

Year 10 SYLLABUS: Pearson/Edexcel (BTEC L2 Tech Award)

Curriculum Area: Art, Performance and Technologies (Health and Social Care)

Year 10	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Syllabus	Component 1: Learning Aim A (Human Lifespan Development)	Component 1: Learning Aim A (Human Lifespan Development- Complete)	Component 1: Learning Aim B (Dealing with Life Events)	Component 1: Learning Aim B (Dealing with Life Events- Complete)	Component 2: Learning Aim A (Services Available and Overcoming Barriers)	Component 2: Learning Aim A (Services Available and Overcoming Barriers- Complete)
Knowledge	During this term, pupils will cover how an individual grows and develops over the 6 different life stages (infancy, early childhood, adolescence, early adulthood, middle adulthood and later adulthood). They will look at how they grow and develop physically, intellectually, emotionally and socially during these life stages and how it can affect them both positively and negatively.	Pupils will complete learning aim A by looking at the different lifestyle choices people make and how it can affect them positively and negatively. They will also look at lifestyle choices including diet, culture and drinking/smoking Pupils will then complete a formal internal assessment in class in which they choose a celebrity/individual of their choice and explain how that individual has grown and developed over 3 different life stages and how different lifestyle factors have affected them over time	Pupils will cover the effects different expected and unexpected life events will have on people both negatively and positively. Life events covered will include bereavement, starting school, entering employment and illness. They will also cover the different types of support that they can access both informally and formally and how it will help them.	Pupils will then complete a formal internal assessment in class in which they choose from a case study, where two people have experienced the same life event e.g. bereavement and how they were both affected by it and their response to the support available.	Pupils will learn about the different types of care (Primary, Secondary and Tertiary, as well as Palliative/End of Life Care). Pupils will also cover the different services that are available to people in specific life stages (notably infants, adolescents and later adulthood). Pupils will study topics on the different types of barriers an individual might face and why and how they can overcome them. Barriers include Physical, Sensory, Cultural, Language and Geographical.	Pupils will then complete their first formal internal assessment for component 2 (their 3rd in total). This will be based off a given case study (choice of 3, provided by Pearson) and will analyse and evaluate the type of care they need to access and the barriers they may face and how they can overcome them. Pupils responses will look at the different types of services we have in the Deepdale/Preston area
Skills	Each lesson is designed so that pupils can use the work that they have completed to aid them in the attempt of their formal assignment.	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, compare and evaluate) as they complete their first formal assignment on 'Human Lifespan and Development.'	Each lesson is designed so that pupils can use the work that they have completed to aid them in the attempt of their formal assignment.	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, compare and assess) as they complete their second formal assignment on 'Dealing with Life Events and Accessing Support'	Each lesson is designed so that pupils can use the work that they have completed to aid them in the attempt of their formal assignment.	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, analyse and assess) as they complete their third formal assignment on 'Accessing Services and Overcoming Barriers'



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Assessment	Each lesson has time at the start where pupils will have to write down/take part in a class discussion, where we look back at what we have covered the previous lesson or from a few lessons before.	Point 1: Assignment 1- Pupils will be expected to complete a formal written piece about how an individual and explain how they developed over three life stages. Higher ability pupils will be expected also to look at how different lifestyle factors such as drugs, alcohol intake etc. were affected during these stages) Point 2: ALL pupils can resubmit their work if they have not met their target grade. Usually 15 working days. (As specified by BTEC, Pearson/Edexcel). Please note that the time of year may change. All formal assignments will be set by Pearson and pupils will have a set time to complete them in.	Each lesson has time at the start where pupils will have to write down/take part in a class discussion, where we look back at what we have covered the previous lesson or from a few lessons before.	Point 1: Assignment 2- Pupils will be expected to complete a formal written piece about how the same life event affected two individuals and how they adapted. Life events include accidents and bereavement. All pupils will be provided with a case study to help them complete this. Higher ability pupils will be expected also compare how the individuals adapted and whether the support they received was acceptable. Point 2: ALL pupils can resubmit their work if they have not met their target grade. Usually 15 working days. (As specified by BTEC, Pearson/Edexcel). Please note that the time of year may change. All formal assignments will be set by Pearson and pupils will have a set time to complete them in.	Each lesson has time at the start where pupils will have to write down/take part in a class discussion, where we look back at what we have covered the previous lesson or from a few lessons before.	Point 1: Assignment 3- Pupils will be expected to complete a formal written piece about the different services that might be available to two individuals (usually a couple/related). Pupils will also look at the different barriers that they may face and how they can overcome them. Higher ability pupils will be expected also to look at whether the services they have suggested in their work are suitable for the individuals in the case studies provided by Pearson. Point 2: ALL pupils can resubmit their work if they have not met their target grade. Usually 15 working days. (As specified by BTEC, Pearson/Edexcel). Please note that the time of year may change. All formal assignments will be set by Pearson and pupils will have a set time to complete them in.
Homework	During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.	Please be aware that homework will not be given during the completion of the pupil's formal assignments	During 'preparation' lessons (i.e., non- assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.	Please be aware that homework will not be given during the completion of the pupil's formal assignments	During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.	Please be aware that homework will not be given during the completion of the pupil's formal assignments



