

Resources for teaching Health and Social Care to Year 9 students

Scheme of work for year 9:

Autumn	Spring	Summer
<p>Unit 1: An introduction to health and social care</p> <ul style="list-style-type: none"> • Self-concept • Introduction of PILES • Gender socialisation <p>Unit 2: Healthy lifestyles</p> <ul style="list-style-type: none"> • Healthy eating • Exercise • Alcohol • Smoking • Drugs 	<p>Unit 3: Care values</p> <ul style="list-style-type: none"> • Adult care values • Care values for children • What is the impact of poor care <p>Unit 4: Disability</p> <ul style="list-style-type: none"> • Disability and legislation • Cerebral palsy • Autism • Deafness • A day in the life of... 	<p>Unit 5: Factors that affect development</p> <ul style="list-style-type: none"> • Education • Gender • Body image • Social media • Relationships <p>Unit 6: Getting older</p> <ul style="list-style-type: none"> • Later adulthood • Living with dementia • Alternatives to living at home <p>Unit 7: Ethical dilemmas</p> <ul style="list-style-type: none"> • Blood donation • Organ transplants • Fertility treatment • End of life care

Skills that will be developed over one half term

<p>Skills developed through the knowledge and enquiries taught this half term</p>	<p>Confident and accurate use of subject-specific vocabulary</p> <p>Using an analytical tool</p> <p>Maslow's hierarchy of need</p> <p>Taking notes from a written source</p> <p>Able to relate and apply knowledge to real world and own experience</p>	<p>Able to carry out independent research and reference it accurately</p> <p>Presenting information for a specific audience</p> <p>Able to make links with other subject, e.g. biology</p>	<p>Taking notes from an interview</p> <p>Understanding the experiences of different groups of people in society</p> <p>Able to evaluate service provision in terms of patient and staff experience</p>	<p>Taking notes from a website</p> <p>Understanding the role and use of legislation</p> <p>Able to interpret behaviour and its effects on others</p>	<p>Giving verbal feedback</p> <p>Using analysis in written work</p> <p>Understanding the role and responsibility of private and public institutions e.g. NHS</p> <p>Awareness of career options</p>	<p>Given written feedback</p> <p>Using evaluation in written work</p> <p>Ability to analyse news articles in terms of roles, responsibilities, rights and legislation</p> <p>High standard of written and verbal communication</p>
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Assessment strategy

	Subject knowledge	Subject vocabulary	Application to case study/context	Skill set development
Well Above	Thorough understanding of key concepts is demonstrated	Sophisticated, accurate and comprehensive use of all subject vocabulary	Examples given are detailed and wholly relevant to a Health and Social Care – Early Years setting and link theory to practice	Highly effective use of analytical tools to assess an individual's state of well-being. Confidently and effectively demonstrates excellent research skills
Above	Detailed understanding of key concepts is demonstrated	Accurate use of all subject vocabulary	Examples given are detailed and largely relevant to a Health and Social Care – Early Years setting and link theory to practice	Effective use of analytical tools to assess an individual's state of well-being. Effectively demonstrates very good research skills
Meeting	Sound understanding of key concepts is demonstrated	Accurate use of most subject vocabulary	Examples given are clear and mostly relevant to a Health and Social Care – Early Years setting and link theory to practice	Sound use of analytical tools to assess an individual's state of well-being. Effectively demonstrates sound good research skills
Working Towards	Basic understanding of key concepts is demonstrated	Accurate use of some of the subject vocabulary	Examples given are partly relevant to a Health and Social Care – Early Years setting and link theory to practice in a mainly list like way	Basic use of analytical tools to assess an individual's state of well-being. Demonstrates limited good research skills

Year 9 progress chart

Skill	Topic, date and task	Topic, date and task
Independent research task		
Using an analytical tool		
Taking notes from an interview		
Taking notes from a written source		
Taking notes from a website		
Giving written feedback		
Giving verbal feedback		
Using analysis in written work		
Using evaluation in written work		

How the Year 9 plan fits with the spec for KS4 and 5

<p>Introduction</p> <p>Unit 1: An introduction to health and social care</p> <ul style="list-style-type: none"> • Self-concept • Introduction of PILES • Gender socialisation <p>Unit 2: Factors that affect development</p> <ul style="list-style-type: none"> • Education • Gender • Body image • Social media • Relationships • Drugs 	<p>R027</p> <p>R022</p>	<p>R025</p> <p>R021</p>	<p>Unit 1</p> <p>Unit 2</p>	<p>Unit 6</p> <p>Unit 7</p> <p>Unit 17</p> <p>Unit 19</p> <p>Unit 21</p>
<p>Healthy lifestyles</p> <p>Unit 3: Healthy lifestyles</p> <ul style="list-style-type: none"> • Healthy eating • Exercise • Alcohol • Smoking • Drugs 	<p>R022</p> <p>R027</p>	<p>R025</p>	<p>Unit 4</p> <p>Unit 14</p> <p>Unit 24</p>	<p>Unit 4</p> <p>Unit 14</p> <p>Unit 24</p>
<p>Care values</p> <p>Unit 3: Care Values</p> <ul style="list-style-type: none"> • Adult care values • Care values for children • What is the impact of poor care? 	<p>R022</p> <p>R027</p>	<p>R025</p>	<p>Unit 1</p> <p>Unit 2</p> <p>Unit 3</p>	<p>Unit 6</p> <p>Unit 7</p> <p>Unit 214</p>