

Year 10 Overview 2024-25 (Health & Social Care)

Date	Week	Assess	Units Studied & Learning Outcomes	Key Concepts & Assessment						
8 Weeks / 38 Days			Component 1: Human Lifespan Development (15 Weeks/37 Lessons)	<p>Foundational Concepts: Development: Across all 6 stages Writing Academically: Report writing Curriculum Theme: Time/Change EDI: ***** Assessment Component 1: PSA (Internal Assessment) – 12 hours.</p>						
WED 4-Sep ¹	A	1	<p>How do people grow and develop through their lives? How can factors such as lifestyle choices and relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners. In this component, students will study how people grow and develop over the course of their life, from infancy to old age, this includes physical, intellectual, emotional and social development, and the different factors that may affect them. An individual's development can be affected by major life events, such as marriage, parenthood or moving house, and students will learn about how people adapt to these changes, as well as the types and sources of support that can help them. Students will develop transferable skills, such as written communication skills, which will support their progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Learning Outcomes: GW: Students understand and recognise the different development stages. BI: Students identify factors which impact those development stages. EW: Students investigate and evaluate how individuals deal with life events.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7-9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Understand developmental stages studied in Biology and EFL. Understand how culture and religion can impact life as we grow. Understand how certain factors impact our development based on content studied in PE.</td> <td>Identify each of the six life stages: Infancy, Early childhood, Adolescence, Early adulthood, Middle adulthood and Later adulthood. Develop knowledge of the factors which impact each life stage – using PIES (Physical, Intellectual, Emotional and Social). Explore how individuals deal with life events, and the impact those life events can have.</td> <td>Use the knowledge acquired from Component 1 to enhance understanding of Component 3 which explores wellbeing. Secure knowledge of PIES and developmental stages to enhance learning in C3.</td> </tr> </tbody> </table>		Prior (Y7-9)	Now (Y10)	Next (Y11)	Understand developmental stages studied in Biology and EFL. Understand how culture and religion can impact life as we grow. Understand how certain factors impact our development based on content studied in PE.	Identify each of the six life stages: Infancy, Early childhood, Adolescence, Early adulthood, Middle adulthood and Later adulthood. Develop knowledge of the factors which impact each life stage – using PIES (Physical, Intellectual, Emotional and Social). Explore how individuals deal with life events, and the impact those life events can have.	Use the knowledge acquired from Component 1 to enhance understanding of Component 3 which explores wellbeing. Secure knowledge of PIES and developmental stages to enhance learning in C3.
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16-Sep ²	A	3								
23-Sep	B	4								
30-Sep	A	5								
7-Oct	B	6								
14-Oct	A	7								
21-Oct	B	8								
OCTOBER HALF TERM 7 Weeks / 34 Days			<p>Component 2: Health & Social Care Services and Values (14 Weeks/35 Lessons)</p> <p>Providing good health and social care services is very important and a set of 'care values' exists to ensure that this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm. This component will give students an understanding of health and social care services and will help them develop skills in applying care values that are common across the sector (some of which are transferable to other sectors that involve interactions with clients or customers). This component will help students to progress to Level 1 or 2 vocational or academic qualifications.</p> <p>Learning Outcomes: GW: Students identify the different types of health and social care service. BI: Students explore the barriers individuals face when trying to access those services. EW: Students demonstrate care values and review their own practice.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7-Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Demonstrate knowledge of services provided for all types of people across all developmental stages, as studied in EFL. Understand barriers the elderly face compared to adolescents and the discrimination both can face, as studied in English and EFL.</td> <td>Understand the different types of care available to individuals across all developmental stages. Identify the barriers people face when trying to access Health and Social Care services and think about how these barriers can be overcome. Demonstrate a secure knowledge of care values and learn how to critically reflect on own practice.</td> <td>Use the knowledge acquired from Component 2 to enhance understanding of Component 3 which explores wellbeing. Secure knowledge of Health and Social Care services, linking prior learning to health and wellbeing.</td> </tr> </tbody> </table>		Prior (Y7-Y9)	Now (Y10)	Next (Y11)	Demonstrate knowledge of services provided for all types of people across all developmental stages, as studied in EFL. Understand barriers the elderly face compared to adolescents and the discrimination both can face, as studied in English and EFL.	Understand the different types of care available to individuals across all developmental stages. Identify the barriers people face when trying to access Health and Social Care services and think about how these barriers can be overcome. Demonstrate a secure knowledge of care values and learn how to critically reflect on own practice.	Use the knowledge acquired from Component 2 to enhance understanding of Component 3 which explores wellbeing. Secure knowledge of Health and Social Care services, linking prior learning to health and wellbeing.
