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Principal: Mrs C Stanyer

Subject: Health & Social Care- Year 10 Curriculum Map 2020 – 2021

Resources:

Week Commencing	Topic (including links to additional resources)	Assessment Window
1 st September A	<p><u>Main life stages linked to ages</u></p> <p>Areas of growth and development across main life stages using PIES classification [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, textbook pages, work sheet activities.</p> <p>YouTube videos, suggested reading materials.</p>	
7 th September B	<p><u>Physical development: gross and fine motor skills</u> [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, text book pages, work sheet activities.</p> <p>YouTube videos, suggested reading materials.</p> <p><i>Classification of Motor Skills: Skill Acquisition (Fine/Gross..Serial..):</i> www.youtube.com/watch?v=MyJzoXqfVx4</p> <p><u>Physical development: infancy and early childhood</u>, gross and fine motor skills and growth patterns [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, textbook pages, work sheet activities.</p> <p>YouTube videos, suggested reading materials.</p> <p>Department of Education: www.youtube.com/playlist?list=PL7914115EB65911A5</p> <p><u>Physical development in adolescence and early adulthood: in middle and later adulthood</u> growth patterns and primary and secondary sexual characteristics. Menopause, loss of mobility, muscle tone/strength and skin elasticity [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, textbook pages, work sheet activities.</p> <p>YouTube videos, suggested reading materials.</p> <p>'Kevin Becomes a Teenager: BBC Comedy' a video clip that shows the change in behaviour/attitudes as Kevin reaches 13 years (or any similar-themed video): www.youtube.com/watch?v=dLuEY6jN6gY</p>	

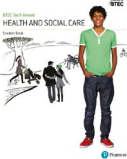

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14 th September A	<p>Intellectual/cognitive development: <u>problem solving, abstract and creative thinking, development/loss of memory and recall</u></p> <p>Problems/activities such as those available from: www.businessballs.com/games.htm</p> <p>Intellectual/cognitive development: <u>language development</u> [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, textbook pages, work sheet activities. YouTube videos, suggested reading materials.</p> <p>A video clip such as ‘<i>Talking Twin Babies – Part 1</i>’ shows babies clearly communicating but not yet using words www.youtube.com/watch?v=lih0Z2IbIUQ</p>	
21 st September B	<p>Emotional development in infancy and early childhood including bonding and attachment, security and independence</p> <p>Emotional development in adolescence and adulthood: independence, security, contentment, self-image and self-esteem.</p> <p>A video clip about ‘<i>Teen Self-Esteem</i>’ such as ‘<i>Can We talk About Self-Esteem?</i>’ www.youtube.com/watch?v=CxsBxhwzw58</p> <p>Social development in infancy and early childhood: formation of relationships with others and socialisation process [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, textbook pages, work sheet activities. YouTube videos, suggested reading materials.</p> <p>Social development in adolescence and stages of adulthood: formation of relationships with others and socialisation process</p> <p>Revision of Learning aim A1 [Component 1, A1, PIES growth and development in the main life stages]</p> <p>Resources- PPT, textbook pages, work sheet activities. YouTube videos, suggested reading materials.</p>	
28 th September A	Learning B- Factors affecting growth and development across the life stages including the impact on PIES.	
5 th October B	<p>Introduction to First external assessment: Learning Aim A – Human Lifespan All resources, preparation work, bespoke materials, support resources, and knowledge organisers with students.</p> <p>Grade criteria, assessment brief and expectations/ guidance given to students.</p> <p>Resources- PPT, textbook pages, work sheet activities. YouTube videos, suggested reading materials.</p> <p>Pearson authorised assignment brief or brief produced and verified by school</p>	
12 th October A	Controlled assessment	
19 th October B (inset Friday 22 nd)	Assessment deadline	
Half Term		


