

Key Stage 4 Long Term Planning

Year 10 2019-2020 SYLLABUS: Pearson/Edexcel (BTEC L2 Tech Award)

Curriculum Area: Business Technology (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 Available and Overcoming Barriers)	Component 2: Learning Aim A (Services Available and Overcoming Barriers- Complete)
Knowledge	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.	Pupils will complete learning aim A by looking at the different life style choices people make and how it can affect them positively and negatively. They will also look at life style choices including diet, culture and drinking/smoking Pupils will then complete a formal internal assessment in class in which they choose a celebrity/individual of their choice and explain how that individual has grown and developed over 3 different life stages and how different life style factors have affected them over time	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.	Pupils will then complete a formal internal assessment in class in which they choose from a case study, where two people have experienced the same life event e.g. bereavement and how they were both affected by it and their response to the support available.	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.	Pupils will then complete their first formal internal assessment for component 2 (their 3rd in total). This will be based off a given case study (choice of 3, provided by Pearson) and will analyse and evaluate the type of care they need to access and the barriers they may face and how they can overcome them. Pupils responses will look at the different types of services we have in the Deepdale/Preston area
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
 Super Learning Week – 3 Days

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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>Point 1: Assignment 1- <i>Pupils will be expected to complete a formal written piece about how a person of their choice (usually a celebrity) and explain how they developed over three life stages. Higher ability pupils will be expected also to look at how different lifestyle factors such as drugs, alcohol intake etc. affected during these stages)</i></p> <p>Point 2: <i>ALL pupils can resubmit their work if they have not met their target grade.</i></p> <p>(As per my BTEC assessment plan)</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>Point 1: Assignment 2- <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. All pupils will be provided with a case study to help them complete this. Higher ability pupils will be expected also compare how the individuals adapted and whether the support they received was acceptable.</i></p> <p>Point 2: <i>ALL pupils can resubmit their work if they have not met their target grade.</i></p> <p>(As per my BTEC assessment plan)</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>Point 1: Assignment 3- <i>Pupils will be expected to complete a formal written piece about the different services that might be available to two individuals (usually a couple/related). Pupils will also look at the different barriers that they may face and how they can overcome them. Higher ability pupils will be expected also to look at whether the services they have suggested in their work are suitable for the individuals in the case studies provided by Pearson.</i></p> <p>Point 2: <i>ALL pupils can resubmit their work if they have not met their target grade.</i></p> <p>(As per my BTEC assessment plan)</p>	
<p>Homework</p>	<p>Pupils will be given a research booklet to complete over time, in which they will be expected to look for information about a celebrity of their choosing from a list. They will use this information to complete their formal assessment.</p>	<p>Please be aware that homework will not be given during the completion of the pupil's formal assignments</p>	<p>Pupils will receive homework to support their learning about considering life events and the different sources of support that they may be able to receive for example researching local voluntary organisations and charities.</p>	<p>Please be aware that homework will not be given during the completion of the pupil's formal assignments</p>	<p>Pupils will receive homework to determine any local services that the individuals in their chosen case study might need to access. They will determine if the service is a Primary, Secondary, Tertiary or an Allied Health Professional and describe the service they provide. Pupils will also need to calculate how far this service is away from school, as this will help them with any potential barriers that the individuals might face.</p>	<p>Please be aware that homework will not be given during the completion of the pupil's formal assignments</p>	

Key Stage 4 Long Term Planning

Year 11 2019-2020 SYLLABUS: Pearson/Edexcel (BTEC L2 Tech Award)

Curriculum Area: Business Technology (Health and Social Care)

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	Component 2: Learning Aim B (Health and Social Care values)	Component 2: Learning Aim B (Health and Social Care Values-Complete) Component 3: Health and Wellbeing (Exam preparation)	Component 3: Health and Wellbeing (Exam preparation)	Component 3: Health and Wellbeing: (Exam preparation)	Component 3: (Health and Wellbeing Revision)
Knowledge	Pupils will learn about the different care values and why it is important for them to be adhered to. The care values include Confidentiality, Respect, Empowerment and Independence. They will also learn about how they make sure that they can demonstrate these when working with a service user. Pupils will also learn about why it is important to work as a team member when working in Health and Social Care and what they should do if they make a mistake.	Pupils will complete their final formal internal assessment in which they will demonstrate and evaluate how well they have demonstrated the care values either via a role play or through a practical sense (i.e. a visit to a local primary school to do a craft activity). This is TBD.	Pupils will recap what they have covered in Year 10. They will look at how different factors from Personal Hygiene, Pollution, Genetic Inheritance and Stress affect an individual's overall health and wellbeing. Pupils will also use this knowledge to complete exam questions in preparation of their exam.	Pupils will learn about how different lifestyle factors e.g. smoking and alcohol can affect an individual's health, both in the present and in the future. They will also look at how different physiological data e.g. BMI and Blood pressure can also affect an individual's health in the present and in the future. Pupils will also use this knowledge to complete exam questions in preparation of their exam.	Pupils will look at the different sources of support an individual might need to access (formal and informal support) to help improve their health. Pupils will also look at any barriers that an individual might face in accessing these services as well as barriers in improving their health. Pupils will also use this knowledge to complete exam questions in preparation of their exam.
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, demonstrate and justify) as they complete their final formal assignment on 'Effective Use of the Care Values'	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 develop their skills in interpreting and explaining physiological data and the risk involved to their current and future health. These Skills will help them to answer Part B on their exam paper	Pupils will develop their skills in how to create a health plan, using the information that has been provided to them to increase the health and wellbeing of an individual. In preparation for their examination, pupils will also learn how to write a rationale to support their health plan. This will later be used in the last part of the exam, when they must think of potential barriers their

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					person may face and how they could be overcome.
Assessment	<p>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.</p>	<p>Point 1: Assignment 4- Pupils will be expected to complete a formal written piece after the completion of 1 or 2 role plays in which they need to demonstrate the different care values (e.g. respect, confidentiality and empowerment). Using feedback provided by their assessor, they then evaluate how well they think they did in demonstrating the care values and what they could do better next time. Higher ability pupils will be expected also to make realistic suggestions of improvement and justify their decisions.</p> <p>Point 2: ALL pupils can resubmit their work if they have not met their target grade.</p> <p>(As per my BTEC assessment plan)</p>	<p>Point 1: Pupils will complete a timed assessment after the completion of Learning Aim A</p> <p>Point 2: Pupils will improve their answers to the timed piece</p> <p>Point 3: Pupils will complete Part A of the exam paper</p>	<p>Point 1: Pupils will complete a timed assessment after the completion of Learning Aim B</p> <p>Point 2: Pupils will improve their answers to the timed piece</p> <p>Point 3: Pupils will complete Part B of the exam paper</p>	<p>Point 1: Past exam paper including Learning Aim C</p> <p>Point 2: Past exam paper including Learning Aim C</p> <p>Point 3: May 2020 exam (2 hours)</p>