MOOR PARK HIGH SCHOOL: CURRICULUM

Cultural						
enrichment	Read:	Read:	Read:	Read:	Read:	Read:
including Trips,	Newspaper articles linked to	Newspaper articles linked	Newspaper articles linked	Newspaper articles linked	Newspaper articles linked	Newspaper articles linked to
Visits,	what we have been studying	to what we have been	to what we have been	to what we have been	to what we have been	what we have been studying if
Experiences,	if there is anything relevant	studying if there is	studying if there is	studying if there is anything	studying if there is anything	there is anything relevant in
Extra-curricular	in the news	anything relevant in the	anything relevant in the	relevant in the news	relevant in the news	the news
	Watch:	news	news	Watch:	Watch:	Watch:
	Documentaries linking to the	Watch:	Watch:	Documentaries linking to a	Documentaries linking	Documentaries linking about
	celebrity you have chosen to	Documentaries linking to	Documentaries linking to	life event we may have	about a Health and/or	a Health and/or Social Care
	write about in your	the celebrity you have	a life event we may have	studied	Social Care Service that we	Service that we have covered
	assignment	chosen to write about in	studied	Experiences:	have covered or would help	or would help you with your
	Watch:	your assignment		Medical Mavericks	you with your assignment.	assignment.
	Documentaries about the	, Watch:		(Half a day off timetable to	, ,	J
	effects lifestyle choices has	Documentaries about the		look at the different careers		
	on people such as alcohol	effects lifestyle choices		that they may not have		
	intake, drug usage etc.	has on people such as		heard of before through a		
		alcohol intake, drug usage		hands-on workshop		
		etc.		provided by 'Medical		
				Mavericks')		
				Please note that this		
				depends upon		
				funding/permission.		
Numeracy			N/A	N/A		
	Age:	Age:		,	Distance:	Distance:
	Pupils will look at the	Pupils will look at the			Pupils will have to calculate	Pupils will have to calculate
	different ages and life stages	different ages and life			the distance that identified	the distance that identified
	that we pass through and	stages that we pass			services in the local area	services in the local area are
	use this as a guide as to what	through and use this as a			are that the individuals in	that the individuals in their
	milestones we should be	guide as to what			their case study might have	case study might have to
	achieving by certain stages in	milestones we should be			to access. They will use the	access. They will use the
	our development	achieving by certain			information that they have	information that they have
	Economic:	stages in our development			gathered to see if the	gathered to see if the distance
	We briefly look at how an	Economic:			distance creates a possible	creates a possible barrier to
	individual's income can	We briefly look at how an			barrier to them and why.	them and why.
	affect their overall health	individual's income can				
	and well-being	affect their overall health				
		and well-being				
Literacy	Moor Park symbols to be	Moor Park symbols to be	Moor Park symbols to be	Moor Park symbols to be	Moor Park symbols to be	Moor Park symbols to be used
	used and have been added	used and have been	used and have been	used and have been added	used and have been added	and have been added onto
	onto PowerPoints, so pupils	added onto PowerPoints,	added onto PowerPoints,	onto PowerPoints, so pupils	onto PowerPoints, so pupils	PowerPoints, so pupils are
	are aware of what the focus	so pupils are aware of	so pupils are aware of	are aware of what the focus	are aware of what the focus	aware of what the focus of
	of the lesson is.	what the focus of the	what the focus of the	of the lesson is.	of the lesson is.	the lesson is.
	Class discussions take place throughout the half-term in	lesson is.	lesson is. Class discussions take	Where possible, pupils are provided with model	Class discussions take place throughout the half-term in	Where possible, pupils are provided with model answers
	which formal talk is	Where possible, pupils are provided with model	place throughout the half-	answers to their	which formal talk is	to their assignments as well as
	encouraged and subject	answers to their	term in which formal talk	assignments as well as	encouraged and subject	research booklets to allow for
	specific language is also used	assignments as well as	is encouraged and subject	research booklets to allow	specific language is also	them to structure their
	to ensure that pupils are	research booklets to allow	specific language is also	for them to structure their	used to ensure that pupils	answers better. As it is a
	confident in using it in the	for them to structure their	used to ensure that pupils	answers better. As it is a	are confident in using it in	report, pupils are asked to
	right context to allow them	answers better. As it is a	are confident in using it in	report, pupils are asked to	the right context to allow	write using formal language as
	to then use it in their formal	report, pupils are asked to	the right context to allow	write using formal language	them to then use it in their	well as subject specific
	assignment.	write using formal			formal assignment.	vocabulary in their work.
				l .		



