



Academic Overview 2018-19

BTEC Health and Social Care Tech Award						
	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.1
Year 9	<p>Introduction to Health and Social Care Concepts and Terminology</p> <p>HSC Services Care Values</p>	<p>Component 1 Learning Aim A</p> <p>Human growth and development across the life stages</p>	<p>Component 1 Learning Aim A</p> <p>Development across the life stages</p>	<p>Component 1 Learning Aim A</p> <p>Factors affecting growth and development</p>	<p>Component 1 Learning Aim B</p> <p>Different types of life events</p>	<p>Component 1 Learning Aim B</p> <p>Coping with change caused by life events</p>
Year 10 & Year 11 (2018-19)	<p>Component 3 Health and Wellbeing Learning Aim A</p> <p>Factors affecting health and wellbeing</p>	<p>Component 3 Health and Wellbeing Learning Aim A</p> <p>Factors affecting health and wellbeing</p>	<p>Component 3 Learning Aim B</p> <p>Interpreting health indicators</p> <ul style="list-style-type: none"> * Physiological indicators * Lifestyle indicators 	<p>Component 3 Learning Aim C</p> <p>Person centred health and wellbeing and improvement plans</p> <ul style="list-style-type: none"> * Improvement plans * obstacles to plans 	<p>Component 3 Learning Aim C</p> <p>Person centred health and wellbeing and improvement plans</p> <ul style="list-style-type: none"> * Improvement plans * obstacles to plans 	<p>Revision for Component 3 Learning Aims A, B and C</p>
Year 11 (2019-2020)	<p>Component 2 Learning Aim A</p> <p>Different types of services and barriers to accessing them</p>	<p>Component 2 Learning Aim A</p> <p>Different types of services and barriers to accessing them</p>	<p>Component 2 Learning Aim B</p> <p>Demonstrating care values and reviewing their own practice</p>	<p>Component 2 Learning Aim B</p> <p>Demonstrating care values and reviewing their own practice</p>	<p>Improvements to controlled assessments</p>	<p>Improvements to controlled assessments</p>



Year 10 Curriculum Content Overview 2018-19

BTEC Health and Social Care Tech Award Component 3

Knowledge and Skills Students will be taught to....	Reading, Oracy, Literacy and Numeracy	Formative Assessment	Summative Assessment	Link to refomed GCSE and A level Content
<ul style="list-style-type: none"> • What does being healthy actually mean? • Gain an understanding of the factors that can have a positive or negative influence on a person’s health and wellbeing • Assess the changing impact of different factors in the growth and development of a particular individual • Discuss your understanding of different factors such as physical, social, cultural and economic factors that can affect human growth and development • Explain physiological and lifestyle indicators and what they mean for someone’s state of health • Devise and plan long term health improvements for an individual’s health and wellbeing • Compare short and long term targets to improving an individual’s health • Evaluate the views of others effectively • Debate and discussion skills 	<p>Reading</p> <ul style="list-style-type: none"> • Reading newspaper and current articles linked to HSC <hr/> <p>Numeracy</p> <ul style="list-style-type: none"> • Dates of life stages • Statistics surrounding the topic being discussed <hr/> <p>Oracy and Literacy (including key words for practical subjects)</p> <ul style="list-style-type: none"> • Key words • Student discussion • Student presentations 	<p>Questioning in lessons</p> <p>Whole class feedback during lessons</p> <p>Low stakes quizzing</p> <p>Student debates and discussions surrounding topical issues</p> <p>Completion of sample and past papers for Component 3 in class in exam conditions</p>	<p>Completion of Component 3 Learning Aims A, B and C in an External Assessment at the end of Year 10</p>	<p>Topics covered are in line with Pearson BTEC Tech Award controlled and external assessments</p> <p>Students will develop skills in analysing information and communicating for a specific purpose, which will support progression to Level 3 vocational qualifications</p> <p>Some content will link to Pearson BTEC Level 3 National Extended Certificate in Health and Social Care</p>



