

Programme of study for: **Health and Social Care – Level 2 Tech Award – Year 10 (2022-2025)**

Autumn (1 st term)	Autumn (2 nd term)	Spring (1 st term)	Spring (2 nd Term)	Summer (1 st term)	Summer (2 nd 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: 04/22 To: 05/24	Other timescale: From: 06/24 To: 07/24
<p>Topic / Big Question: Component 1 – Human Lifespan and Development Topic: A:1 – Human growth and development across the life stages Topic: A:2 – Factors affecting growth and development</p> <p>Skills (students should be able to do): Component 1 - Students should be able to describe the growth and development of an individual 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.</p>	<p>Topic / Big Question: Component 1 – Human Lifespan and Development Topic: B:1 – Different types of life events.</p> <p>Skills (students should be able to do): Component 1 - 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>Topic / Big Question: Component 1 – Human Lifespan and Development Topic: B:2 – Coping with change caused by life events</p> <p>Skills (students should be able to do): Component 1 - 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>Topic / Big Question: Component 2 – Health and Social Care Values Topic: A:1 – Health and Social Care Services Topic : A:2 – Barriers to Accessing Services</p> <p>Skills (students should be able to do): Component 2 – Students must be able to explain ways in which health and social care services meet the needs of individuals in a scenario provided by the teacher. Students must be able to explain ways in which barriers would affect one individual from a scenario provided by the teacher.</p>	<p>Topic / Big Question: Component 2 – Health and Social Care Values Topic: B:1 – Care Values</p> <p>Skills (students should be able to do): Component 2 – Students should be able to demonstrate the care values in one or more simulated situations.</p>	<p>Topic / Big Question: Component 2 – Health and Social Care Values Topic: B:2 – Reviewing own application of care values</p> <p>Skills (students should be able to do): Component 2 – Students must be able to reflect on their performance in their simulated situations and suggest improvements.</p>
<p>Key Learning Outcomes (students should know): Component 1 – Students should be able to describe the physical, intellectual, emotional and social development in humans across all life stages. Students should be able to explain the different</p>	<p>Key Learning Outcomes (students should know): Component 1 – 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</p>	<p>Key Learning Outcomes (students should know): Component 1 – 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</p>	<p>Key Learning Outcomes (students should know): Component 2 – Students will be able to explain the different health and social care services available to clients and explain what barriers they may face when accessing these services.</p>	<p>Key Learning Outcomes (students should know): Component 2 – Students will be able to demonstrate the care values in role teacher assessed role plays.</p>	<p>Key Learning Outcomes (students should know): Component 2 – Students will be able to review their role plays and review their own application of the care values so improvements could be made in the future.</p>

physical, social, cultural and economic factors that affect growth and development.	life events.	has experienced the same life events.			
End of term 1 assessment to cover: Component 1 – Practice PSA for C1 under exam conditions tasks 1 and 2.		End of term 2 assessment to cover: Component 1 – In class PSA during term prior to March 2024 deadline for submission to Pearson Component 2 – Practice PSA for C2 under exam conditions task 1..		End of year assessment to cover: Component 2 – Practice PSA for C2 under exam conditions tasks 2 and 3.	
Building understanding: Rationale / breakdown for your sequence of lessons: 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.	Building understanding: Rationale / breakdown for your sequence of lessons: 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.	Building understanding: Rationale / breakdown for your sequence of lessons: 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.	Building understanding: Rationale / breakdown for your sequence of lessons: 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.	Building understanding: Rationale / breakdown for your sequence of lessons: 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.	Building understanding: Rationale / breakdown for your sequence of lessons: 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.
Home – Learning: Component 1 – Interview a member of their family over the age of 46 years old and find out about their physical, intellectual, emotion and social development. Interview a member of their family over the age of 46 years old and find out about different factors that affect growth and development.	Home – Learning: Component 1 – Interview a member of their family over the age of 46 years and find out about different life events that have happened to them during their life.	Home – Learning: Component 1 – Interview a member of their family over the age of 46 years and find out how they coped with the different life events that have happened to them during their life.	Home – Learning: Component 2 – Apply to cases studies which health and social care services would meet services user's needs. Students should also be able to use the case studies given by teacher and explain how the different barriers could cause problems for the services users.	Home – Learning: Component 2 – Students to create either one or two role plays which will allow them to demonstrate their knowledge and application of the care values.	Home – Learning: Component 2 – To use the teacher and peer feedback to their role plays to help them in their review of their own performance.
Reading / literacy: Component 1 – Reading	Reading / literacy: Component 1 – Reading	Reading / literacy:	Reading / literacy: Component 2 – Reading	Reading / literacy: Component 2 – Reading	Reading / literacy: Component 2 – Reading

is required of online textbook, internet websites and writing up interview information of chosen individual.	is required of online textbook, internet websites and writing up interview information of chosen individual.	Component 1 – Reading is required of online textbook, internet websites and writing up interview information of chosen individual.	is required of online textbook, internet websites and discussing case studies.	is required of online textbook, internet websites and discussing case studies.	is required of online textbook, internet websites and discussing case studies.
Numeracy: Component 1 – Reviewing of centile charts to measure development in Infancy 0-2 years old.	Numeracy: Component 1 – Looking at statistics related to life expectancy and incidences of older ages conditions (ie: heart disease and dementia).	Numeracy: Component 1 – Looking at statistics related to expected and unexpected life events.	Numeracy: Component 2 - To understand how HSC setting have to budget for health and social care to ensure fairness for all.	Numeracy: Component 2 - To understand how HSC setting have to budget for health and social care to ensure fairness for all.	Numeracy: Component 2 - To understand how HSC setting have to budget for health and social care to ensure fairness for all.
<p>Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC):</p> <p>Component 1 – 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>Component 2 - Students to understand what it is like to work in the HSC sector while finding out what the roles and responsibilities are of HCPs. Students to understand what it is like to work in the HSC sector.</p>					