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CHRISTMAS HOLIDAY 6 Weeks / 30 Days			<p>Component 3: Health and Wellbeing (10 Weeks/25 Lessons)</p> <p>What does being healthy actually mean? It can mean different things to different people: some might think 'healthy' is not having to visit the doctor but an older person might consider it being mobile and being able to get out and about, being happy and having friends. In this component, students look at the factors that can have a positive or negative influence on a person's health and wellbeing. Students will learn to interpret physiological and lifestyle indicators, and what they mean for someone's state of health. They will learn how to use this information to design an appropriate plan for improving someone's health and wellbeing, including short- and long-term targets. Additionally, students will explore the difficulties an individual may face when trying to make these changes. They will develop skills in analysing information and communicating for a specific purpose, which will support their progression to Level 2 or 3 vocational or academic qualifications.</p> <p>Learning Outcomes: GW: Students demonstrate knowledge and understanding of factors that affect health & wellbeing. BI: Students interpret health indicators. EW: Students design wellbeing improvement plans and investigate how to overcome obstacles related to those plans.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">Prior (Y7-Y9)</th> <th style="width: 33%;">Now (Y10)</th> <th style="width: 33%;">Next (Y11)</th> </tr> </thead> <tbody> <tr> <td>Share the features of a healthy lifestyle, outlined in PE. Understand what makes good mental health from previous EFL lessons. Explore how to improve an individual's health and wellbeing, studied in EFL, PE and Biology.</td> <td>Begin to explore physical and emotional factors which have an impact on an individual's wellbeing. Discuss key terms and understand how to answer certain types of questions on the C3 exam paper. Practice assessment style questions.</td> <td>Continue enhancing knowledge and practice assessment style questions to make progress from Y10. Identify factors that can have a positive or negative influence on an individual's health and wellbeing. Understand how physiological and lifestyle indicators, such as disease/illness and how much alcohol a person drinks, impact someone's health. Create wellbeing improvement plans based on a range of scenarios.</td> </tr> </tbody> </table>	Prior (Y7-Y9)	Now (Y10)	Next (Y11)	Share the features of a healthy lifestyle, outlined in PE. Understand what makes good mental health from previous EFL lessons. Explore how to improve an individual's health and wellbeing, studied in EFL, PE and Biology.	Begin to explore physical and emotional factors which have an impact on an individual's wellbeing. Discuss key terms and understand how to answer certain types of questions on the C3 exam paper. Practice assessment style questions.	Continue enhancing knowledge and practice assessment style questions to make progress from Y10. Identify factors that can have a positive or negative influence on an individual's health and wellbeing. Understand how physiological and lifestyle indicators, such as disease/illness and how much alcohol a person drinks, impact someone's health. Create wellbeing improvement plans based on a range of scenarios.	
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1. 2/9/24 INSET (In School)
2. 19/9/24 INSET (Open Evening)
3. 24/2/25 INSET (At Home)
4. 18/4/25 BH (Good Friday)
5. 5/5/25 BH (May Day)
6. 26/5/25 BH (Spring BH Monday)
7. 4/7/24 INSET (SJB Trust)