

MOOR PARK HIGH SCHOOL: CURRICULUM

Key Stage 4 Long Term Planning

Year 10: Pearson/Edexcel (BTEC L2 Tech Award - 2022)

Curriculum Area: Humanities (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 and barriers to access)	Component 2: Learning Aim A (Services and barriers to access-Complete)
Knowledge	<p>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.</p>	<p>Pupils will complete learning aim A by looking at the different life stages factors that 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 (PSA) in class. May to June SERIES (released October) Component 1: Human lifespan dev. Task 1: PIES and dev through life stages Task 2: impact of different factors on PIES growth & development through life stages.</p>	<p>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.</p>	<p>Pupils will then complete Formal internal assessment (PSA) in class. May to June SERIES (released October) Component 1: Human lifespan dev. Task 3a – Impact of life events on PIES growth and development. TASK 3b – How individuals adapt to life events</p>	<p>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.</p>	<p>Pupils will then complete their formal internal assessment for Component 2. (PSA) Dec – Jan SERIES (released June) Component 2: Health & Social Care Services and barriers to access Task 1 – How healthcare services work together to meet the needs of an individual Task 2 – How social care services meet the needs of an individual Task 3 – Barriers an individual could face when accessing services in health and social care</p>
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’

Year 10 Work Experience – 1 Week

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<p>Assessment</p>	<p><i>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.</i></p>	<p>Task 1: Component 1- <i>Pupils will be expected to complete a formal written piece about how PIES growth and development through the life stages and how they change</i></p> <p>Task 2: Impact of different factors on PIES growth and development through the life stages</p> <p><i>ALL pupils have 15 days to resubmit their work if necessary</i></p>	<p><i>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.</i></p>	<p>Task 3a: Component 1 -</p> <p><i>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.</i></p> <p>TASK 3a - Impact of life events on PIES growth and development.</p> <p>TASK 3b – How individuals adapt to life events</p> <p><i>ALL pupils have 15 days to resubmit their work if necessary</i></p>	<p><i>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.</i></p>	<p>Component 2: Health & Social Care Services and barriers to access</p> <p>Task 1 – How healthcare services work together to meet the needs of an individual</p> <p>Task 2 – How social care services meet the needs of an individual</p> <p>Task 3 – Barriers an individual could face when accessing services in health and social care</p> <p><i>ALL pupils have 15 days to resubmit their work if necessary</i></p>
<p>Homework</p>	<p>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</p>	<p>Please be aware that homework will not be given during the completion of the pupil’s formal assignments</p>	<p>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</p>	<p>Please be aware that homework will not be given during the completion of the pupil’s formal assignments</p>	<p>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</p>	<p>Please be aware that homework will not be given during the completion of the pupil’s formal assignments</p>

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<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news Watch: Documentaries linking to the celebrity you have chosen to write about in your assignment Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news Watch: Documentaries linking to the celebrity you have chosen to write about in your assignment Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news Watch: Documentaries linking to a life event we may have studied</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news Watch: Documentaries linking to a life event we may have studied Experiences: <i>Medical Mavericks</i> (Half a day off timetable to look at the different careers that they may not have heard of before through a hands-on workshop provided by 'Medical Mavericks') <i>Please note that this depends upon funding/permission.</i></p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news Watch: Documentaries linking about a Health and/or Social Care Service that we have covered or would help you with your assignment.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news Watch: Documentaries linking about a Health and/or Social Care Service that we have covered or would help you with your assignment.</p>
<p>Literacy</p>	<p>Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged, and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment. Pupils will come across new key terms/phrases throughout the course. Definitions of words are discussed at the start of the lesson, so that it allows for pupils to use these words confidently and accurately throughout their time studying Health and Social Care.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language as well as subject specific vocabulary in their work.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged, and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment. Pupils will come across new key terms/phrases throughout the course. Definitions of words are discussed at the start of the lesson, so that it allows for pupils to use these words confidently and accurately throughout their time studying Health and Social Care.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language as well as subject specific vocabulary in their work.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Class discussions take place throughout the half-term in which formal talk is encouraged, and subject specific language is also used to ensure that pupils are confident in using it in the right context to allow them to then use it in their formal assignment. Pupils will come across new key terms/phrases throughout the course. Definitions of words are discussed at the start of the lesson, so that it allows for pupils to use these words confidently and accurately throughout their time studying Health and Social Care.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoint, so pupils are aware of what the focus of the lesson is. Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language as well as subject specific vocabulary in their work.</p>
<p>CEIAG</p>	<p>During the first week, we will focus on careers within Health and Social Care. Pupils will research 6 different</p>	<p>As part of their assignment, they will consider careers as applicable</p>	<p>Physiotherapist: A video: A day in the life of Occupational Therapist: A video: A day in the life of</p>	<p>As part of their assignment, pupils will look at different sources of support (informal and formal), but more</p>	<p>Pupils will learn about different Primary, Secondary and Tertiary services within Health and Social Care and</p>	<p>Pupils will use their knowledge of the different services to complete their assignment where they study two</p>