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<p>2nd November A</p>	<p>Introduction to learning aim: B1– Different types of life events B2- Investigate how individuals deal with life events.</p> <p>What does the assessment look like? How you will be assessed. What topics we will be learning about. http://qualifications.pearson.com/endorsed-resources)</p>  <p>PART 1, pg 40 (Google classroom)</p> <p>Resources- PPT, textbook pages, work sheet activities. YouTube videos, suggested reading materials.</p> <p>Types of life events: <u>physical, relationship changes and life circumstances</u> [Component 1, B1, Different types of life event] Types of life events through the life stages that may be expected or unexpected. http://qualifications.pearson.com/endorsed-resources)</p> <p>Types of life events: physical events to include <u>accident and injury and ill health</u> [Component 1, B1, Different types of life event] http://qualifications.pearson.com/endorsed-resources)</p>	
<p>9th November B</p>	<p>Types of life events: <u>relationship changes, entering into relationships, marriage, divorce, parenthood and bereavement</u> [Component 1, B1, Different types of life event]</p> <p>Types of life events: life circumstances, <u>moving house, starting school, new job, exclusion from education, redundancy, imprisonment and retirement</u></p> <p>A video of three individuals' experiences of exclusion and the effects on them, e.g. 'Avoiding Exclusion': http://oxme.info/cms/learn/avoiding-exclusion</p> <p>Alternatively, a case study on exclusion by Barnardo's is available in an information booklet 'Not Present and Not Correct': www.barnardos.org.uk</p> <p>A video clip that shows an individual speaking about the effects of redundancy, e.g. on www.nhs.uk (search for 'Coping with Redundancy')</p> <p>How people may react differently to the same life events <u>How individuals can adapt to changes caused by life events</u> [Component 1, B2 - Coping with change caused by life events]</p> <p>http://qualifications.pearson.com/endorsed-resources)</p>  <p>PART 2 (Google classroom)</p>	

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	<p>Resources- PPT, text book pages, work sheet activities. YouTube videos, suggested reading materials.</p>	
16 th November A	<p>Types of support: <u>emotional, information and advice, and practical help, e.g. financial assistance, childcare, transport.</u></p> <p>Informal sources of support: <u>family, friends, partners and types of support they can provide</u> [Component 1, B2 - Coping with change caused by life events: sources of support] http://qualifications.pearson.com/endorsed-resources)</p> <p>Formal sources of support: <u>professional carers and services and types of support they can provide</u></p> <p>Sources of voluntary support: <u>community groups, voluntary services and faith-based organisations and types of support they can provide</u> [Component 1, B2, Coping with change caused by life events: sources of support] http://qualifications.pearson.com/endorsed-resources)</p>	
23 rd November B	<p>Formal sources of support: professional carers and services and types of support they can provide [Component 1, B2, Coping with change caused by life events: sources of support]</p> <p>Sources of voluntary support: community groups, voluntary services and faith-based organisations and types of support they can provide [Component 1, B2, Coping with change caused by life events: sources of support] http://qualifications.pearson.com/endorsed-resources)</p>  <p>Revision of Learning aims B1 and B2</p>	
30 th November A	Assessment handout -	AR 1 ASSESSMENTS
7 th December B	Controlled assessment	AR 1 ASSESSMENTS
14 th December	Assessment deadline	
Christmas Holiday		
4 th January	<p>DDI for AR1: Wave 1 and Wave 2. Reassessment of key areas of study. External assessment – Resubmission if required.</p>	
11 th January	Resubmission of coursework- catch up for remote learning	
18 th January	Catch up remote learning.	

