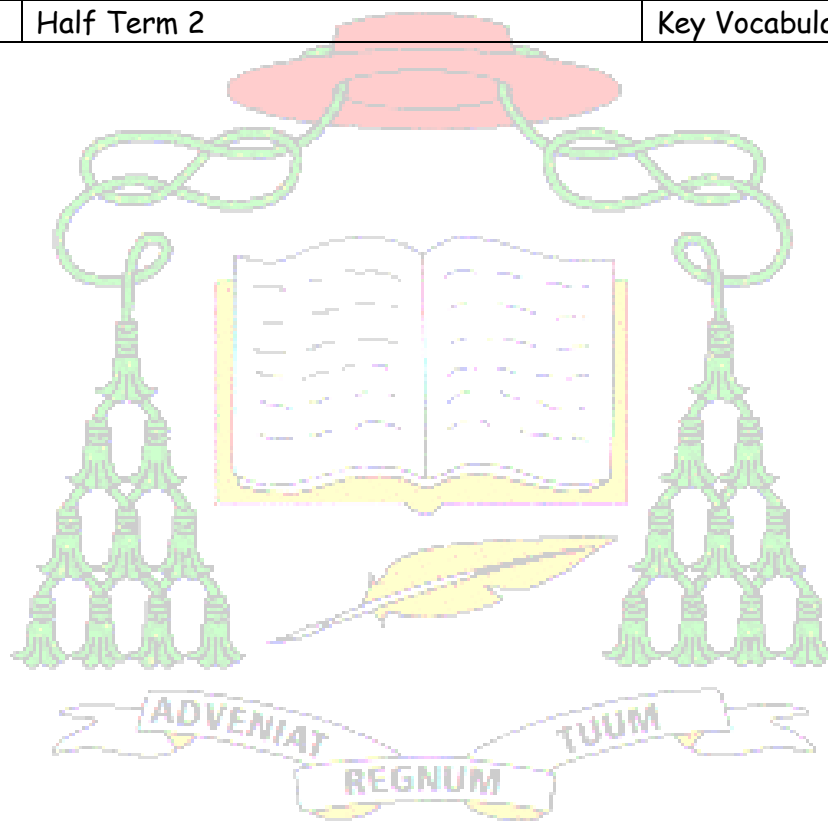


Archbishop Beck Catholic College Long Term Plan for Level 3 Health

Year 12

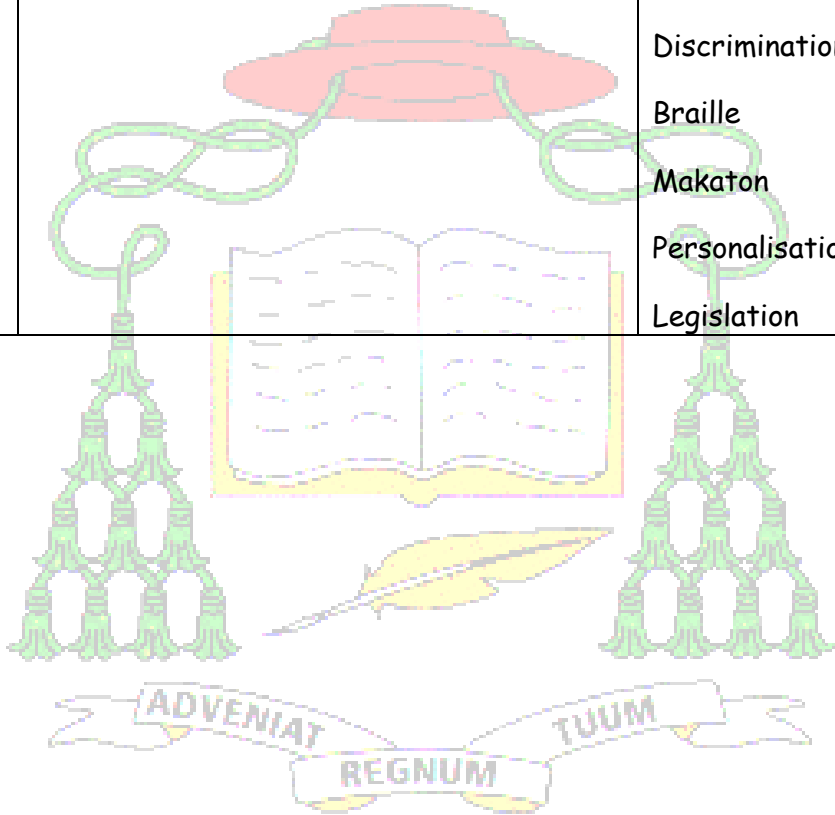
Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
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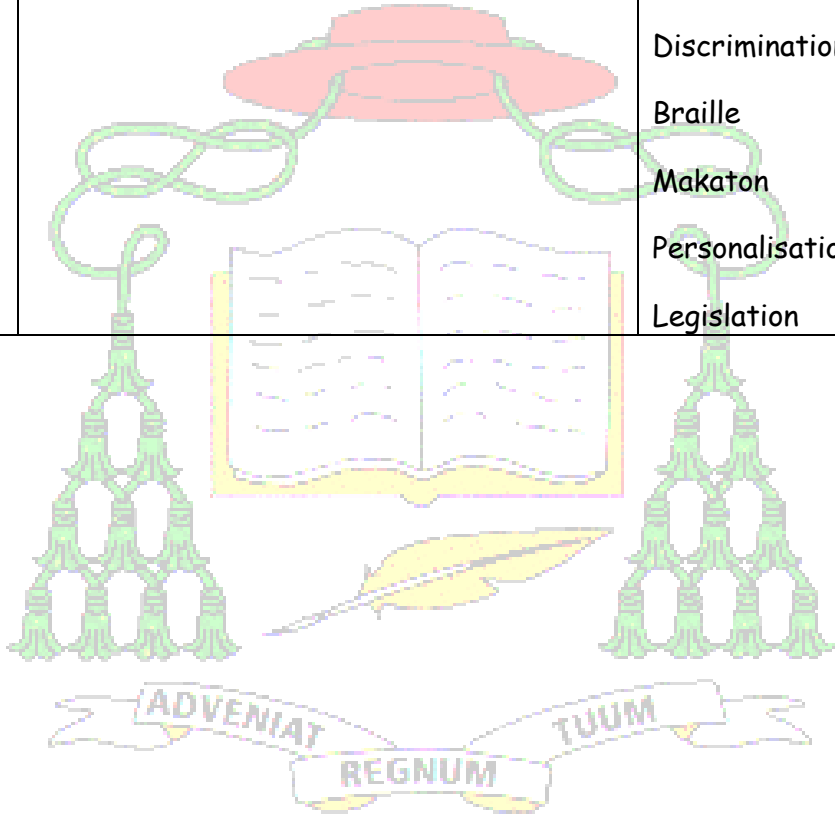


<p>Unit 1 Human Lifespan Development Understanding human development Learning aims A1 Defining the terms of growth. Developmental norms. Milestones/life course and maturational theories. Definitions and terms involved in conception. Potential causes and effects of delayed and arrested development. A2 and A3 Introduction to developmental skills Intellectual development. Piaget/Chomsky. Emotional development Attachment theory. John Bowlby/Schaffer and Emerson. A4 Development of self-concept. Positive and negative self-image. Social development. Stages of play in infancy and early childhood. The importance of Friendship and friendship groups. Developing independence. B1 and B2 Nature v Nurture debate. Genetic and inherited factors. Predispositions to ill health. Learnt behaviour. Bandura.</p>	<p>B3 Environmental factors which affect development Pollution and poor housing. Access to health care services. B4 Social factors that affect development/ family dysfunction bullying and culture and beliefs Economic factors which affect development Income and expenditure /employment status. Education and Lifestyle. Introduce Unit 5 'Meeting Individual Care and Support Needs'. (Coursework) B5 and B6 Major life events. Predictable and unpredictable. The effects of stress and Life events. Unit 5 Learning aim A Equality diversity and preventing discrimination C1 Physical changes in old age. Common illness and conditions in old age. Cardio-vascular disease/osteoarthritis. Dementia. Unit 5. Developing relationships with service users Six C's.