

Half Term 1 Health and Social Care Year 10

Name: _____

Tutor: _____



Year 10 Homework Timetable

Monday	English	Ebacc Option A	Option C	
Tuesday	Tassomai	Option B	Modern Britain	
Wednesday	Sparx	Science	Option C	
Thursday	Ebacc Option A	Tassomai	Option B	Modern Britain
Friday	Sparx	Science	English	

Tassomai - 2 Daily Goals per week Sparx - 4 tasks of Sparx per week

Option A (EBACC)	Open B	Open C
French	Art	Business Studies
Geography	Business Studies	Childcare
History	Catering	Catering
	Computer Science	Drama
	History	Geography
	Health & Social Care	Health & Social Care
	Music	Triple Science
	Sport	Sport
	IT	

Year 10 - Homework Plan Subject

Week/Date	Homework Task
Week 1 5th September	Cornell Notes on lifestages and types of development
Week 2 12th September	Revision Cards on Health and wellbeing and genetic inheritance
Week 3 19th September	Cornell Notes on Physical development across the lifestages
Week 4 26th September	Revision Cards on III health and diet
Week 5 3rd October	Cornell Notes on Intellectual, language and emotional development
Week 6 10th October	Revision Cards on Exercise and substance misuse
Week 7 17th October	Cornell Notes on Emotional and social development

Year 10 Knowledge Organiser 1: Health and Social Care.		
Week	Keywords	Other Information
1	Life Stages – A number of distinct phases people pass through in life. Age 0-2 Infancy (first stages or=f development, gross and fine motor skills) Age 3-8 Early Childhood (children love to learn and develop new skills, most rapid growth age group) Age 9-18 – Adolescence (passing through puberty and becoming adults) Age 19-65 – Adulthood (reaching physical peak and become mature could also experience menopause and a mid-life crisis) Age 65+ – Aging/Later Adulthood (retirement, pick up new hobbies) Growth - the process of increasing in size.	Holistic Development – Seeing the child's development as a whole and not as separate areas. Developmental Norms – The milestones that are associated with a particular age group PILES-Physical, intellectual, language, emotional and social How we develop 1. Top to toe 2. Inner to outer 3. Same patterns at different rates
2	Positive definition looks at how physically fit and mentally stable a person is. You have a positive attitude towards health and well being. Negative definition looks at the absence of physical disease, physical illness and mental stress. You have a negative attitude if you base your attitude on not having anything wrong with you Holistic approach is the combination of physical health and social and emotional well being	Genetic inheritance Some conditions and diseases are inherited , which means they are passed down from one generation to the next. -We have 23 chromosomes in each of our body cells. Dominant-if a gene is dominant a child inheriting it from only one parent will have the condition, for example huntington's disease Recessive-if a gene is recessive a child would only develop the condition if it is inherited from both parents, for example cystic fibrosis or sickle cell anaemia.
3	 Physical Development – It relates to the growth and skill acquisition of the body, including the brain, muscles, and senses. Skills can be split into two categories, Gross Motor skills and Fine motor skills. Gross motor skill – the ability to control and coordinate the movement of the large body, e.g. crawling, walking and running. Fine motor skills – the ability to control and coordinate the movements of the hands and fingers, e.g. writing, painting, tying shoelaces and holding a spoon. Physical Appearance - How tall you are, what size you are, what features you have. 	 Puberty is a process towards sexual maturity, preparing adolescents for reproduction, releasing of hormones from the pituitary gland. Chemicals send messages to the ovaries in girls and the testes in boys. Girls, breasts begin to grow, hyphens widen, menstruation starts, sexual organs grow. Boys, the larynx (voice box) grows and causes voice to deepen, facial hair appears, penile erections occur, testes produce sperm. Primary sexual characteristics are present at birth but do not mature until sex hormones are released. Secondary sexual characteistics are signs that indicate the change from childhood towards adulthood

