

## YEAR GROUP OVERVIEW

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	Growth and development and factors that impact on growth and development	Unit 1 Course work Learning aim A Human lifespan development	Life events	Unit 1 Course work Learning aim B Life events	Health and Social care services	Unit 2 Course work Learning aim A Health and Social care values and services
	<p><u>Life stages</u></p> <p>Term 1 will begin with the 'bedrock' of key terms that are required for the entire health and social care course. Students will develop knowledge of the life stages:</p> <p>Infancy (0-2) Early childhood( 3-8) Adolescence (9-18) Early adulthood (19-45) Middle Adulthood ( 46-65) Later Adulthood (65+)</p> <p>and continue to develop their knowledge of the key areas of growth and development- physical, intellectual, emotional and social referred to as PIES.</p> <p>Students will have a clear understanding by the end of the topic of the PIES of the different life stages and the changes that occur to individuals over their lives.</p>	<p><u>Preparation and development of coursework.</u></p> <p>Over this term the students will use their prior knowledge from term 1 to develop their component 1 Learning aim A - Celebrity coursework.</p> <p>In task 1- students will describe the 'normal' growth and development of their celebrity over three life stages and in task 2 develop an analysis of the relevant factors that have impacted on their case studies growth and development making sure they have factors from each category- physical, social/cultural and economic.</p> <p>As the coursework develops to merit and distinction the students will use comparative and assessment skills. The students will need to make judgement about the role of the factors in the</p>	<p><u>Impact of life events:</u></p> <p>During this term the students will continue to develop their knowledge of factors that impact on growth and development. In this particular unit the students will study events that may affect development. These are divided into expected and unexpected.</p> <p>Students will study examples from the three different categories. Physical – ill health/ accident or injury Relationship changes- bereavement, marriage, divorce, parenthood Life circumstances- exclusion, redundancy, imprisonment, retirement.</p> <p>The term will end with the students studying the different types of people who help and support people during life events</p>	<p><u>Preparation and development of coursework</u></p> <p>Over this term the students will develop their coursework on learning aim B of Component 1.</p> <p>Students will use the case studies of Zara and Barbara and their respective divorces to answer their coursework. (Other life events can be used in subsequent years and case studies can be altered accordingly.)</p> <p>In task one the students will reflect on how the divorces impact on Zara and Barbara's growth and development (PIES) and in task two the different types of support that will support and help the women adapt and move on with their lives.</p> <p>The students will need to reflect on the similarities and difference of the experiences and justify their reasons on whether, and how well each person adapted. (Merit)</p>	<p><u>Services</u></p> <p>In this term the students will study the content for component 2. They will learn the different categories of the services and how they help the people in their care. The students will study:</p> <p>Primary care services Secondary and tertiary care services Allied health professionals Services for children and young people Services for adults or children with specific needs Services for older adults Informal social care</p> <p>Students will then reflect on the different barriers to accessing the services learnt earlier:</p> <p>Physical- such as ramps and stairs</p> <p>Geographical- where you live.</p>	<p><u>Preparation and development of Component 2 coursework.</u></p> <p>During this term the students will develop their own coursework using one of three case studies provided by the exam board.</p> <p><u>Case Studies</u></p> <p>Verna and Sam Myra and Elizabeth Amiya and Rajiv.</p> <p>In task one the students will need to identify and explain the health and social care issues of the case studies and the services that will help provide their care. These will be linked to PIES.</p> <p>In task 2- they will then explain the barriers that might impact the case studies attending those services.</p>

