

Year 10 Curriculum Sequencing Grid 2021-2022 LNI			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Component 1: Human Lifespan Development (Assignment 1)	Component 1: Human Lifespan Development (Assignment 1) Component 2: Health and Social Care services and values (Assignment 1)	Component 2: Health and Social Care services and values (Assignment 1)
Key Retainable Skills <i>(required for Y11) What... How... Why...</i>	<ul style="list-style-type: none"> - Describing growth and development across three life stages for a selected individual. - Explaining how different factors have affected growth and development of a selected individual. -Comparing the different factors that have affected growth and development across three life stages for a selected individual. - Assessing the changing impact of different factors in the growth and development across three life stages of a selected individual. 	<ul style="list-style-type: none"> - Describing growth and development across three life stages for a selected individual. - Explaining how different factors have affected growth and development of a selected individual. -Comparing the different factors that have affected growth and development across three life stages for a selected individual. - Assessing the changing impact of different factors in the growth and development across three life stages of a selected individual. 	<ul style="list-style-type: none"> - Explaining how health and social care services meet the needs of individuals in a given scenario - Explaining how barriers could affect the use of one health or social care service for an individual in a given scenario - Analysing 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 - Assessing 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

		<ul style="list-style-type: none"> - Explaining how health and social care services meet the needs of individuals in a given scenario - Explaining how barriers could affect the use of one health or social care service for an individual in a given scenario - Analysing 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 - Assessing 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>Key Retainable Knowledge <i>(required for Y11)</i> <i>What... How.... Why....</i></p>	<ul style="list-style-type: none"> - Main life stages of individuals - PILES development in the main life stages - Factors affecting growth and development 	<ul style="list-style-type: none"> - Main life stages of individuals - PILES development in the main life stages - Factors affecting growth and development - Health and social care services - Barriers to accessing services - Care values 	<ul style="list-style-type: none"> - Health and social care services - Barriers to accessing services - Care values
<p>Key Technical Vocabulary <i>To be modelled and</i></p>	<p>Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood</p>	<p>Primary care Secondary care Tertiary care Allied health professionals Social care Physical barrier</p>	<p>Primary care Secondary care Tertiary care Allied health professionals Social care Physical barrier</p>

<p><i>deliberately practiced in context.</i></p>	<p>Physical development Intellectual development Language development Emotional development Social development Physical factors Social/cultural factors Economic factors Physical events Relationship changes Life circumstances Sources of support Types of support</p>	<p>Sensory barrier Social barrier Language barrier Geographical barrier Intellectual barrier Resource barrier Financial barrier Care values Reflection</p>	<p>Sensory barrier Social barrier Language barrier Geographical barrier Intellectual barrier Resource barrier Financial barrier Care values</p>
<p>Opportunities for reading</p>	<p>NHS website BTEC Tech Award Health and Social Care student book</p>	<p>NHS website BTEC Tech Award Health and Social Care student book Hetherington A, Rasheed E., <i>BTEC First Level 2, (3rd Edition)</i>, (Hodder, 2013), ISBN: 9781444186567 http://ccpdignity.co.uk/resources/www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx</p>	<p>NHS website BTEC Tech Award Health and Social Care student book Hetherington A, Rasheed E., <i>BTEC First Level 2, (3rd Edition)</i>, (Hodder, 2013), ISBN: 9781444186567 http://ccpdignity.co.uk/resources/www.nhs.uk/NHSEngland/thenhs/about/Pages/nhscoreprinciples.aspx</p>
<p>Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i></p>	<p>Applying the essential skills and knowledge to a celebrity of the students choice Interviewing friends and family as to how a life event has affected them and how they adapted to it</p>	<p>- Services that provide primary, secondary and tertiary care (location of them , services they provide, how they meet service user needs) and barriers to accessing and how they can be overcome - Application of care values in a 'real life' situation followed by a self-reflection</p>	<p>- Services that provide primary, secondary and tertiary care (location of them , services they provide, how they meet service user needs) and barriers to accessing and how they can be overcome - Application of care values in a 'real life' situation followed by a self-reflection - Factors affecting health and wellbeing applied to celebrities/case studies in the real world</p>

<p>Authentic Connections – Cross Curricular Links</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships, accessing support for life changes</p>	<p>Life Skills –accessing support</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, substance use/misuse, personal hygiene Science – Genetic inheritance, ill health, diet, exercise, personal hygiene Life Skills – Diet, exercise, substance use/misuse, accessing support</p>
<p>Key Assessment</p>	<p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS4 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>	<p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS4 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>	<p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS4 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>