

Programme of study for: **Health and Social Care – Level 2 Tech Award – Year 11 (2021-2024)**

Autumn (1 <sup>st</sup> term)	Autumn (2 <sup>nd</sup> term)	Spring (1 <sup>st</sup> term)	Spring (2 <sup>nd</sup> Term)	Summer (1 <sup>st</sup> term)	Summer (2 <sup>nd</sup> term)
Other timescale: From: 09/23 To: 10/23	Other timescale: From: 11/23 To: 12/23	Other timescale: From: 01/24 To: 02/24	Other timescale: From: 03/24 To: 04/24	Other timescale: From: 04/24 To: 05/24	Other timescale: From: 06/24 To: 07/24
<p>Topic / Big Question: <b>Revision (Retake)</b> <b>Component 1</b> – Human Lifespan and Development Topic: A:1 – Human growth and development across the life stages Topic: A:2 – Factors affecting growth and development Topic: B:1 – Different types of life events. Topic: B:2 – Coping with change caused by life events</p> <p>Skills (students should be able to do): <b>Component 1</b> - Students should be able to describe the growth and development of individuals across the life stages in each of the PIES categories. They should be able to explain how relevant factors may have affected the growth and development of an individual. Students should be able to explain the impact that the same life event had on different individuals.</p>	<p>Topic / Big Question: <b>Revision (Retake)</b> <b>Component 1</b> – Human Lifespan and Development Topic: A:1 – Human growth and development across the life stages Topic: A:2 – Factors affecting growth and development Topic: B:1 – Different types of life events. Topic: B:2 – Coping with change caused by life events</p> <p>Skills (students should be able to do): <b>Component 1</b> - Students should be able to describe the growth and development of individuals across the life stages in each of the PIES categories. They should be able to explain how relevant factors may have affected the growth and development of an individual. Students should be able to explain the impact that the same life event had on different individuals.</p>	<p>Topic / Big Question: <b>Component 3</b> – Health and Wellbeing Topic: A:1 – Factors affecting health and wellbeing</p> <p>Skills (students should be able to do): <b>Component 3</b> - Students should be able to explore how physical, social, emotional, cultural, economic and environment factors can affect an individual's health and wellbeing positively or negatively.</p>	<p>Topic / Big Question: <b>Component 3</b> – Health and Wellbeing Topics: B:1 - Physiological Indicators B:2 - Lifestyle indicators C:1 Health and wellbeing improvement plans.</p> <p>Skills (students should be able to do): <b>Component 3</b> – Students should be able to interpret indicators that can be used to measure physiological health, interpreting data using published guidance. Students should be able to interpret lifestyle data in relation to risks posed to physical health. This will allow students to create wellbeing improvement plans.</p>	<p>Topic / Big Question: <b>Component 3</b> – Health and Wellbeing Topics: C:2 Obstacles to implementing plans</p> <p>Skills (students should be able to do): <b>Component 3</b> - Students should be able to explore the obstacles that individuals can face when implementing wellbeing improvement plans and how they may be mitigated.</p>	<p>Completed the HSC course</p>

