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Queen Elizabeth's Girls' School

Educating Women of the Future

Health and Social Care - Year 10 - Autumn, Spring & Summer Terms

Autumn term		
Unit of work	Knowledge	Skills
<p><i>Component 1 Human Lifespan Development</i></p> <p><i>Learning aim A</i></p> <p><i>Start learning aim B</i></p>	<p>Learning Aim A Understand human growth and development across life stages and the factors that affect it</p> <ul style="list-style-type: none"> ● Main life stages linked to ages ● Different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification ● Physical growth and development: gross and fine motor skills ● Intellectual/cognitive development across the life stages: problem solving, abstract and creative thinking, development/loss of memory and recall, language development ● Emotional and social development <p>Factors affecting growth and development</p> <ul style="list-style-type: none"> ● Physical factors ● Social and cultural factors ● Economic factors <p>Learning Aim B Investigate how individuals deal with life events</p> <ul style="list-style-type: none"> ● Physical events: accident/injury and ill health ● Relationship changes: entering into relationships, marriage, divorce, parenthood and bereavement ● Life circumstances: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement ● Impact of life circumstances on PIES development ● How individuals may react differently to the same life events ● How individuals can adapt to changes caused by life events 	<ul style="list-style-type: none"> ● Research ● Independent learning ● Communication, oral and written ● Empathy ● Written presentation ● Investigation ● Analysis ● Application of theory
<p>Key Terms: human development, physical, intellectual, emotional, social, gross and fine motor skills, infants, adolescence, adulthood, cognitive, problem solving, abstract and creative thinking, memory and recall, independence, self-esteem, security, contentment, self-image, genetic inheritance, diet, lifestyle choices</p>		
<p>Course materials: BTEC Tech Award Health and Social Care Student Book</p>		
<p>Homework will include: Research, practice questions</p>		
<p>Assessment details: Component 1 Learning Aim A task</p> <p>When will the assessment take place? After October half term</p>		



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Spring term		
Unit of work	Knowledge	Skills
<p><i>Component 1 Human Lifespan Development</i></p> <p><i>Learning aim B</i></p>	<p>Learning Aim B Investigate how individuals deal with life events</p> <ul style="list-style-type: none"> ● Types of support: emotional, information and advice, practical help; for example financial assistance, childcare and transport ● Informal sources of support: family, friends and partners ● Formal sources of support: professional carers and services ● Other sources of support: community groups, voluntary and faith-based 	
<p>Component 2 Health and Social Care Services and Values</p> <p>Learning Aim A</p>	<p>Learning Aim A Understand the different types of health and social care services and barriers to accessing them</p> <ul style="list-style-type: none"> ● Different health care services and how they meet service-user needs: primary, secondary and tertiary care, allied health professionals, services for children and young people, services for adults or children with specific needs, services for older adults ● The role of informal social care provided by relatives, friends and neighbours ● Physical barriers, for example issues getting into and around the facility ● Sensory barriers, for example hearing and visual difficulties ● Social, cultural and psychological barriers, for example lack of awareness, differing cultural beliefs, social stigma and fear of loss of independence ● Language barriers, for example differing first language and language impairments ● Geographical barriers, for example distance to service provider and poor transport links ● Intellectual barriers, for example learning difficulties ● Resources barriers for service provider, for example staff shortages, lack of local funding and high local demand ● Financial barriers, for example charging for services, cost of transport and loss of income while accessing services 	<ul style="list-style-type: none"> ● Research ● Independent learning ● Communication, oral and written ● Empathy ● Written presentation ● Investigation ● Analysis ● Application of theory
<p>Key Terms: human development, physical, intellectual, emotional, social, gross and fine motor skills, infants, adolescence, adulthood, cognitive, problem solving, abstract and creative thinking, memory and recall, independence, self-esteem, security, contentment, self-image, genetic inheritance, diet, lifestyle choices, financial assistance, childcare, community groups, voluntary, faith-based</p>		
<p>Course materials: BTEC Tech Award Health and Social Care Student Book</p>		
<p>Homework will include: Research, practice questions</p>		
<p>Assessment details: Component 1 Learning Aim B task and Component 2 Learning Aim A task</p>		



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When will the assessment take place? February and April

Summer term		
Unit of work	Knowledge	Skills
<p>Component 2 Health and Social Care Services and Values</p> <p>Learning Aim B</p>	<p>Learning Aim B Demonstrate care values and review own practice</p> <ul style="list-style-type: none"> • Empowering and promoting independence by involving individuals, where possible, in making choices, for example about treatments they receive or about how care is delivered • Respect for the individual by respecting service users' needs, beliefs and identity • Maintaining confidentiality when dealing with records, avoiding sharing information inappropriately • Preserving the dignity of individuals to help them maintain privacy and self-respect • Effective communication that displays empathy and warmth • Safeguarding and duty of care, for example maintaining a healthy and safe environment, and keeping individuals safe from physical harm • Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour • Applying care values in a compassionate way • Application of care values in different settings • Identifying own strengths and areas for improvement against care values: making mistakes • Identifying own strengths and areas for improvement against care values: reviewing own application of care values • Receiving feedback from teacher or service user about own performance • Responding to feedback and identifying ways to improve own performance 	<ul style="list-style-type: none"> • Research • Independent learning • Communication, oral and written • Empathy • Written presentation • Investigation • Analysis • Application of theory
<p>Key Terms: values, treatments, respect, service users, identity, confidentiality, dignity, privacy, self-respect, empathy, safeguarding, duty of care, discrimination, anti-discriminatory, compassion</p>		
<p>Course materials: BTEC Tech Award Health and Social Care Student Book</p>		
<p>Homework will include: Research, practice questions</p>		
<p>Assessment details: Component 2 Learning Aim B task</p> <p>When will the assessment take place? June/July</p>		