

Y10 KS4 Curriculum Overview: Health and Social Care



Rationale: In Y10, students will be able to apply their knowledge from Y9 on growth and development to research and assess how life events impact an individual's development and what services are available to support and what barriers might limit accessibility.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
<p align="center">Y10 Autumn 1</p>	<p>PSA 1: Human Lifespan Development: Learning Aim B PIES and Life stages. Life events are expected or unexpected events that occur in an individual's life. Students will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC</p> <p>Command words:</p> <ul style="list-style-type: none"> • Explain • Describe • Identify 	<p>Research tasks: Celebrities who have experienced life events</p>	<p>Yellow exercise books</p> <p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 10- Life Events</p>	<p>Key knowledge/skills: To gain knowledge about Physical events, to include: accident/injury, ill health. Relationship changes, to include: Entering into relationships, marriage, divorce, parenthood, bereavement. Life circumstances, to include: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement</p> <ul style="list-style-type: none"> • Engaging and responding to text • Independent research <p>Keywords: Genetic inheritance Role models Economic impact Cultural impact</p> <p>Challenge: To apply 2 psychological and 2 physical factors to each life stage of case studies life and describe the effect on the individual, compare the effects across the life stages and assess the impact.</p>	<p>Key terms list for topics Academic text from exam board Essay annotations Extended writing Patient case studies</p>
<p align="center">Y10 Autumn 2</p>	<p>PSA 1: Human Lifespan Development: Learning Aim B Factors that affect growth and Development. Students will explore how individuals can adapt or be</p>	<p>Summative: written assignment, preparing for</p>	<p>Research and written task: Case studies of life event and services</p>	<p>Full schemes of learning with associated resources on Staff</p>	<p>Key knowledge/skills: To understand that People may react very differently to the same type of event. · How individuals adapt to these changes. · Sources of support: family, friends, partners, and professional, carers and services community groups,</p>	<p>Key terms list for topics Academic text from exam board</p>

	supported through changes caused by life events.	Assessment using criteria as set by BTEC.	available to support	Resources – Health and Social Care – 2019-2020– Year 10- Life Events	<p>voluntary and faith-based organisations. Types of support: emotional, information and advice, practical help, e.g. financial assistance, childcare, transport.</p> <ul style="list-style-type: none"> • Written communication <p>Keywords: Sources of Support Informal support Formal support Adaptability Analyse Interrelate</p> <p>Challenge: Compare the ways that two individuals adapted to a life event and the role that support played. Assess how well two individuals adapted to a life event and the role and value of support in this.</p>	<p>Essay annotations Extended writing Patient case studies</p>
Y10 Spring 1	<p>Psa1: Health and social care services and values: Learning aim A</p> <p>Students will explore the health and social care services that are available and why individuals may need to use them</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC</p>	<p>Research/written: Local H&SC services and multi-agency teams to support case studies</p>	<p>Full schemes of learning with associated resources on Staff</p> <p>Resources – Health and Social Care – 2019-2020– Year 10- Services</p>	<p>Key knowledge/skills: To identify different health care services and how they meet service user needs. And how different social care services and how they meet service user needs</p> <p>Keywords: Foster care Residential care Youth work Learning disabilities Sensory impairments Respite care Domiciliary care</p>	<p>Key terms list for topics Academic text from exam board Essay annotations Extended writing Patient case studies</p>

					<p>Challenge: Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome. Go on to assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome</p>	
<p>Y10 Spring 2</p>	<p>PSA1 Health and social care services and values: Learning aim A</p> <p>Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>Written: Types of barriers limiting service users and patients from accessing care.</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 10- Services</p>	<p>Key knowledge/skills: Identify different types of barrier and how they can be overcome by the service providers or users Keywords: differing cultural beliefs, social stigma, differing first language, and language impairments.</p> <ul style="list-style-type: none"> • Evaluating services • Justifying overall effectiveness <p>Key words: Language barrier Physical barrier Geographical barrier Psychological barrier Sensory barrier Resource barrier</p> <p>Challenge: Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback. Go</p>	<p>Key terms list for topics Academic text from exam board Essay annotations Extended writing Patient case studies</p>

					onto make justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback	
Y10 Summer 1	<p>PSA1: Health and social care services and values: Learning aim A</p> <p>Students will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p>	<p>Summative: written assignment, preparing for Assessment using criteria as set by BTEC.</p>	<p>Written: Completing coursework using coursework criteria</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care – 2019-2020– Year 10- Services</p>	<p>Key knowledge/skills: To identify different types of barrier and how they can be overcome by the service providers or users</p> <p>Keywords: Cultural beliefs Social stigma Language impairments</p> <p>Challenge: Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback. Go onto make justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.</p>	<p>Key terms list for topics Academic text from exam board Essay annotations Extended writing Patient case studies</p>
Y10 Summer 2	<p>Introduction to PSA2 Health and Well Being: A & B (AO1/2)</p> <p>A: Factors affecting Health and Wellbeing. Students will explore how factors can affect an individual's health and</p>	<p>Progress: Interpreting data End of topic tests</p>	<p>Writing tasks: Celebrity health case studies</p>	<p>Purple exercise books. Full schemes of learning with associated resources on Staff</p>	<p>Key knowledge/skills: To be able to define health and wellbeing. Interpret indicators that can be used to measure physiological health. Interpret data and interpret lifestyle data</p> <p>Keywords: Hypertension/Hypotension Blood Pressure</p>	<p>Key terms list for topics Academic text from exam board Essay annotations</p>

	wellbeing positively or negatively			Resources – Health and Social Care – 2019-2020– Year 11- Exam unit	Body Mass Index Peak flow genetic inheritance ill health (acute and chronic) Diet (balance, quality and amount) Substance use personal hygiene	Extended writing Patient case studies
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