</p>	<p>Unit 1 Gross/fine motor skills Cognitive Maturation Menopause Schema Cardiovascular Dementia Disengagement</p>
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<p>Consolidation of all topics covered exam technique and valiant vocabulary focus</p> <p>AP1 Assessment</p>	<p>The triangle of care.</p> <p>C2 Psychological effects of aging. Confidence and self-esteem. Changing roles. Financial concerns. Activity theory and Social disengagement. Unit 5 Empathy theories.Volkelt, Vischer, Scheler and Hoffman.</p> <p>C3 The societal effects of an ageing population. Health and social care provision. Economic effects of an ageing population Unit 5 Ethical issues and approaches</p> <p>AP 2 Assessment</p>	
<p>Spring Half Term 3</p>	<p>Half Term 4</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Revision</p> <p>Unit 5 learning Exam aim B</p> <p>Unit 1 Exam</p> <p>11/1/2022 Hand out task 1 unit 5. (Learning Aim A)</p> <p>Legislation and guidance on conflicts of interest</p> <p>Balancing resources and minimising risks</p> <p>NICE and NHS guidance on care pathways and care plans</p>	<p>Learning aim C</p> <p>Promoting personalisation.</p> <p>Impact of promoting choice and control in terms of finance commitment.</p> <p>Communication techniques.</p> <p>Verbal/body language and written (formal and informal).</p> <p>Theories of communication</p> <p>Argyle</p> <p>Tuckman</p>	<p>Unit 5</p> <p>Equality</p> <p>Diversity</p> <p>Discrimination</p> <p>Braille</p> <p>Makaton</p> <p>Personalisation</p>