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	Pupils will come across new	language as well as	them to then use it in	as well as subject specific	Pupils will come across new	
	key terms/phrases	subject specific	their formal assignment.	vocabulary in their work.	key terms/phrases	
	throughout the course.	vocabulary in their work.	Pupils will come across		throughout the course.	
	Definitions of words are		new key terms/phrases		Definitions of words are	
	discussed at the start of the		throughout the course.		discussed at the start of the	
	lesson, so that it allows for		Definitions of words are		lesson, so that it allows for	
	pupils to use these words		discussed at the start of		pupils to use these words	
	confidently and accurately		the lesson, so that it		confidently and accurately	
	throughout their time		allows for pupils to use		throughout their time	
	studying Health and Social		these words confidently		studying Health and Social	
	Care.		and accurately throughout		Care.	
			their time studying Health			
			and Social Care.			
CEIAG	Careers in Health and Social	Human Lifespan	Life Events lessons;	Life Events Assignment; As	Accessing Services and	Accessing Services
	Care lessons; During the first	Development Assignment;	Physiotherapist: A video:	part of their assignment,	Overcoming Barriers	Assignment; Pupils will use
	week, we will focus on	Pupils will complete their	A day in the life of	pupils will look at different	lessons; Pupils will learn	their knowledge of the
	careers within Health and	first assignment about a	Occupational Therapist: A	sources of support (informal	about different Primary,	different services to complete
	Social Care. Pupils will	celebrity of their choice.	video: A day in the life of	and formal), but more	Secondary and Tertiary	their assignment where they
	research 6 different career	They may have to look at	Anesthetist: A video: A	specifically counsellors.	services within Health and	study two individuals in a case
	paths that they could follow	any support that celebrity	day in the life of. These	They will look at how the	Social Care and what kind	study and discuss the roles
	(1 they have heard of and	received from a HSC	careers fit in with the life	counsellors provide holistic	of care they provide to	that these services play in
	know a little bit about, 2	professional such as a	events we look at. They	care as supposed to their	service users. We will also	meeting their needs. They are
	they have heard of but know	nurse, a doctor. This will	may change if the videos	earnings and qualifications	look at how they work	effectively looking at job
	nothing about and 3 they	vary depending upon the	are no longer available or	Key Stage 4 (Year 10): to	together withing the best	roles and applying it to a
	have never heard of) Pupils	celebrity chosen.	if new ones are made	take part in NCW Health	interests of the patient.	scenario.
	will look at how much they		available	and Social Care lessons:		
	get paid, their job			Where can Health and		
	description, qualifications,			Social Care take you?		
	where they work etc.					