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25 th January A	<p>Primary care [Component 2, A1, Health and social care services]</p> <p>Secondary and tertiary care [Component 2, A1, Health and social care services] A website that outlines the specific names of health specialists in the UK, e.g. www.nhs.uk/pages/home.aspx (students will need to key in search terms such as 'eye specialist' or 'heart specialist' to get to the answer); this website can also be used during research for the main session activities</p>	
1 st February B	<p>Allied health professionals [Component 2, A1, Health and social care services]</p> <p>A list of all AHPs. A helpful website, e.g. www.nhsprofessionals.nhs.uk/Pages/Allied-Health-Professionals.aspx</p> <p>Video clip of careers within AHPs in the UK, e.g. www.youtube.com/watch?v=jFOwn_lzX2s (search for: 'Independent health care – careers for allied health professionals in the UK')</p> <p>A website on careers with AHPs in the UK, e.g. www.healthcareers.nhs.uk/i-am/considering-or-university/studying-be-allied-health-professional (search for: 'Studying to be an allied health professional')</p>	
8 th February A (Inset 12 th February)	<p>Services for children and young people [Component 2, A1, Health and social care services]</p>	
February Half Term		
22 nd February B	<p>Services for adults or children with specific needs [Component 2, A1, Health and social care services]</p> <p>Internet access with guidance for using relevant sites to research information about local support options</p> <p>The NHS Choices website (www.nhs.uk) for background information</p> <p>Services for older adults [Component 2, A1, Health and social care services]</p>	
1 st March A	<p>Informal social care [Component 2, A1, Health and social care services]</p> <p>Website giving details of Young Carer services (e.g. www.youngcarer.com/young-carers-services - part of The Children's Society)</p> <p>A document 'Facts about carers 2015' by Carers UK giving background facts on carers in the UK (informal carers), e.g. www.carersuk.org/for-professionals/policy/policy-library/facts-about-carers-2015</p> <p>Video clip such as Fixers UK 'A day in the life of a young carer', e.g. www.youtube.com/watch?v=ofFatYwBh-g</p>	
8 th March B	<p>Learning aim A2: Barriers to accessing services</p> <p>Physical barriers [Component 2, A2, Barriers to accessing services]</p> <p>Sensory barriers [Component 2, A2, Barriers to accessing services]</p>	

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	<p>A video clip on sight impairment by the Royal National Institute of Blind People (RNIB), e.g. 'Going blind: RNIB and sight loss advisers', www.youtube.com/watch?v=fkWDwjJ00_k</p> <p>Social, cultural and psychological barriers [Component 2, A2, Barriers to accessing services]</p>	
15 th March A	<p>Language barriers [Component 2, A2, Barriers to accessing services]</p> <p>Websites giving recent UK teenage slang, e.g. https://www.buzzfeed.com/hannahjewell/wonderful-british-slang-according-to-mums?utm_term=.xeW0d2MPw#.haLj6G3mw (search for: '22 Pieces Of Teenage Slang Explained By British Mums') and http://theconversation.com/dinter-bitz-and-gwop-a-guide-to-british-youth-slang-in-2016-52037 (search for: 'Dinter, bitz and gwop: a guide to British youth slang in 2016')</p> <p>Geographical barriers [Component 2, A2, Barriers to accessing services]</p>	
22 nd March B	<p>Intellectual barriers [Component 2, A2, Barriers to accessing services]</p> <p>Information from the National Literacy Trust on improving readability 'How can I assess the readability of my document or write more clearly', e.g. www.literacytrust.org.uk/about/faqs/710_how_can_i_assess_the_readability_of_my_document_or_write_more_clearly</p> <p>A document by Care Quality Commission to assess readability, 'How to complain about a health or social care service', e.g. http://www.cqc.org.uk/sites/default/files/documents/20140210_6642_cqc_how_to_complain_leaflet_final_web.pdf</p> <p>Resource barriers for service providers [Component 2, A2, Barriers to accessing services]</p> <p>Financial barriers [Component 2, A2, Barriers to accessing services]</p> <p>Explanation of NHS dental services and costs on NHS Choice website, e.g. www.nhs.uk/NHSEngland/AboutNHSservices/dentists/Pages/nhs-dental-charges.aspx (search for: 'NHS dental services explained')</p>	
29 th March A	<p>Learning aim A: assessment practice [Component 2, A1 and A2, Understand the different types of health and social care services and barriers to accessing them] End of learning aim formal assignment</p> <p>Learning aim A: assessment practice [Component 2, A1 and A2, Understand the different types of health and social care services and barriers to accessing them] End of learning aim formal assignment</p>	
Easter Holiday		
19 th April B	<p>Preparation for assignment [Component 2, A1 and A2, Understand the different types of health and social care services and barriers to accessing them] End of learning aim formal assignment</p>	