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	<p>career paths that they could follow (1 they have heard of and know a little bit about, 2 they have heard of but know nothing about and 3 they have never heard of) Pupils will look at how much they get paid, their job description, qualifications, where they work etc.</p>		<p>Anesthetist: A video: A day in the life of. These careers fit in with the life events we look at. They may change if the videos are not longer available or if new ones are made available</p>	<p>specifically counsellors. They will look at how the counsellors provide holistic care as supposed to their earnings and qualifications</p>	<p>what kind of care they provide to service users. We will also look at how they work together withing the best interests of the patient.</p>	<p>individuals in a case study and discuss the roles that these services play in meeting their needs. They are effectively looking at job roles and applying it to a scenario.</p>	
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Key Stage 4 Long Term Planning

Year 11: Pearson/Edexcel (BTEC L2 Tech Award - 2022)

Curriculum Area: Humanities (Health and Social Care)

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Component 2: Learning Aim B (Understand the skills, attributes and values required to give care)	Component 2: Learning Aim B (Understand the skills, attributes and values required to give care) continued....	Component 3: Health and Wellbeing (Exam preparation) Learning Aim A: Factors that affect health & wellbeing	Component 3: Learning Aim B: Interpreting health indicators Component 3: Learning Aim C: Person-centered approach to improving health and wellbeing	Component 3: Health and Wellbeing
Knowledge	Pupils will explore skills and attributes required when delivering care. They will look at values needed when planning and delivering care and the obstacles that individuals requiring care may face.	<u>Component 2 Timed assessment (PSA)</u> Task 4 - How health & Social care professionals demonstrate the skills, attributes and values required when delivering care to an individual. Task 5 – How the skills, attributes and values of H&SC professionals can help an individual to overcome potential obstacles.	Pupils will recap what they have covered in Year 10. They will look at how different factors from lifestyle, social, cultural, economic and environmental factors affect an individual's overall health and wellbeing. Pupils will also use this knowledge to complete exam questions in preparation of their exam. MOCK EXAM	Pupils will prepare for their exam looking at physiological indicators (pulse, blood pressure...) and lifestyle indicators. They will consider a person-centered approach.	Summer Exam Revision and exam prep.
Skills	Pupils will use 'Blooms Taxonomy' (identify, outline, explain, analyze and assess) as they complete their third formal assignment on 'Accessing Services and Overcoming Barriers'	Pupils will produce a report to show how H&SC professionals might demonstrate skills, attributes and values when dealing with a person at a specified life stage with a specified health issue. They will then look at a case study and produce a report on how skills, attributes and values required by H&SC professionals can help him overcome potential obstacles.	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 them to answer part A on their exam paper	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 they have identified as their weak points and improve their skills for these questions	Pupils will practice the questions that they struggled with in the Mock.