Key Stage 4 Long Term Planning Year 11 SYLLABUS: Pearson/Edexcel (BTEC L2 Tech Award)

Curriculum Area: Art, Performance and Technologies (Health and Social Care)

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Component 2: Learning Aim A (Accessing Services and Overcoming Barriers)	Component 3: Health and Wellbeing (Exam preparation)	Component 3: Health and Wellbeing (Exam preparation) Component 2: Learning Aim B (Health and Social Care Values) Component 3: Health and Wellbeing (Exam preparation)	Component 2: Learning Aim B (Health and Social Care Values- Complete) Component 3: Health and Wellbeing (for those retaking the exam)	Component 3: Health and Wellbeing (for those retaking the exam)
Knowledge	Pupils will then complete their first formal internal assessment for component 2 (their 3rd in total). This will be based off a given case study (choice of 3, provided by Pearson) and will analyse and evaluate the type of care they need to access and the barriers they may face and how they can overcome them. Pupils responses will look at the different types of services we have in the Deepdale/Preston area	Pupils will recap what they have covered in Year 10. They will look at how different factors from Personal Hygiene, Pollution, Genetic Inheritance and Stress affect an individual's overall health and wellbeing. Pupils will also use this knowledge to complete exam questions in preparation of their exam.	Pupils will recap what they have covered in Year 10. They will look at how different factors from Personal Hygiene, Pollution, Genetic Inheritance and Stress affect an individual's overall health and wellbeing. Pupils will also use this knowledge to complete exam questions in preparation of their exam. When pupils have sat the exam, we will start preparation for their final assignment and learn about the different Care Values	Pupils will complete their final formal internal assessment in which they will demonstrate and evaluate how well they have demonstrated the care values either via a role play or through a practical sense (i.e. a visit to a local primary school to do a craft activity). This is TBD. Pupils who will need to retake the Component 3 exam will start to look at what areas were their weakest in the first attempt and work on improving their knowledge.	Working in smaller groups, pupils will look at any questions that the struggled with in the exam and go over them until they are more confident with them
Skills	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, analyse and assess) as they complete their third formal assignment on 'Accessing Services and Overcoming Barriers'	Pupils will learn how to identify and explain the positive and negative impact of different factors and how they may affect an individual's physical, intellectual, emotional and social wellbeing. These Skills will help	Pupils will learn how to identify and explain the positive and negative impact of different factors and how they may affect an individual's physical, intellectual, emotional and social wellbeing. These Skills will help	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, demonstrate and justify) as they complete their final formal assignment on 'Effective Use of the Care Values'	Pupils will practice the questions that they struggled with in the firs attempt of the exam in January/February exam season.



		them to answer part A on their exam paper	them to answer part A on their exam paper Pupils will demonstrate the different Care Values for themselves when they write either a role-play or plan an activity for them to completed in groups. This is TBD	Pupils will practice the questions they have identified as their weak points and improve their skills for these questions	
Assessment	Point 1: Assignment 3- Pupils will be expected to complete a formal written piece about the different services that might be available to two individuals (usually a couple/related). Pupils will also look at the different barriers that they may face and how they can overcome them. Higher ability pupils will be expected also to look at whether the services they have suggested in their work are suitable for the individuals in the case studies provided by Pearson. Point 2: ALL pupils can resubmit their work if they have not met their target grade. (As per my BTEC assessment plan)	Point 1: Pupils will complete a timed assessment after the completion of Learning Aim A Point 2: Pupils will improve their answers to the timed piece Point 3: Pupils will complete Part A of the exam paper	Point 1: Pupils will complete a timed assessment after the completion of Learning Aim A Point 2: Pupils will improve their answers to the timed piece Point 3: Pupils will complete Part A of the exam paper	Point 1: Assignment 4- Pupils will be expected to complete a formal written piece after the completion of 1 or 2 role plays in which they need to demonstrate the different care values (e.g. respect, confidentiality and empowerment). Using feedback provided by their assessor, they then evaluate how well they think they did in demonstrating the care values and what they could do better next time. Higher ability pupils will be expected also to make realistic suggestions of improvement and justify their decisions. Point 2: ALL pupils can resubmit their work if they have not met their target grade. (As per my BTEC assessment plan) Pupils will complete practice questions and complete peerassessment to help them to answer the questions more confidently.	Pupils will compare their answers to the questions that they are going over to model answers and the mark scheme.
Homework	During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments. This is in guidance with the school homework policy.	Practice exam questions and knowledge/preparation questions will be given for pupils to practice the necessary skills needed to successfully attempt/complete the Component 3 exam, in the January/February entry. This will be once a week as per the school homework policy	Practice exam questions and knowledge/preparation questions will be given for pupils to practice the necessary skills needed to successfully attempt/complete the Component 3 exam, in the January/February entry. This will be once a week as per the school homework policy	During 'preparation' lessons (i.e., non-assignment-based lessons), homework will be given once a week either to consolidate content learnt in the lesson, in preparation for a new topic or research for formal assignments	Pupils who are retaking the Component 3 exam will be given revision/exam questions to complete to help them improve their exam in the May entry.



