

Plan Of Learning for The Year (Unit/Topic/Project Context)

Half Term 1

- Factors which affect health and wellbeing – eg physical, lifestyle, social, cultural, economic and environmental factors.
- Interpreting health indicators – eg pulse, BMI and blood pressure, and lifestyle indicators eg nutrition, smoking, alcohol, substance misuse).
- Understand the significance of abnormal readings on current health (short term) and future health (long term).

Half Term 2

- Person centred approach – how this takes into consideration people’s needs, wishes and circumstances. Benefits of increased independence, increased job satisfaction for health and social care professionals
- Exam style questions given on topic.

Half Term 3

- Recommendations and actions to improve health and wellbeing.
- Established recommendations to improve health and wellbeing – improve blood pressure / quitting smoking / eating a balanced diet / physical activity.
- Support available following recommendations to improve health and wellbeing – professionals / friends / trained volunteers.
- Barriers to recommendations – physical, financial and support.
- Exam style revision.

Half Term 4

- Revision of component 3.

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Termly formal assessments • Regular vocabulary learning homework and quizzing 	<ul style="list-style-type: none"> • Links to media / news articles around factors which affect health and wellbeing / how factors have had a positive or negative impact on an individual. • Watch documentaries relating to how factors can change and create an impact on health – supersize me. 	<ul style="list-style-type: none"> • Cultural factors that affect an individual’s lifestyle factors. • Working independently, in pairs and in groups. • Understanding the role of individuals in a team. • Develop understanding of individual differences and the impact people may face due to these.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Differentiating between lifestyle and physiological indicators. • Understanding command words of exam questions. • Understanding examiner reports to use correct terminology. 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary, grammar, opinions, key verbs in new contexts. • Planning / preparing revision material for component 3 – links to knowledge of components 1 and 2 from Y9 and Y10. 	<ul style="list-style-type: none"> • Core vocabulary list with key words and terminology defined. • Regular use of scaffolds and structured practice. • Clearly defined success criteria and use of clear feedback to model a perfect answer. • Stretch activities built into each lesson