


**Health & Social Care Department – Year 11**

 <p><b>Shirley High Curriculum Map</b></p>	<i>The developing carer enriches their understanding by applying to case studies, developing the practical skills of working in the care services and acquiring more advanced knowledge about the human body and how to improve wellbeing.</i>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>
	Component 3: Factors that affect health and wellbeing	Component 3: Lifestyle factors	Component 3 Person centred care plans	Component 3 Retrieval and consolidation	Component 3 examination for all learners.	Final Exam
<b>Why Now?</b>	Students have completed their focus on body systems so this can be built upon. Comp3 also relies upon content from 1 and 2 to be covered prior to delivery.	Lifestyle factors are choices made by individuals and this will build well from health factors and lead into person-centred approaches well. This links back to understanding of development from year 10.	Creating a person-centred approach ensures learners tailor their understanding to the specific case study. The obstacles section links well to Comp2 work from year 10.	At this stage practicing application of understanding to a variety of case studies will be vital for confidence when approaching the final examination and ensuring a holistic view of the role of the care plans.	Building confidence towards the examination at this point will be key, boosting aspirations and self-esteem will be enhanced by linking case studies with this as a focus.	
<b>Fundamental Concepts</b>	Factors affecting Health and wellbeing, interpreting health indicators, physiological indicators.	Lifestyle indicators that affect health and wellbeing. Interpreting health Indicators	Person centred health and well-being improvement plans Obstacles to achieving plans.	Interpreting, analysing and responding to case studies.	Interpreting, analysing and responding to case studies.	
<b>Students will...</b>	<ul style="list-style-type: none"> <li>- Look at a variety of care user case studies and identify PIES factors within the scenarios.</li> <li>- Understand how to interpret health and physiological indicators and draw conclusions from the information. Students know published guidelines in relation to health and lifestyle indicators.</li> </ul>	<ul style="list-style-type: none"> <li>- Interpretation of lifestyle data in relation to risks posed to physical health associated with lifestyle choices: Interpreting lifestyle data on smoking, alcohol consumption and inactivity</li> <li>- Begin to build an understanding of how to improve health and wellbeing based on identified issues from case studies.</li> <li>- Focus on the interpretation of lifestyle factors</li> </ul>	<ul style="list-style-type: none"> <li>- Understand the importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances</li> <li>- Explore recommended actions to improve health and wellbeing, including short-term (less than 6 months) and long-term targets; appropriate sources of support (formal and/or informal) and obstacles to achieving targets.</li> </ul>	<ul style="list-style-type: none"> <li>- Apply all of their previous work to a variety of case studies to ensure they have experienced a range of different lifestyles, physiological and health indicators. This will include class responses, paired responses, walking talking mocks, timed tasks and teacher/peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>- Continue application of previous work to a variety of case studies to ensure they have experienced a range of different lifestyles, physiological and health indicators. This will include class responses, paired responses, walking talking mocks, timed tasks and teacher/peer feedback. Focus to be on developing aspirations and confidence.</li> </ul>	
<b>Language for Life (Key terms/Vocabulary)</b>	Retrieval of language from year 10 drawn from component 1 and 2. BMI, Blood Pressure, Peak Flow, Genetic, activity, Sedentary	Government guidelines, recommendations, SMART targets	Empathy, Circumstances, Engagement, Self-Actualisation	Evaluate, Analyse, Recommend.	Evaluate, Analyse, Recommend.	
<b>Extended writing Opportunities</b>	Responses to case studies, practise exam questions.	Responses to case studies, practise exam questions.	Responses to case studies, practise exam questions.	Responses to case studies, practise exam questions.	Responses to case studies, practise exam questions.	
<b>Maths Across the Curriculum</b>	Physiological data analysis.	Lifestyle data analysis.	Target setting using all data produced.	Target setting using all data produced.	Target setting using all data produced.	
<b>Links to careers/aspirations</b>	Identify roles within the development of the care plan.	Identify roles within the development of the care plan, learners take on role of health care professional.	Identify roles within the development of the care plan, learners take on role of health care professional.	Identify roles within the development of the care plan, learners take on role of health care professional.	Identify roles within the development of the care plan, learners take on role of health care professional. Building students aspirations towards L2D grades.	
<b>Cultural Capital</b>	Medical Mavericks workshop.	Health care visit to care home or Help for Heroes centre.	Health care visitor focussed on person centred care (an OT or similar)	Health care visitors – focussed on Careers Week focussed on providing professional feedback on case study responses.		
<b>Practical Application of Skills</b>	Practical experience of taking health measurements such as BP and Peak flow.	Application to case studies	Development of care plan for case study	Development of care plan for case study.		