<p>Learning aim C Enabling individuals to overcome challenges. Methods of identifying challenge. Strategies to overcome challenges.</p>	<p>Alternative communication. Braille. Makaton. British sign language. Individual tutorials. Consolidation of all topics covered (individual coursework preparation) coursework tutorials and valiant vocabulary focus.</p> <p>AP3 Assessment</p>	<p>Legislation</p>
<p>Summer Half Term 5</p> <p>Learning aim D Task 2 hand out. How agencies work together to meet individual and support needs. Roles and responsibilities of key professionals on multi -disciplinary teams. Hand in date task 1. Health care professionals. Voluntary sector. Maintaining confidentiality Codes of practice Legislation and codes of practice for storing and sharing information within health and social; care</p>	<p>Half Term 6</p> <p>Exam period/Coursework preparation Students re submitting coursework to continue with individual coursework Students may be involved in re- sitting external examinations re- submitting coursework tasks and individual tutorials to guide students through the process.</p>	<p>Key Vocabulary/Reading Opportunities</p> <p>Unit 1</p> <p>Gross/fine motor skills</p> <p>Cognitive</p> <p>Maturation</p> <p>Menopause</p> <p>Schema</p> <p>Cardiovascular</p> <p>Dementia</p> <p>Disengagement</p> <p>Unit 5</p>

		<p>Equality</p> <p>Diversity</p> <p>Discrimination</p> <p>Braille</p> <p>Makaton</p> <p>Personalisation</p> <p>Legislation</p>
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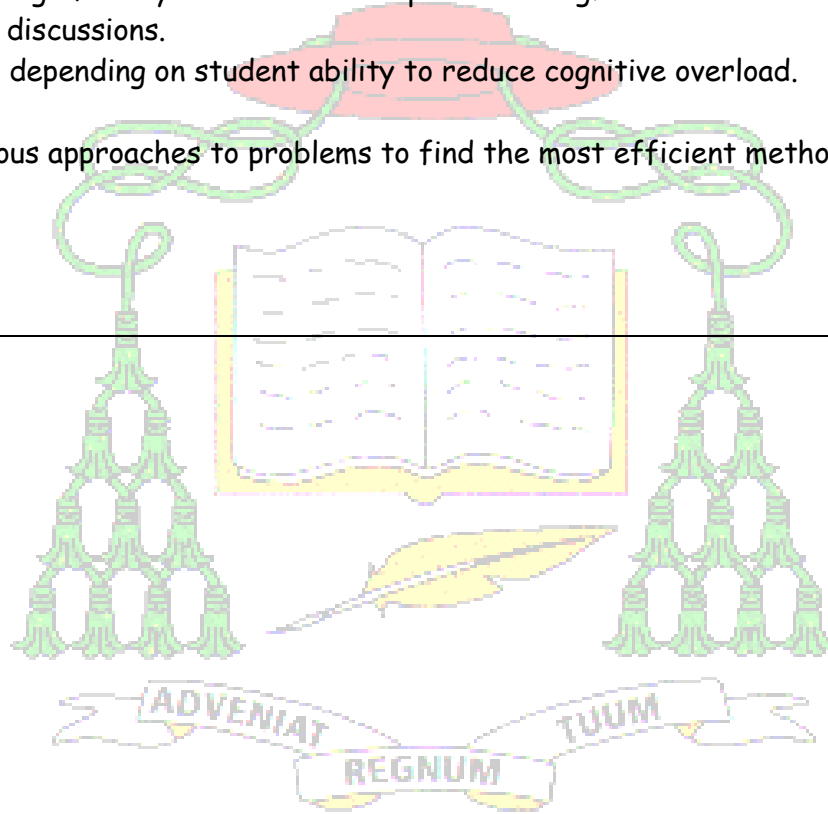
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Year 12

