

Westbourne Academy Curriculum Planning Document

Subject: Health and Social Care: Year 11

Timescale	Autumn		Spring		Summer
Prior Learning	Y10 C1a Basic needs Y10 C1b Care professionals Y10 C2a Elizabeth's barriers	Y10 C1a Basic needs Y10 C1b Life events Y10 C2a HSC services Y10 C1a Self-concept	Y10 C1a Basic needs Y11 C3 Sections 1-3 Y11 C2a Myra's barriers and ways to overcome	Y10 C1a Basic needs Y11 C2a Myra P1, P2 and part of M1	Y10 + Y11 All four completed coursework assignments Y11 Revision from February's exam Y11 Past papers including PRE
Unit Title	Component 2a – Myra case study P1 and P2	Component 3 – Exam Sections 1-3 (6 in total)	Component 3 – Exam Sections 4,5 and 6 (6 in total)	Component 2a – Myra case study continued P2, M1 and D1	Folder organisation and revision for re-entries
Key knowledge (5-10 points)	<ol style="list-style-type: none"> 1. Develop their understanding of the primary, secondary and tertiary sectors 2. Explore the roles of a GP, dentist and pharmacist 3. Understand a range of barriers to HSC cares services 4. Explain the barriers in relation Myra's dentist surgery 5. Suggest ways to overcome those barriers 	<ol style="list-style-type: none"> 1. The holistic view of health – PIES plus environmental and economic factors that affect health 2. The effects of an unbalanced diet 3. Ill health 4. Genetic inheritance 5. Stress 6. The self-concept 7. Expected /unexpected life events. The social and emotional affects from these. 	<ol style="list-style-type: none"> 1. How a person centred approach can help people to improve their health and wellbeing 2. How to set realistic recommendations that include short and long-term targets with sources of support 3. How to right successful rationales for three sets of recommendations, targets and systems of support 4. Potential obstacles 5. Strategies /ways to overcome them 6. Revision strategies – how to revise 	<ol style="list-style-type: none"> 1. Explain the barriers in relation Myra's dentist surgery 2. Suggest ways to overcome those barriers specific to Myra's dentist 3. Analyse ways to overcome Myra's barriers 4. Realistic strategies for Myra 5. Unrealistic strategies for Myra 	<ol style="list-style-type: none"> 1. Organise title pages for all four assignments 2. Finalise sources of support for C1a Celebrity assignment 3. Sign declaration sheets 4. Organise C1 folder 5. Organise C2 folder
Key skills (optional)	<ul style="list-style-type: none"> • Explaining • Problem Solving M1 • Research the three specific job roles 	<ul style="list-style-type: none"> • Reading /comprehension • Interpret lifestyle data • Summarising 	<ul style="list-style-type: none"> • Evaluating strategies • Justifying choices. • Planning • Self-analysis for revision • Target setting /strategies 	<ul style="list-style-type: none"> • Assessing the impact • Decision making /analysis • Evaluating strategies 	<ul style="list-style-type: none"> • Organisation • Prioritising • Target setting /strategies • Evaluating strategies • Justifying choices.
Key terminology	<i>Secondary, primary, tertiary sectors overcome barriers, pharmacist, optician, national and local specialist services, prescriptions, diagnosis and prevention. physical barriers, e.g. issues getting into and around the facilities o social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence</i>	<i>Illegal drugs, excess alcohol, poverty, pollution, eatwell plates, carbohydrates, protein, units, BMI, Peak flow, pulse rates and blood pressure. Hypertension hypotension. Physiological indicators</i>	<i>Rationale, reasons, justification, analyse, recommendations, obstacles. Wants needs and wishes. time constraints – work and family commitments o availability of resources – financial, physical, e.g. equipment o unachievable targets – unachievable for the individual or unrealistic timescale, recommendations</i>	<i>Realistic and unrealistic strategies. Overcoming barriers. resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand financial barriers, e.g. charging for services, cost of transport, loss of income while accessing service</i>	<i>Declaration sheets, Internal verification, external verification, active revision, reflection, self-analysis</i>
Assessment (methods to assess)	<ul style="list-style-type: none"> • Self-assessment • Peer assessment • Teacher assessment of the written Myra assignment • Graded against criteria P1 and P2 + SPaG 	<ul style="list-style-type: none"> • Exam questions every lesson • Peer assessment • Teacher assessment • Self-assessment against model answers • Case study PRE /30 	<ul style="list-style-type: none"> • Problem Solving question for question 6 • Christmas case studies homework • Endless other case studies to practice 4,5 and 6 • Multiple-choice SMHW quizzes centred around revision. • Self-assessment of PRE /30 • BTEC EXAM FEBRUARY 1st /60 	<ul style="list-style-type: none"> • Self-assessment • Peer assessment • Teacher assessment of written assignment • Graded against criteria P1, P2 M1 and D1 	<ul style="list-style-type: none"> • Crib sheets to follow as a guide • Peer assessment • Teacher assessment • Internal assessment of marking • External assessment of marking
Links to other units in KS4.	C3 Ways to overcome obstacles /barriers to targets C1a Basic needs	C1.a Environmental factors for their chosen celebrity C1.a Economic factors for their chosen celebrity C2a Access to services C1a Growth and development	C1.a Celebrity life stages C1.b Life events – positive and negative impacts C1.a Celebrity lifestyle choices C2a Services to support the individual C2b Personal centred action plans	C3 Ways to overcome obstacles /barriers to targets	Consolidation of all four coursework assignments C3 Exam revision techniques