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	<p>Preparation for assignment</p> <p>[Component 2, A1 and A2, Understand the different types of health and social care services and barriers to accessing them]</p> <p>End of learning aim formal assignment</p>	
26 th April A	Controlled assessment handout -	
3 rd May B	Ongoing coursework	
10 th May A	<p>Coursework deadline</p> <p>Learning aim B: Demonstrate care values and review own practice</p> <p>Learning aim B1: Care values</p> <p>Empowering and promoting independence</p> <p>[Component 2, B1, Care values]</p> <p>Short videos on empowerment and independence from, e.g., the Social Care Institute for Excellence (www.scie.org.uk/socialcaretv/video-player.asp?v=choice-and-control and www.scie.org.uk/socialcaretv/video-player.asp?v=practical-assistance)</p> <p>Dictionary</p>	
17 th May B	<p>Respect for others</p> <p>[Component 2, B1, Care values]</p> <p>Maintaining confidentiality</p> <p>[Component 2, B1, Care values]</p> <p>Preserving dignity</p> <p>[Component 2, B1, Care values]</p> <p>Short videos on dignity from, e.g., the Social Care Institute for Excellence (www.scie.org.uk/socialcaretv/video-player.asp?v=personal-hygiene; www.scie.org.uk/socialcaretv/video-player.asp?v=privacy)</p>	
24 th May A	<p>Effective communication</p> <p>[Component 2, B1, Care values]</p> <p>Short videos on communication from, e.g., the Social Care Institute for Excellence (www.scie.org.uk/socialcaretv/video-player.asp?v=communication)</p> <p>Websites for background information on main session activity, such as:</p> <ul style="list-style-type: none"> • RNIB, www.rnib.org.uk/ • Action on Hearing Loss, www.actiononhearingloss.org.uk • British Sign Language, www.british-sign.co.uk/ <p>Makaton Charity, www.makaton.org/</p> <p>Promoting anti-discriminatory practice</p> <p>[Component 2, B1, Care values]</p>	AR 2 ASSESSMEN TS

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	Short videos on social inclusion from, e.g., the Social Care Institute for Excellent (www.scie.org.uk/socialcaretv/video-player.asp?v=social-inclusion) may be useful here to demonstrate a range of anti-discriminatory practice.	
7 th June B	<p>Révision for AR2</p> <p>AR2 ASSESSMENT</p> <p>Applying care values in a compassionate way [Component 2, B1, Care values]</p> <p>A short video clip by Channel 4 News outlining the failings of a hospital in mid-Staffordshire to care properly for its patients – sparking a review of patient care within the NHS, e.g. www.youtube.com/watch?v=3XeYUIOp07Q (search for: 'The worst scandal in the history of the NHS')</p>	AR 2 ASSESSMEN TS
14 th June A	<p>Working together [Component 2, B2, Reviewing own application of care values]</p> <p>Making mistakes [Component 2, B2, Reviewing own application of care values]</p> <p>Reviewing own application of care values [Component 2, B2, Reviewing own application of care values]</p> <ul style="list-style-type: none"> • Strengths: The values I have confidence in demonstrating (<i>give reasons why</i>) • Areas for development: The values I do not feel confident yet in demonstrating (<i>give reasons why</i>) 	
21 st June B	<p>Receiving feedback [Component 2, B2, Reviewing own application of care values]</p> <p>Using feedback [Component 2, B2, Reviewing own application of care values]</p>	
28 th June	<p>Learning aim B: practice for assignment [Component 2, B1 and B2, Demonstrate care values and</p>	
5 th July	<p>Learning aim B: assessment practice [Component 2, B1 and B2, Demonstrate care values and review own practice] End of learning aim formal assignment</p> <div style="border: 1px solid black; padding: 5px;"> <p>Pearson approved assignment</p> <hr/> <p>Pearson approved assignment Printed list of care values for students to study:</p> <ul style="list-style-type: none"> • empowering and promoting independence </div>	

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	<ul style="list-style-type: none"> ● respect ● maintaining confidentiality ● preserving dignity ● effective communication ● safeguarding and duty of care ● promoting anti-discriminatory behaviours 	
12 th July	Ongoing coursework	
19 th July (School closed from 22 nd)	Hand in date for coursework	

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