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<p>Assessment</p>	<p><i>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.</i></p>	<p>Component 2- PSA continued....</p> <p>Task 4 - How health & Social care professionals demonstrate the skills, attributes and values required when delivering care to an individual.</p> <p>Task 5 – How the skills, attributes and values of H&SC professionals can help an individual to overcome potential obstacles.</p> <p>Pupils will have 15 days to amend and improve work.</p>	<p>Mock Exam</p> <p>Green pen work will follow</p>	<p>Pupils will complete practice questions and complete peer-assessment to help them to answer the questions more confidently.</p>	<p>Pupils will compare their answers to the questions that they are going over to model answers and the mark scheme.</p>
<p>Homework</p>	<p>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</p>	<p>Homework is to prepare for in class timed assessment</p>	<p>As and when needed, 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.</p>	<p>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</p>	<p>Component 3 exam revision/exam questions to complete to help them improve their exam in May.</p>
<p>Cultural enrichment including Trips, Visits, Experiences, Extra-curricular</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking about a Health and/or Social Care Service that we have covered or would help you with your assignment.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people’s homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people’s homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people’s homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>	<p>Read: Newspaper articles linked to what we have been studying if there is anything relevant in the news</p> <p>Watch: Documentaries linking to how service users are cared for in old people’s homes and how the service providers demonstrate the Care Values.</p> <p>Watch: Documentaries about the effects lifestyle choices has on people such as alcohol intake, drug usage etc.</p>
<p>Literacy</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Where possible, pupils are provided with model answers to their assignments as well as research booklets to allow for them to structure their answers better. As it is a report, pupils are asked to write using formal language as well as subject specific vocabulary in their</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Pupils will be provided with model answers to help them complete the exam section of the course.</p> <p>Pupils will learn new medical related terms, such as BMI and Blood Pressure. Before pupils can attempt these exam questions,</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Pupils will be provided with model answers to help them complete the exam section of the course.</p> <p>Pupils will learn new medical related terms, such as BMI and Blood Pressure. Before pupils can attempt these exam questions, we will spend time learning about</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Pupils will demonstrate the Care Values in a practical way in the form of a role play and will then evaluate their performance.</p>	<p>Moor Park symbols to be used and have been added onto PowerPoints, so pupils are aware of what the focus of the lesson is.</p> <p>Model answers will be gone through and used to help pupils who are re-sitting their Component 3 exam.</p>

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	work..	we will spend time learning about what they are and how it affects the health of a person. This will allow for pupils to become more confident in their usage and therefore attempt the exam questions with	what they are and how it affects the health of a person. This will allow for pupils to become more confident in their usage and therefore attempt the exam 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.		
CIAG	Pupils will use their knowledge of the different services to complete their assignment where they study two individuals in a case study and discuss the roles that these services play in meeting their needs. They are effectively looking at job roles and applying it to a scenario.	Pupils will come across different Health and Social Care careers in their exam for example a Health Care Visitor, a nurse who works alongside a GP etc. They won't need to know these careers in depth, although they will be aware that they are the people whose jobs involve collecting data about their patients/service users including BP, BMI and lifestyle information.	Pupils will come across different Health and Social Care careers in their exam for example a Health Care Visitor, a nurse who works alongside a GP etc. They won't need to know these careers in depth, although they will be aware that they are the people whose jobs involve collecting data about their patients/service users including BP, BMI and lifestyle information.	As the Care Values are expected to be used by anybody and everybody within the Health and Social Care sector, pupils will not learn about any careers per se more that for a person to be effective in their chosen career (no matter what they choose in H&SC) they must ensure that they apply them at ALL times. It is more about the importance of why we MUST demonstrate them when we enter the workplace.	As the Care Values are expected to be used by anybody and everybody within the Health and Social Care sector, pupils will not learn about any careers per se more that for a person to be effective in their chosen career (no matter what they choose in H&SC) they must ensure that they apply them at ALL times. It is more about the importance of why we MUST demonstrate them when we enter the workplace.