Wider learning experiences to support this subject.	Learning Characteristics instilled in the curriculum	Career Opportunities
<p>On-site guest speakers</p> <p>Case study resource bank</p> <p>Links to employability programme</p>	<p>Confidence The subject allows for a significant development of general knowledge.</p> <p>Development of knowledge of factors surrounding health outcomes.</p> <p>Positive Development of transferable skills including interpersonal skills, communication skills, independence and presentational skills.</p> <p>Respectful The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p>	<p>Health in a very interactive subject with a curriculum that encourages internal case study investigations into real world practice.</p> <p>Student's personal experience is often referred to when discussing case examples.</p> <p>Guest speakers are encouraged and often add value to a topic area.</p> <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p>

Metacognition Methods applied in Teaching

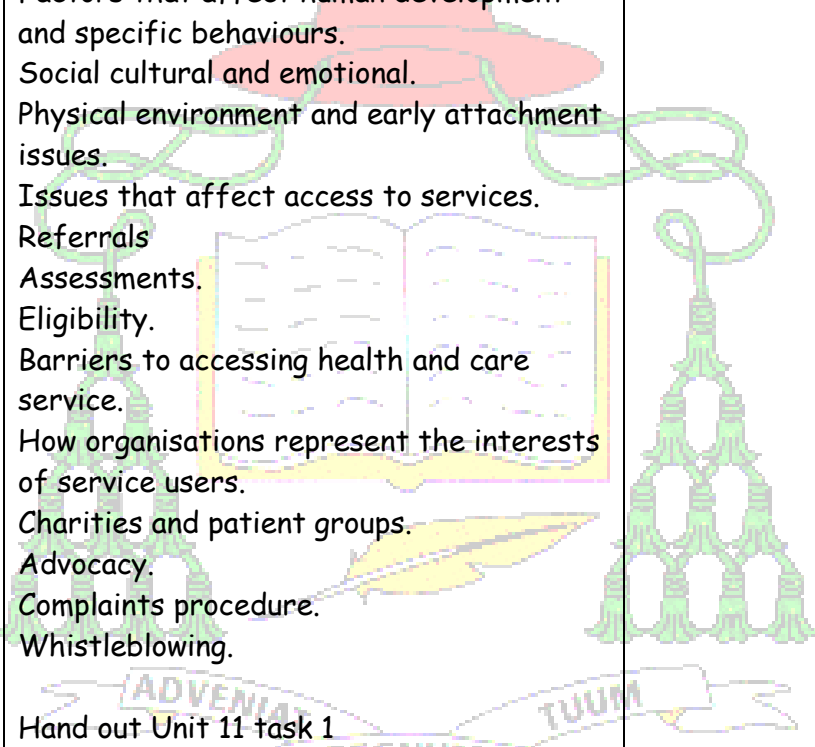
- Consolidation exercise at the beginning of every lesson to revisit prior learning.
- Give sufficient thinking time during discussions.
- Split topics into appropriate chunks depending on student ability to reduce cognitive overload.
- Variation of teaching styles
- Discussion of solutions and the various approaches to problems to find the most efficient method.
- Modelling of extended questions
- Modelling of coursework activities
- Independent learning tasks.

