

Year 11 Health and Social Care

Health and social care builds on and works alongside the learning for life curriculum. The first unit students will learn how the body systems function and what happens when they do not function correctly, by exploring the symptoms of disorders and looking at how these affect the health and well-being of an individual. You will discover the methods and techniques used to diagnose different types of disorders. Students will also find out about methods that can be used to assess how well the cardiovascular, respiratory and digestive systems are working. Within the next unit, students build on what they have learnt and look at the changes associated with the development from childhood to adulthood and the factors that influence this development. Students will look at the ageing process for older adults, learn about birth defects and no-birth medical conditions that may affect progress through the life stages.

Methods of deepening and securing knowledge:

Health and Social Care aims to use low-stake quizzing, whole class feedback, live marking and ambition time to address misconceptions. Collaboration through peer assessment, class discussions and quality Q&A. promote students' agency in learning. Application of knowledge and understanding through case studies allows students to contextualise their learning further.

Retrieval Practice	Retrieval Practice is evident through Brain in gear activities and Key Learning Questions which link prior learning and current learning.
Concrete Examples	Use of coursework exemplars along with clear success criteria for each task helps to engage learners with each task and aid progress.
"Becoming the Examiner"	Post-examination exercises enable students to review their examination papers alongside sample answers and mark schemes in order to improve their examination script in green ink; and students are aware that, even if top marks have been awarded, there is always room for a furthering of knowledge. Peer and self assessment of coursework in the initial stages allows students to familiarise themselves with the marking criteria.

Year 11 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Know how body systems work. Understanding disorders that affect body systems.</p> <ul style="list-style-type: none"> The cardiovascular system and - disorders - angina, heart attack and heart failure. The respiratory system and disorders - asthma, pneumonia, COPD The function of the digestive system and disorders - irritable bowel syndrome, heartburn, ulcers. 	<p>Be able to interpret data obtained from measuring body rates with reference to the functioning of health body systems.</p> <ul style="list-style-type: none"> BMI to understand how to calculate and interpret the results against the normal ranges. Peak Flow to understand how to measure and interpret the results against normal ranges. Pulse Rate to understand how to measure and interpret the results against normal ranges. 	<p>Understanding the stages of development from young people to adulthood.</p> <ul style="list-style-type: none"> Understanding how we develop Physically, Intellectually, Emotionally and Socially. Development through childhood. Development through Adolescence Development through adulthood. Factors that affect development. 	<p>Understand the ageing process in older adulthood.</p> <ul style="list-style-type: none"> Understand what happens to us as we age and its impact on PIES How our role in society changes as we get older. <p>How medical conditions may affect progress through the life stages</p> <ul style="list-style-type: none"> Birth defects - Spina Bifida, Down's syndrome Non-birth medical conditions - Anorexia, Mental ill-health, coronary heart disease, Paralysis, Epilepsy Impact on development and health and social well-being. 	<p>Be able to create support plans.</p> <ul style="list-style-type: none"> How to communicate information clearly, sensitively and appropriately to different audiences. How to match and support provision to specific individual needs. How to adapt care and support to reflect the progression of individuals through different life stages. How to link care and support to specific medical conditions for different life stages. 	<p>Examination resit if not completed in year 10.</p>

Assessment	Coursework Task 1 and 2 completed.	Coursework Task 3 complete and begin task 4.	Coursework Task 1 Resit Exam	Coursework Task 2 and 3 completed.	Coursework Task 4 completed.	
CEIAG	<p>Health care - Dentist, GP, Pharmacist, Optician, practice Nurse, Care assistants, Midwife, Health visitors, consultants, counsellor, clinical psychologist, psychiatrist, radiographer, Occupational Health, Audiologist, chiroprapist, pediatrician, cardiologist, Social care - Social worker, domiciliary care worker, House warden, Early Years - childminder, nursery nurse, primary school teacher, early intervention, LA, Police Safeguarding officer, *Guest speakers from various sectors *Inspirational videos- sector specific, including LMI and information on routes into careers (FE & HE) (throughout the year)</p>					

Independent Work

Independent learning tasks will be set via google classrooms. The tasks are vital to enhance, prepare and consolidate all learning. Students will undertake the following activities;

- Being aware of current affairs by watching the news, bringing relevant articles to the classroom for discussion.
- Completing a task set in lesson and ambitions time to aid progression.
- Researching a new topic to be studied in the following lesson.
- Application of theory through case studies.
- Planning and research.