Cultural enrichment	Read:	Read:	Read:		Read:
including Trips, Visits,	Newspaper articles linked to what we	Newspaper articles linked to what	Newspaper articles linked to what	Read:	Newspaper articles linked to what
Experiences, Extra-	have been studying if there is	we have been studying if there is	we have been studying if there is	Newspaper articles linked to what	we have been studying if there is
curricular	anything relevant in the news	anything relevant in the news	anything relevant in the news	we have been studying if there is	anything relevant in the news
	Watch:	Watch:	Watch:	anything relevant in the news	Watch:
	Documentaries linking about a	Documentaries linking to how	Documentaries linking to how	Watch:	Documentaries linking to how
	Health and/or Social Care Service that	service users are cared for in old	service users are cared for in old	Documentaries linking to how	service users are cared for in old
	we have covered or would help you	people's homes and how the	people's homes and how the	service users are cared for in old	people's homes and how the service
	with your assignment.	service providers demonstrate the	service providers demonstrate the	people's homes and how the service	providers demonstrate the Care
		Care Values.	Care Values.	providers demonstrate the Care	Values.
		Watch:	Watch:	Values.	Watch:
		Documentaries about the effect's	Documentaries about the effect's	Watch:	Documentaries about the effect's
		lifestyle choices has on people	lifestyle choices has on people	Documentaries about the effect's	lifestyle choices has on people such
		such as alcohol intake, drug usage	such as alcohol intake, drug usage	lifestyle choices has on people such	as alcohol intake, drug usage etc.
		etc.	etc.	as alcohol intake, drug usage etc.	
Numeracy	N/A				N/A
		SMART targets:	SMART targets:		
		In their write up for their final	In their write up for their final	Timings:	
		assignment, pupils will be	assignment, pupils will be	Pupils will practice answering exam	
		expected to set SMART targets	expected to set SMART targets	questions under timed conditions to	
		that are measurable i.e. the target	that are measurable i.e. the target	allow them to see what is expected	
		will require a numerical element.	will require a numerical element.	in terms of depth and detail.	
		BMI:	BMI:	Timings:	
		Pupils will learn how to calculate	Pupils will learn how to calculate	Pupils will need to make sure that	
		an individual's BMI, as well as	an individual's BMI, as well as how	they have kept their role play(s)	
		how to interpret a BMI graph and	to interpret a BMI graph and	within a certain time.	
		explain whether they are	explain whether they are		
		over/underweight.	over/underweight.		
		Blood Pressure:	Blood Pressure:		
		Pupils will learn how to take their	Pupils will learn how to take their		
		blood pressure and how to	blood pressure and how to		
		read/interpret their results	read/interpret their results		
		Peak Flow:	Peak Flow:		
		Pupils will learn how to calculate	Pupils will learn how to calculate		
		their peak flow and what the	their peak flow and what the		
		results mean it means	results mean it means		
		Alcohol units:	Alcohol units:		
		Pupils will learn what the	Pupils will learn what the		
		government guidance is and the	government guidance is and the		
		effects of going over this. Lifestyle Data:	effects of going over this.		
			Lifestyle Data:		
		-	=		
		Pupils will look at the lifestyle of	Pupils will look at the lifestyle of		
		Pupils will look at the lifestyle of an individual and explain using	Pupils will look at the lifestyle of an individual and explain using		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published	Pupils will look at the lifestyle of an individual and explain using national statistics and published		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future.	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future.		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings:	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings:		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings: Pupils will practice answering	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings: Pupils will practice answering		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings: Pupils will practice answering exam questions under timed	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings: Pupils will practice answering exam questions under timed		
		Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings: Pupils will practice answering	Pupils will look at the lifestyle of an individual and explain using national statistics and published guidelines to interpret how their lifestyle is affecting their health in the present and in the future. Timings: Pupils will practice answering		



