

Subject :	Year Group: 11						
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 4	Half Term 5	J21
Scheme title	r025 LO1	r025 LO2	r025 LO3	r025 LO4	r029 LO1	r029 LO2	r029 LO3
Purpose of scheme	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.	We aim to develop student's employability skills and teach them how they can perform a positive role in the local community as well as learning about the core concepts of health and social care.
Knowledge in sequence	*The student will be able to explain physical, intellectual, language, emotional and social (P.I.L.E.S) changes associated with young people's transition into adulthood, with examples to illustrate key points *Students will be able to explain the factors that affect key developmental changes, with examples to justify their thoughts on the effects of life events	*Students will describe the aging process, using examples to illustrate the effects on development *Students will explain how a person's role in life changes.	*Students will provide an overview of birth defects and non-birth medical conditions that affect progress through the life stages *Students will describe the chosen conditions and discuss the effects of these on the health and social well-being of the individual and their family	*The students will be able to provide a support plan for a person with specific medical requirements, showing understanding of their life stage and addressing the specific medical conditions *The students will be able to communicate the plan to the care user, understanding their needs *The students will be able to draw upon skills/ understanding/ knowledge from other units in the specification.	*Students will demonstrate knowledge of the dietary needs of the different life stages (young people 5-16 years, adults and older adults) with reference to the importance of nutrients and the nutritional function of each nutrient *Students will provide a description of government guidelines and dietary requirements	*Students will understand the factors that influence diet *Students will create a dietary plan that meets the needs of an individual *Students will include information on how the plan reflects the needs of the individual and their condition(s), and how food choices can address their condition(s) and symptoms *Students will understand the sources and functions of different types of nutrients, and give examples *Students will provide information on how to achieve a balanced diet *Students will draw on relevant skills/knowledge/ understanding from other units in the specification	* Students will produce a nutritional meal for an individual with specific dietary needs * Select ingredients demonstrating consideration of dietary requirements and nutritional value * Students will carry out an analysis of the meal with reference to government dietary guidelines and assess how well it meets the needs of the individual *Students will follow hygiene and safe food preparation procedures
Skills	Development skills *ICT skills – research skills developed to achieve MB3 criteria Application of knowledge: *Applying their research to real life experiences that occur by all life stages and can affect their development	Development skills *ICT skills – research skills developed to achieve MB3 criteria Application of knowledge: *Applying their understanding of the movie to specific effects of development	Development skills: *ICT skills – research skills developed to achieve MB3 criteria Application of knowledge: *Applying their research of medical conditions to understanding the individual needs of two chosen case studies.	Development skills: *ICT skills – research skills developed to achieve MB3 criteria Application of knowledge: *Applying their research to create an appropriate care plan	Development skills: *ICT skills – research skills on the specific nutrients and their functions. *ICT skills – designing a poster full using creative styles and designs. Application of knowledge: *Applying their research to a specific target group (young people, adulthood and older adults)	Development skills: *ICT skills – research skills developed to achieve MB3 criteria *ICT skills – structure and description needed to achieve MB3 based on their chosen condition. Application of knowledge: *Applying their research to a specific condition chosen when creating their dietary plan	Development skills: *ICT skills – research skills developed to achieve MB3 criteria Practical skills: *Preparation of 2 menus using cooking skills, following recipes and meeting hygiene regulations to meet MB3 criteria. Application of knowledge: *Applying their research to two chosen menus
Key Words	Puberty Peer group Gross motor skills Fine motor skills Abstract thinking Cognitive development Cerebral Palsy Autism ADHD Bereavement	Neural growth Osteoporosis Cardiovascular Pneumonia Influenza Constipation Dementia Glaucoma	Birth defects Genetics Spina Bifida Chromosomes DNA Syndrome CHD Asthma Self-esteem Cerebral Palsy	Support plan Makaton Braille Risk assessment	Nutrients Dietary needs Metabolism Sedentary Antioxidants Homeostasis DRV RNI Micronutrients Macronutrients Calories Free sugars Eatwell guide Excretion Protein Carbohydrate Minerals Anaemia	Income Allergies Intolerance Seasonal Food miles Sustainable Fair-trade Ethical Halal Haram Kosher Ovo-lacto vegetarian Allergic reaction Epigen Anaphylactic shock Amino acids HBV LBV	Ingredients Nutritional requirements Portion size Food labelling Food contamination
End Point	Completion of all relevant coursework.	Completion of all relevant coursework.	Completion of all relevant coursework.	Completion of all relevant coursework.	Completion of all relevant coursework.	Completion of all relevant coursework.	Completion of all relevant coursework.
Assessment method	Progress point – Completion of Life stages. Whole class feedback provided with personal grading system (mark grid highlighted and grade provided) Progress point – Factors that affect development Whole class feedback provided with personal grading system (mark grid highlighted and grade provided)	Progress point – Lost for words write up Post video – whole class feedback. Progress point – LO2 completion On completion of LO2 – whole class feedback with highlighted mark grid and personal grade provided.	Progress point – Cleft foot medical condition Completion of the first section – whole class feedback Progress point – LO3 Completion of LO3 – whole class feedback sheet with highlighted mark grid and personal grade	Progress point Personal details table Whole class feedback sheet on completion of the table Progress point – LO4 completion Completion of LO4 – whole class feedback sheet with highlighted mark grid and personal grade.	Progress point Function of nutrients poster Whole class feedback sheet on completion of the table Progress point Completion of 6 posters Whole class feedback sheet with highlighted mark grid and personal grade given.	Progress point – Factors Whole class feedback sheet with highlighted mark grid on completion of all 6 sections Final assessment LO2 completion Whole class feedback sheet with highlighted mark grid and personal grade.	Progress point – Witness Statement completed Final assessment Completion of LO3 Whole class feedback sheet with highlighted mark grid and personal grade.