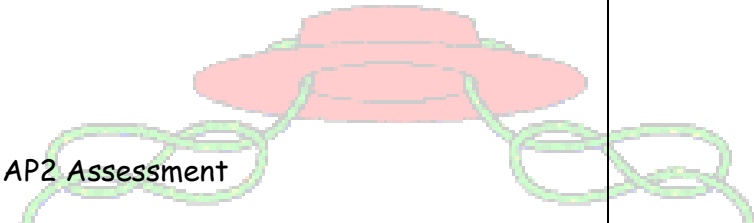
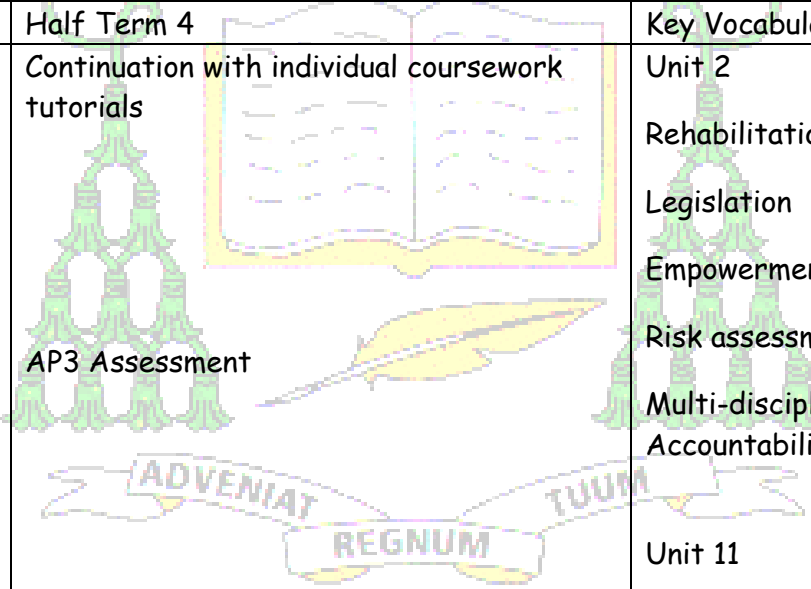


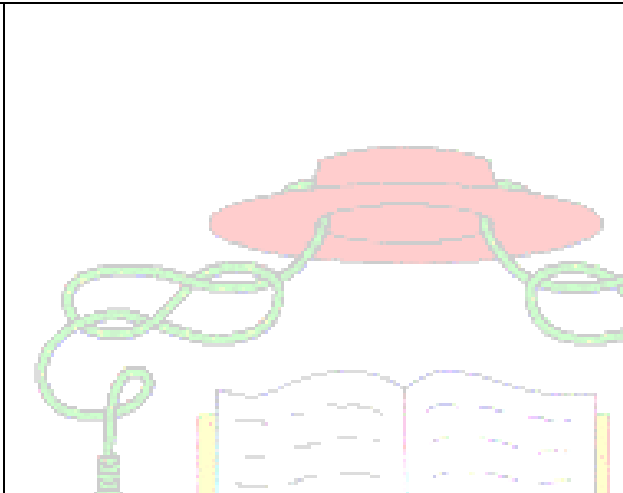
Archbishop Beck Catholic College Long Term Plan for Health