<p>Students should be able to explain the ways in which individuals adapted to the life event and how they coped with this and compare this with other individuals who have experienced the same life events.</p> <p>Key Learning Outcomes (students should know):  <b>Component 1</b> – Students should be able to describe the physical, intellectual, emotional and social development in humans across all life stages.</p> <p>Students should be able to explain the different physical, social, cultural and economic factors that affect growth and development.</p> <p>Students should be able to explain the impact that the same life event had on their chosen individual and compare this with another individual who has experienced the same life events.</p> <p>Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.</p>	<p>Students should be able to explain the ways in which individuals adapted to the life event and how they coped with this and compare this with other individuals who have experienced the same life events.</p> <p>Key Learning Outcomes (students should know):  <b>Component 1</b> – Students should be able to describe the physical, intellectual, emotional and social development in humans across all life stages.</p> <p>Students should be able to explain the different physical, social, cultural and economic factors that affect growth and development.</p> <p>Students should be able to explain the impact that the same life event had on their chosen individual and compare this with another individual who has experienced the same life events.</p> <p>Students should be able to explain the ways in which their chosen individual adapted to the life event and how they coped with this and compare this with another individual who has experienced the same life events.</p>	<p>Key Learning Outcomes (students should know):  <b>Component 3</b> – Students should be able to explore potential obstacles they may face when trying to implement a wellbeing plan.</p>	<p>Key Learning Outcomes (students should know):  <b>Component 3</b> – Students should be able to define health and wellbeing and understand the different factors that can impact a person's health and wellbeing.</p>	<p>Key Learning Outcomes (students should know):  <b>Component 3</b> – Students should be able to measure and interpret indicators of health and wellbeing. They should be able to create a wellbeing improvement plan.</p>	
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End of term 1 assessment to cover: <b>Component 1</b> – In class PSA during term prior to Dec 2023 deadline for submission to Pearson		End of term 2 assessment to cover: <b>Component 3</b> – In class mock papers, individual exam questions in lesson with a full mock paper in March 2024.		End of year assessment to cover: Form C3 exam (2 hours) May 2024	
<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught in to students to ensure broad coverage of the topic.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught to students to ensure broad coverage of the topic.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught to students to ensure broad coverage of the topic.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught to students to ensure broad coverage of the topic.	<b>Building understanding: Rationale / breakdown for your sequence of lessons:</b> N/A
Home – Learning: <b>Component 1</b> – Prepare notes for PSA C1 retake coursework assessment.	Home – Learning: <b>Component 1</b> – Prepare notes for PSA C1 retake coursework assessment.	Home – Learning: <b>Component 3</b> – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early.	Home – Learning: <b>Component 3</b> – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early.	Home – Learning: <b>Component 3</b> – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to component 3 to ensure revision is started early.	Home – Learning: N/A
Reading / literacy: <b>Component 1</b> – Reading is required of online textbook, internet websites and writing up information of chosen	Reading / literacy: <b>Component 1</b> – Reading is required of online textbook, internet websites and writing up information of chosen	Reading / literacy: <b>Component 3</b> – Reading is required of online textbook, internet websites and discussing case studies.	Reading / literacy: <b>Component 3</b> – Reading is required of online textbook, internet websites and discussing case studies. Reading of	Reading / literacy: <b>Component 3</b> – Reading is required of online textbook, internet websites and discussing case studies.	Reading / literacy: N/A

<p>individual in PSA. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA.</p>	<p>individual in PSA. Reading is required of online textbook, internet websites and writing up information of chosen individual in PSA. Reading is required of online textbook, internet websites and writing up interview information of chosen individual in PSA.</p>	<p>Reading of hard copy of revision guide and making revision resources to support own learning.</p>	<p>hard copy of revision guide and making revision resources to support own learning.</p>	<p>Reading of hard copy of revision guide and making revision resources to support own learning.</p>	
<p>Numeracy: <b>Component 1</b> - Reviewing of centile charts to measure development in Infancy 0-2 years old. Looking at statistics related to life expectancy and incidences of older ages conditions (ie: heart disease and dementia). Looking at statistics related to expected and unexpected life events.</p>	<p>Numeracy: <b>Component 1</b> - Reviewing of centile charts to measure development in Infancy 0-2 years old. Looking at statistics related to life expectancy and incidences of older ages conditions (ie: heart disease and dementia). Looking at statistics related to expected and unexpected life events.</p>	<p>Numeracy: <b>Component 3</b> – Reviewing of statics related to ill health and amounts of nutrients needs to have a balanced diet.</p>	<p>Numeracy: <b>Component 3</b> – Students will learn how to take a client's pulse, blood pressure, peak-flow and body mass index. They will have to interpret measurements and learn the normal parameters.</p>	<p>Numeracy: <b>Component 3</b> – Students will have to think of financial restrains when planning a wellbeing improvement plan and plan for obstacles.</p>	<p>Numeracy: N/A</p>
<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</p> <p><b>Component 1</b> - Students will have to work from case studies supplied by the examination board regarding the physical, intellectual emotion and social developments of individuals.</p> <p><b>Component 3</b> – SMSC woven throughout this component of study as students are asked to learn about the factors that affect health and wellbeing, while learning about physiological and lifestyle indicators. They then need to apply this knowledge to create wellbeing plans which will not only support their learning for the exam, but their own personal life and that of their family members.</p>					