health and social care B2 Values in health and social care B3 The obstacles individuals requiring care may face B4 The benefits to individuals of the skills, attributes and values in health and social care practice

HT1 – Component 2 – Services and Values What skills do you need to deliver care effectively? What attributes does an individual need? What are the 6 'C's and explain what they mean? Define the definition of obstacles in relation to care users. What makes targets unachievable? What are potential obstacles and what causes them? How will those receiving care be supported? What is a person-centred approach? Why is it important to protect confidentiality, how can this be achieved.	HT2 – <ul style="list-style-type: none"> • PSA Component 2 Written within lessons • Understand the different types of healthcare services and barriers to accessing them • Understand the skills, attributes and values required to give care.
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Spring Term	
Golden Threads: A Factors that affect health and wellbeing A1 Factors affecting health and wellbeing Interpreting health indicators B1 Physiological indicators B2 Lifestyle indicators C Person-centred approach to improving health and wellbeing C1 Person-centred approach C2 Recommendations and actions to improve health and wellbeing C3 Barriers and obstacles to following recommendations	
HT3 – Component 3—Health and Wellbeing What physical factors can have a positive and negative effects on health and wellbeing? What lifestyle factors can have a positive and negative effect on health and wellbeing? Identify negative and positive social effects on wellbeing What cultural factors can you name? Name financial resources? What environmental factors are there that can have an affect on your life? What physiological indicators are used to measure health? What is the short and long term risks of abnormal readings?	HT4 How does a person-centred approach assist an individual? Why is a person-centred approach important? What are the benefits of a person-centred approach? What recommendations is it important to know to improve health and wellbeing? What sources of formal and informal support are available to improve health and wellbeing? What is the definition of 'barriers' What are the potential barriers What is the definition of obstacles. What others obstacles could an individual face in following recommendations

What are the government recommendations on lifestyle?	
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Summer Term	
Golden Threads: Consolidation of knowledge	Golden Threads: Consolidation of knowledge
HT5 – Written Exam Preparation Revision of component 3 and exam practice. <ul style="list-style-type: none"> • Theory Revision Lessons • Written Exam Technique • Seneca • Blookets • Revision Guide • Practise exam questions 	HT6 – Final Written Exam May/June A Factors that affect health and wellbeing A1 Factors affecting health and wellbeing Interpreting health indicators B1 Physiological indicators B2 Lifestyle indicators C Person-centred approach to improving health and wellbeing C1 Person-centred approach C2 Recommendations and actions to improve health and wellbeing C3 Barriers and obstacles to following recommendations

Year 12 Curriculum Overview

Health and Social Care

Autumn Term	
Golden Threads: Life Stages, Physical, Intellectual, Emotional, Social, Life Events, Ageing, Genetics, Environmental factors	
HT1 – Unit 1 Human Lifespan Development Section A – Human Growth and Development through the life stages A1 Physical Development A2 Intellectual Development A3 Emotional Development A4 Social Development Unit 14 – Physiological Disorders and their care Learning Aim A—Investigate the causes and effects of physiological disorders	HT2 – Unit 1 Human Lifespan Development Section B – Factors affecting human growth and development B1 Nature/Nurture Debate B2 Genetic Factors B3 Environmental Factors B4 Social Factors B5 Economic Factors B6 Major Life Events Unit 14 - Physiological Disorders and their care Learning Aim B—Examine the investigation and diagnosis of physiological disorders
Spring Term	
Golden Threads: Life Stages, Physical, Intellectual, Emotional, Social, Life Events, Ageing, Genetics, Environmental factors	
HT3 – Unit 1 Human Lifespan Development Section C – Effects of Ageing C1 Physical Changes of ageing C2 Psychological changes of ageing C3 Societal effects of an ageing population Unit 14 - Physiological Disorders and their care	HT4 Unit 14 - Physiological Disorders and their care Learning Aim D— Develop a treatment plan for service users with physiological disorders to meet their needs Deadline and submission of Unit 14 coursework Revision for unit 1 written exam Section A – Human Growth and Development through the life stages

<p>Learning Aim C—Examine treatment and support for service users with physiological disorders</p> <p>Learning Aim D— Develop a treatment plan for service users with physiological disorders to meet their needs</p>	<p>Section B – Factors affecting human growth and development</p> <p>Section C – Effects of Ageing</p>
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Summer Term	
<p>Golden Threads:</p> <p>Knowledge of PIES growth and development. Evaluate Piagets, Chomsky models of development. Connections between theories/models. Factors affecting ageing.</p>	<p>Golden Threads:</p> <p>Discrimination, protected characteristics, Diversity, equality, prejudice, multidisciplinary. Code of conduct.</p>
<p>HT5 –</p> <p>Revision for unit 1 written exam</p> <p>Section A – Human Growth and Development through the life stages</p> <p>Section B – Factors affecting human growth and development</p> <p>Section C – Effects of Ageing</p>	<p>Unit 1 Written Exam</p> <p>Unit 5—Meeting Individual Care and Support Needs</p> <p>Coursework</p> <p>A Examine principles, values and skills which underpin meeting the care and support needs of individuals</p>

Year 13 Curriculum Overview

Health and Social Care

Autumn Term
<p>Golden Threads:</p> <p>Unit 2: A The roles and responsibilities of people who work in the health and social care sector, B The roles of organisations in the health and social care sector, C Working with people with specific needs in the health and social care sector</p>

<p>HT1 –</p> <p>Unit 5—Meeting Individual Care and Support Needs Coursework B Examine the ethical issues involved when providing care and support to meet individual needs C Investigate the principles behind enabling individuals with care and support needs to overcome challenges</p>	<p>HT2 –</p> <p>Unit 2—Working in Health and Social Care Written Exam Content What types of roles do people have in the health and social care sector? What are the day-to-day responsibilities an occupational therapist will do? How can a worker promote anti-discriminatory practice? Give an example of empowering a service user. How can you ensure confidentiality? What is an holistic approach? What different types of setting are there to provide and meet different care needs? What ways can organisations represent the interests of service users? What are the ways health and social care services are monitored?</p>
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Spring Term	
<p>Golden Threads: Know a range of roles of professionals in the health care sector. Multidisciplinary working. Process of providing the care and support necessary to meet individual needs</p>	
<p>HT3 –</p> <p>Unit 5—Meeting Individual Care and Support Needs Coursework D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p> <p>Unit 2 Written Exam - Working in Health and Social Care A The roles and responsibilities of people who work in the health and social care sector B The roles of organisations in the health and social care sector C Working with people with specific needs in the health and social care sector</p>	<p>HT4</p> <p>Unit 5—Meeting Individual Care and Support Needs Complete Coursework for exam board submission A Examine principles, values and skills which underpin meeting the care and support needs of an individual. B Examine the ethical issues involved when providing care and support to meet individual needs C Investigate the principles behind enabling individuals with care and support needs to overcome challenges D Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs</p>

Summer Term

Golden Threads:

Roles of people in healthcare sector, Roles of people in social care sector. How organisations work to ensure care is provided efficiently and with a person centred approach.

HT5**Unit 2 Working in Health and Social Care****Revision for unit 2 written exam resit**

A The roles and responsibilities of people who work in the health and social care sector

B The roles of organisations in the health and social care sector

C Working with people with specific needs in the health and social care sector

HT6**Unit 2 Written Exam resit if required - Working in Health and Social Care**