Year 13

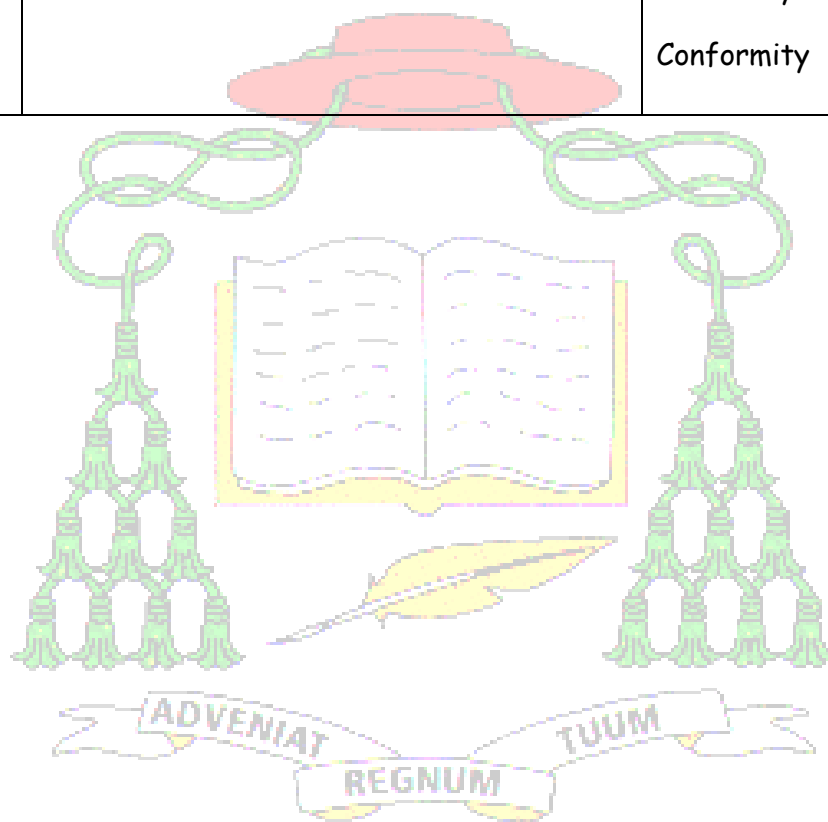
Autumn Half Term 1	Half Term 2	Key Vocabulary/Reading Opportunities
<p style="text-align: center;">Introduction to year 13 Unit 2</p> <p>Learning aim A Unit 2 Working in Health and Social Care & Unit 11 Psychological Perspectives. Roles of people working in health and social care settings; Doctors, Nursing staff, Midwives, Healthcare assistants, Social workers, Occupational therapists, Care assistants, Support workers and Care managers. Responsibilities of people working in Health care settings. Following policy and procedure. Supporting recovery. Rehabilitation. Providing equipment and adaptations to support people in being more independent. Empowerment.</p> <p style="text-align: center;">Unit 11</p>	<p>Consolidation of all topics covered exam technique and valiant vocabulary focus Test on all topics and week 9 feedback given on test</p> <p style="text-align: center;">Unit 2 Learning aim B</p> <p>Roles of organisations in providing Health and Social Care provision. Public sector NHS foundation trusts etc. Voluntary sector. Settings that provide Health and care services; Hospitals, Day care centres, Hospice care, Residential care, Domiciliary care and the work place. Unit 11 coursework tutorials. (Individual coursework).</p> <p>Learning aim B (unit 11)</p>	<p>Unit 2 Rehabilitation Legislation Empowerment Risk assessment Multi-disciplinary Accountability</p> <p>Unit 11 Cognitive Behavioural Humanistic Therapy Biofeedback Continuity Conformity</p>

<p>Learning aim A Assessment and care and support planning, involving service users and their families.</p> <p>Specific responsibilities of people who work in health and social care settings.</p> <p>Introduce unit 11 (coursework)</p> <p>Approaches in Psychology.</p> <p>Behaviourist, Cognitive, Social learning, Humanistic, Biological & Psychodynamic.</p> <p>Promoting anti discriminatory practice.</p> <p>Ensuring safety in health and social care settings</p> <p>Risk assessment.</p> <p>Theories of human development.</p> <p>Nature v Nurture.</p> <p>Continuity and discontinuity</p> <p>Nomothetic and ideographic approaches.</p> <p>Multidisciplinary working.</p> <p>Monitoring people who work in health and social care settings.</p> <p>Line management</p> <p>External inspections</p> <p>CQC & Ofsted.</p> <p>Whistle blowing.</p> <p>Application of psychological approaches to health and social care practice.</p> <p>AP1 Assessment</p>	<p>Management and treatment for specific behaviours.</p> <p>Psychotherapy.</p> <p>Factors that affect human development and specific behaviours.</p> <p>Social cultural and emotional.</p> <p>Physical environment and early attachment issues.</p> <p>Issues that affect access to services.</p> <p>Referrals</p> <p>Assessments.</p> <p>Eligibility.</p> <p>Barriers to accessing health and care service.</p> <p>How organisations represent the interests of service users.</p> <p>Charities and patient groups.</p> <p>Advocacy.</p> <p>Complaints procedure.</p> <p>Whistleblowing.</p> <p>Hand out Unit 11 task 1</p> <p>Roles of organisations that regulate and inspect health and social care services; C.Q.C., NICE, PHE. & Ofsted.</p> <p>Organisations which regulate professions within health and social care services.</p> <p>NMC, RCN, HCPC, GMC. Etc.</p> <p>Responsibilities of organisations towards people who work in health and social care settings.</p> <p>Codes of practice, Meeting national occupational standards, undertaking</p>	
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	<p>continuing professional development & safeguarding individuals in health and social care.</p>  <p>AP2 Assessment</p>	
<p>Spring Half Term 3</p>	<p>Half Term 4</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Learning aim C Working with people with specific needs in the health and social care sector. Physical and mental health. Learning disabilities. Physical and mental disabilities. Specific age groups. Working practices. (6 C's).</p> <p>Test on all unit 2 topics and specific exam preparation.</p> <p>Unit 2 exam Learning aim C unit 11</p>	<p>Continuation with individual coursework tutorials</p>  <p>AP3 Assessment</p>	<p>Unit 2</p> <p>Rehabilitation</p> <p>Legislation</p> <p>Empowerment</p> <p>Risk assessment</p> <p>Multi-disciplinary Accountability</p> <p>Unit 11</p> <p>Cognitive</p> <p>Behavioural</p> <p>Humanistic</p> <p>Therapy</p> <p>Biofeedback</p> <p>Continuity</p>