Literan	Many Dayles weeks to the constitution	Mana Dark sussit at the training	Many Dayle symplectic to the constitution	Manu Daulanum halista la succidad	Many Dayle supplied to the constitution
Literacy	Moor Park symbols to be used and have been added onto PowerPoints,	Moor Park symbols to be used	Moor Park symbols to be used and	Moor Park symbols to be used and have been added onto PowerPoints,	Moor Park symbols to be used and have been added onto PowerPoints,
	•	and have been added onto	have been added onto PowerPoints, so pupils are aware	*	*
	so pupils are aware of what the focus	PowerPoints, so pupils are aware of what the focus of the lesson is.	of what the focus of the lesson is.	so pupils are aware of what the focus of the lesson is.	so pupils are aware of what the focus of the lesson is.
	of the lesson is.	of what the focus of the lesson is.	of what the focus of the lesson is.	focus of the lesson is.	focus of the lesson is.
	Where possible, pupils are provided	Pupils will be provided with	Pupils will be provided with model	Pupils will demonstrate the Care	Model answers will be gone through
	with model answers to their	model answers to help them	answers to help them complete	Values in a practical way in the form	and used to help pupils who are re-
	assignments as well as research	complete the exam section of the	the exam section of the course.	of a role play and will then evaluate	sitting their Component 3 exam.
	booklets to allow for them to	course.	Pupils will learn new medical	their performance.	, , , , , , , , , , , , , , , , , , ,
	structure their answers better. As it is	Pupils will learn new medical	related terms, such as BMI and		
	a report, pupils are asked to write	related terms, such as BMI and	Blood Pressure. Before pupils can		
	using formal language as well as	Blood Pressure. Before pupils can	attempt these exam questions, we		
	subject specific vocabulary in their	attempt these exam questions,	will spend time learning about		
	work.	we will spend time learning about	what they are and how it affects		
		what they are and how it affects	the health of a person. This will		
		the health of a person. This will	allow for pupils to become more		
		allow for pupils to become more	confident in their usage and		
		confident in their usage and	therefore attempt the exam		
		therefore attempt the exam	questions with		
		questions with	Pupils will complete the		
			preparation for their final		
			assignment, in which they will		
			learn about the Care Values. As		
			these are new terms pupils will		
			learn about the definitions of each		
			term and how they can be		
			demonstrated in an effective way.		
CEIAG	Pupils will use their knowledge of the	Pupils will come across different	As half term 2.	Care Values Lessons: As the Care	N/A
	different services to complete their	Health and Social Care careers in		Values are expected to be used by	
	assignment where they study two	their exam for example a Health		anybody and everybody within the	
	individuals in a case study and discuss	Care Visitor, a nurse who works		Health and Social Care sector, pupils	
	the roles that these services play in	alongside a GP etc. They won't		will not learn about any careers per	
	meeting their needs. They are	need to know these careers in		se more that for a person to be	
	effectively looking at job roles and	depth, although they will be		effective in their chosen career (no	
	applying it to a scenario.	aware that they are the people		matter what they choose in H&SC)	
		whose jobs involve collecting data		they must ensure that they apply	
		about their patients/service users		them at ALL times. It is more about	
		including BP, BMI and lifestyle		the importance of why we MUST	
		information.		demonstrate them when we enter	
				the workplace.	
				Health and Social Care KS5 taster	
				sessions	