**Colton Hills Community School medium term planning**

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| **Topic title:**  **Health & Wellbeing** | **Year: 11  Term: Autumn** | **Why we teach this:** Gives students an opportunity to show their understanding of what factors affect our health and wellbeing | **Why we teach this here:**  Following on from components 1 & 2, Health and Wellbeing looks at all aspects of these subjects | |
| **Big questions:**   1. What factors affect an individual’s health and wellbeing? 2. How do we interpret health indicators? 3. How do we interpret lifestyle data? 4. What are the benefits of a person-centred approach? 5. What sources of support are available? 6. What potential obstacles might an individual encounter when implementing a health plan | | **Builds on previous topics:** Human Lifespan Development – factors that affect our growth and development and expected and unexpected life events which impact our life circumstances. | **Links to future topics:**  Task 2 of component 2 Health & Social Care Services and Values examines relationships and the care values required for an effective caring relationship | |
| **Key knowledge:**   * The definition of health and wellbeing, and a look at both positive and negative factors * How genetic conditions are inherited * The difference between acute and chronic illness * The importance of diet, exercise and personal hygiene * Lifestyle choices – alcohol, smoking, safe sex and drug use * Supportive and unsupportive relationships * Environmental conditions and our home environment * The impact of life events relating to relationship changes | **Key knowledge continued:**   * Health indicators relating to lifestyle * Resting pulse rate and recovery from exercise * Blood pressure, peak flow and BMI measurements * Interpreting data and what it means * The importance of a person-centred approach * Short and long-term targets * Sources of support * Obstacles to implementing plans * Barriers to accessing services * The impact of life events relating to changes in life circumstances | |
| **Skills developed:**   * Independent research * Speaking and listening * Exam techniques | |
| **Mini/Interim assessments:**   * Mock exam   **Termly summative assessment:**  BTEC External examination | | **Independent study tasks/resources:**  Week 1- Health and Wellbeing  Week 2 – Genetic inheritance, acute or chronic  Week 3 – Diet  Week 4 – Benefits of exercise  Week 5 – Drugs/addiction  Week 6 – Personal hygiene | **Key vocabulary 1:** Holistic  Genetic inheritance  Chronic  Acute  Monitor  Addiction  Mobility  Bacteria  Stress  Social class  Disability | **Key vocabulary 2:**  Pollution  Environment  Rural  Urban  Bereavement  Physiological  Measurable indicators  Cardiovascular system  Blood pressure  Peak flow  BMI |
| **Cultural capital opportunities:** … | | **Whole school Curricular Concept links:**  Health and wellbeing – Lifestyle choices and ill health  Cultural diversity – individuals with special needs  Civic responsibility – Supporting individuals to make healthy lifestyle changes |

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| **Week/ Phase** | **Key Features** | |
| 1 | **Small Questions:** … | |
| **Key Activities/Resources:** … | **Retrieval focus:**  …  **Independent study:**  … |
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| 2 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 3 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
| **Week/ Phase** | **Key Features** | |
| 4 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
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| 5 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |
|  | | |
| 6 | **Small Questions:** … | |
| **Key Activities/Resources:**  … | **Retrieval focus:**  …  **Independent study:**  … |