	<p><u>Factors that impact of growth and development.</u></p> <p>Over the next section of the term the students will have studied the different types of factors that may have a positive or negative impact on the growth and development of individuals.</p> <p>Physical factors that impact on the body. Lifestyle Choices such as smoking, alcohol etc. Social and cultural factors such as education and gender. Relationships and how they impact on individuals such as role models, friends and social isolation. Finally economic factors which link income, wealth and material possessions.</p>	<p>case studies life and development.</p>	<p>both informal (people who don't get paid) and formal (professional people). During these lessons students will study how these support mechanisms can help people adapt and move on with their lives.</p>	<p>They will suggest the importance of the different types of support considering the extent to which each type of support helped them adapt. (Distinction)</p>	<p>Sensory- issues with hearing, sight etc</p> <p>Social, cultural and psychological- fears and cultural reasons.</p> <p>Language- inability to speak language or new to UK</p> <p>Intellectual- learning difficulties and understanding</p> <p>Resource- issues with funding and budgets from central or local government.</p> <p>Financial- living on a low wage.</p>	<p>For merit criteria - the students will need to suggest ways the barriers can be overcome and whether they are realistic.</p> <p>For distinction - the students will need to provide clear justification for their decisions regarding the most and least effective services for the case studies.</p>
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<b>Year 11</b>	<b>Component 3 Health and wellbeing</b>	<b>Health indicators</b>	<b>Exam preparation</b>	<b>Unit 2 Coursework Health and social care services and values Learning aim B</b>	<b>Unit 2 Coursework Values</b>	<b>Revision</b>
	<p><u>Health and wellbeing</u></p> <p>During this term the students will be studying the content for the examination.</p> <p>In learning aim A- the students will study the different types of factors that may affect either positively or negatively the health and wellbeing of individuals.</p> <p>The topics will include:</p> <ul style="list-style-type: none"> <li>Definition of health and wellbeing</li> <li>Genetic inheritance</li> <li>Ill health</li> <li>Diet</li> <li>Exercise</li> <li>Substance abuse</li> <li>Personal hygiene</li> <li>Social interaction</li> <li>Stress</li> <li>Services</li> <li>Financial resources</li> <li>Environmental conditions</li> <li>Housing.</li> </ul>	<p><u>Indicators of health.</u></p> <p>During this term the students need to study the indicators of health and how and why they are measured.</p> <p>Learning aim B.</p> <p>These include:</p> <ul style="list-style-type: none"> <li>RPR</li> <li>Blood pressure</li> <li>Peak flow</li> <li>BMI.</li> </ul> <p>They will then reflect and study how published data on the health of the nation can impact on the development of planning for the government and NHS. Furthermore how government guidelines on such things as alcohol consumption and healthy eating will impact on the case studies within their exam.</p> <p>In learning aim C the students will then study the impact of treating people using the 'person centred approach to care'</p> <p>They will study how to write health plans and set targets, reflect on the different types of support and why individuals may face obstacles when trying to implement plans.</p> <p>During this time the students will complete low stakes resting on the different sections of work.</p>	<p><u>Exam practice</u></p> <p>During this term the students will be revising and preparing for their examination by completing past papers and questions.</p> <p>This will include low stakes and high stakes tasks with use of feedback and peer marking etc.</p> <p>A mock exam will also be completed.</p>	<p><u>Care Values</u></p> <p>During this term the students will return to component 2 learning aim B.</p> <p>The students will learn the content on the seven care values including:</p> <ul style="list-style-type: none"> <li>Empowering and promoting independence.</li> <li>Respect for others.</li> <li>Maintaining confidentiality</li> <li>Preserving dignity</li> <li>Effective communication</li> <li>Safeguarding and duty of care</li> <li>Promoting anti-discriminatory practice.</li> </ul> <p>They will reflect on both the positives of using the care values in health and care settings and the negative impact of service users if they are not used effectively.</p> <p>These include studying case studies on Winterbourne View.</p>	<p><u>Care Values</u></p> <p>During this term the students will prepare their learning aim B coursework demonstrating the care values in practical form and writing an explanation and assessing their own performance.</p> <p>In task One - they will describe and explain the purpose of the care values and their roles in a case study.</p> <p>In task two - the students will perform a role play observed by their teacher showing the care values in action.</p> <p>In task three - the students will reflect on their performance in the role play and review this accordingly considering what they did well and what they would do to improve it if they were to do it again.</p>	<p><u>Exam Practice.</u></p> <p>During this term those students who are taking their examination for the second time will revise the content of component 3 gain with more exam practice etc.</p>