Assessment Skills, Knowledge and Concepts Map

Key Learning Questions	Year 10 BTEC Health and Social Care Tech Award Component 3 Learning Aim A	Cross-Curricular Strands Reading
<ul style="list-style-type: none"> • What are the definitions of health and wellbeing? • What does a holistic definition of health and wellbeing mean? • Why is genetic inheritance important for growth and development? • To be able to explain the difference between acute and chronic ill health • Why is diet and exercise important for individuals? • Discuss the impact of substance abuse on an individual • To be able to discuss the importance of personal hygiene • Discuss the importance of social interactions in human growth and development • Evaluate the impact stress has on the body • Discuss the importance of the willingness to seek help or access services • How and why do finances and housing impact on health and development? • How does the environment impact on growth and development? • Explain the impact of life events relating to relationship changes 	<ul style="list-style-type: none"> • Define key terms positive, negative and holistic • Be able to explain how genetic conditions are inherited, be able to explain predisposition to other conditions • Be able to explain how both acute and chronic conditions can affect bodily systems • To produce a concept map showing how the balance, quality and amount of food and drink in a person's diet affects their health and wellbeing • Evaluate the benefits of exercise • Produce fact sheets on alcohol, nicotine, illegal drugs and misuse of prescribing drugs through incorporating positive and negative short term and long term effects on health and wellbeing • Label and describe which areas of the body are important in personal hygiene • Identify and explain the positive effects of supportive relationships and the negative effects of unsupportive relationships through a case study • Produce a magazine article on how work can cause stress with relevant examples included • Small group research on how culture, gender or education may influence an individual's willingness to seek help or access to a service incorporating both positive and negative effects e.g labelling, discrimination, fear • Define key terms and concepts such as income, wealth, material possessions, social class, home environment, rural v urban conditions • Research how air and noise pollution levels could affect an individual's growth and development • Discuss why London is close to the World Health Organisation's (WHO) target for healthy air • Predict the positive and negative effects of relationship changes on an individual's health and wellbeing 	<ul style="list-style-type: none"> • Knowledge organiser • HSC newspaper articles and sources • BTEC Tech Award Text Book • Nursing Times articles



Key Learning Questions	Learning Aim B	Oracy and Literacy
<ul style="list-style-type: none"> • What are health indicators? • How do you measure health? • Be able to take resting pulse rate and recovery rate after exercise • Be able to take BP reading using equipment • Be able to measure their own peak flow • Be able to explain a BMI table • Discuss the importance of published guidelines for health • Why are abnormal readings a risk to an individual's health? • What is lifestyle data? • Who and why is data produced on smoking, alcohol, exercise and obesity • Who are the British Heart Foundation and Public Health England 	<ul style="list-style-type: none"> • Explain what is health monitoring and illness prevention • Describe health measures e.g. BMI, BP, Temperature, Blood Pressure, Cholesterol, Pulse Rate, Liver Function tests • Explain the positive and negative aspects of lifestyle that affect health measurements • Undertake exercise and take measurements • Use a BP machine effectively in class and produce facts sheets on high and low blood pressure • Be able to use peak flow and plot their scores onto a graph, explaining what the graph shows • Be able to calculate the BMI for different individuals • Produce a newspaper article on the limitations of the measure of BMI and the possible alternatives to hip/waist ratio and why there should be further importance placed on blood test results combined with family histories • Reflect on why it is important to take part in health monitoring and have your measurements taken by a health practitioner • Research the Office for National Statistics (ONS) who produce statistics yearly on smoking, drinking, obesity and diet and then produce a display piece based on your findings • How are the British Heart Foundation and Public Health England trying to reduce the risks to the health of the nation? 	<p>Debates and discussions in writing Learning skills in comprehension, and extended writing 6 and 8 mark questions in assessments</p> <p>Oracy Student discussion and student feedback Student responses to questions Student to student discussion and debate</p>
Key Learning Questions	Learning Aim C	Numeracy
<ul style="list-style-type: none"> • What is a person centred approach? • What is the Health Foundation? • Why do we need recommendations to improve health and wellbeing? • How do you create short term and long term targets? • Why do individuals need support in reaching their goals? • How do individuals overcome obstacles to implementing plans? 	<ul style="list-style-type: none"> • Explain the history of the person centred approach – Carl Rogers • Define the terms collaboration, empathy, prerequisites • Discuss the skills a service provider needs to be able to adopt a person centred approach to health • Reflect on your own health, thinking about what you could do to change to improve it and how you could go about improving your own health incorporating SMART targets and goals • SMART targets – how to set them and why • Describe and explain obstacles • Assess the difficulties an individual may face when they are implementing their plan 	<p>Interpreting graphs Calculating percentages Calculating BMI</p>



<ul style="list-style-type: none">• What are the emotional and psychological obstacles an individual may have to overcome to benefit from their health plans?• How does time impact on a health care plan• How and why does finance affect a health care plan?• What if the targets are unacheivable?• Discuss why the lack of support becomes an obstacle to the health care plan• Why does disability affect the health care plan?• What barriers are there in accessing services	<ul style="list-style-type: none">• What does psychological mean?• Describe why a lack of emotion and low self esteem impacts on an individuals health plan• Discuss why time can be an obstacle include work/study commitments and family commitments• What financial resources need to be taken into account and why?• Explain what factors could mean that targets are unacheivable e.g. too ambitious, not appropriate, lack of understanding, frame of mind, timing, fear of failure and task is too big• Using a case study discuss why a persons physical disability could lead to issues in the plan not being successful• Describe the phhysical, psychological, financial, geographical, cultural, language and resources barriers that individuals face when implementing health care plans	
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