<p>How psychological approaches are applied in health and social care settings.</p> <p>Concepts of role.</p> <p>Social influence</p> <p>Minority and majority influence.</p> <p>Milgram/Zimbardo and Asch.</p> <p>Obedience.</p> <p>Attitude change. Festinger</p> <p>Hostility and aggression.</p> <p>Review of coursework requirements.</p> <p>Coursework tutorials.</p>		<p>Conformity</p>
<p>Summer Half Term 5</p>	<p>Half Term 6</p>	<p>Key Vocabulary/Reading Opportunities</p>
<p>Students re sitting examinations will focus on unit 1 and 2</p> <p>Consolidation of all topics Year 1 and 2 exam technique and valiant vocabulary focus.</p>	<p>Students re sitting examinations will focus on unit 1 and 2</p> <p>Consolidation of all topics Year 1 and 2 exam technique and valiant vocabulary focus.</p>	<p>Unit 2</p> <p>Rehabilitation</p> <p>Legislation</p> <p>Empowerment</p> <p>Risk assessment</p> <p>Multi-disciplinary</p> <p>Accountability</p> <p>Unit 11</p> <p>Cognitive</p> <p>Behavioural</p> <p>Humanistic</p> <p>Therapy</p>

		Biofeedback Continuity Conformity
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Year 13

Wider learning experiences to support this subject.	Learning Characteristics instilled in the curriculum	Career Opportunities
On-site guest speakers Case study resource bank	Confidence The subject allows for a significant development of general knowledge.	Health in a very interactive subject with a curriculum that encourages internal case study investigations into real world practice.

<p>Links to employability programme</p>	<p>Development of knowledge of factors surrounding health outcomes.</p> <p>Positive Development of transferable skills including interpersonal skills, communication skills, independence and presentational skills.</p> <p>Respectful The students have to work independently and as teams which means they have to be respectful of each other's work and offer debate on various topic areas. This allows for a tolerance of other people's views and opinions.</p>	<p>Student's personal experience is often referred to when discussing case examples.</p> <p>Guest speakers are encouraged and often add value to a topic area.</p> <p>These interactive opportunities bring the subject to life and allow an exciting variety in teaching and learning delivery. It also ensures that different learning styles can be incorporated into the varied delivery.</p> <p>The above examples allow access to many potential future career paths, with many students choosing the subject in FE, HE and for career opportunities in the future.</p>
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<p>Metacognition Methods applied in Teaching</p> <ul style="list-style-type: none"> • Consolidation exercise at the beginning of every lesson to revisit prior learning. • Give sufficient thinking time during discussions. • Split topics into appropriate chunks depending on student ability to reduce cognitive overload. • Variation of teaching styles • Discussion of solutions and the various approaches to problems to find the most efficient method. • Modelling of extended questions • Modelling of coursework activities • Independent learning tasks.
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