Week	Keywords	Other Information
4	Health and wellbeing Acute-Illness comes on quickly, is short term and can be cured. Chronic-Illness comes on gradually, is long term (more than 3 months) and generally can be treated but not cured. Short term-Is less than 6 months. Nutrition groups-Carbohydrate, fats, proteins, minerals, vitamins, water, fibre.	Long term- Is 6 months or more. If we eat more than we need-Obesity, heart disease, blood pressure, strokes, tooth decay, cancer. If we eat less than we need-Eating disorders, anaemia, heart failure, depression stunted growth, tiredness, cancer
5	Intellectual Development Building up of concepts - show understanding of why and how things happen. Mathematical concepts - adding, subtracting, multiplying and dividing. Important to learn for school exams and for future independance to work out household bills. Self-esteem - How much a person values themselves and the life they live. Language Development Communication skills -Verbal, non-verbal, written or specialist communication to help convey a message and to listen to receive the message.	 High Self-esteem - Associated with people who are happy and confident. Low Self-esteem - Individuals experience feelings of unhappiness and worthlessness. Abstract Thinking - Being able to solve problems using concepts and general principles. Memory - It is the retention of information over time for the purpose of influencing future action. developing language - Learning how to talk, use body language and write in ord to communicate.
6	Benefits of exercise-concentrate, relieve stress, relax and feel good, agin personal satisfaction, socialise with others Not taking exercise-stiffening of joints, poor stamina, strength and flexibility, obesity, stroke, Coronary heart disease, decreased blood flow, osteoporosis	Alcohol-addiction (not having control of doing, taking or using something Nicotine-is a powerful addictive drug found in tobacco. Causes-Heart disease and poor circulation, smaller babies, stoke, gum disease smelly clothes, more wrinkles, stained fingers
7	Emotional and Social Development Family influences - How family members can help or hinder your decision making. Positive and negative emotions - Feelings of happiness and excitement or unworthiness and sad. Self-concept - The overall view an individual has of themselves. Stress - The feeling of being under too much physical or mental pressure.	Peer Pressure - The influence your friends or family have on you to do somethin Eg smoking. Social interaction - Communicating and spending time with other individuals. Cultural status - Public recognition of the relative social or professional position

STEP 2:		
CREATE		
CUES	STEP 1: RECORD YOUR NOTES	
What: Reduce your notes to just the essentials.	What: Record all keywords, ideas, important dates, people, places, diagrams	
What: Immediately	and formulas from the lesson. Create a new page for each topic discussed.	
after class, discussion, or reading session.	When: During class lecture, discussion, or reading session.	
How:	How: • Use bullet points, abbreviated phrases, and pictures	
 Jot down key ideas, important words and 	 Avoid full sentences and paragraphs Leave space between points to add more information later 	
phrases Create questions 	Why: Important ideas must be recorded in a way that is meaningful to you.	
that might appear on an exam		
 Reducing your notes to the 		
most important ideas and		
concepts improves recall. Creating		
questions that may appear on		
an exam gets you thinking		
about how the information might be applied		
and improves your		
performance on the exam.		
Why: Spend at least ten minutes		
every week reviewing all of your previous		
notes. Reflect on the material and		
ask yourself questions based on what you've		
recorded in the Cue area. Cover		
the note-taking area with a piece of paper. Can you		
answer them?		

STEP 3: SUMMARISE & REVIEW

What: Summarise the main ideas from the lesson. What: At the end of the class lecture, discussion, or reading session. How: In complete sentences, write down the conclusions that can be made from the information in your notes. Why: Summarising the information after it's learned improves long-term retention.

Date / /	Торіс
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Questions	Notes

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Questions	Notes

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Questions	Notes

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Questions	Notes

Revision Page

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Revision Page

Revis geneti	ion Card on Health and wellbeing and cs	Answers
1.	What is the definition of positive health?	
2.	What is meant by the term 'holistic' development?	
3.	Identify a genetic disorder?	
4.	What does the term predisposition mean?	
5.	What is the difference between a dominant and recessive gene?	

Revis	ion Card on ill health and diet	Answers
1.	Identify an acute illness?	
2.	Identify a chronic illness?	
3.	What does obesity mean?	
4.	What is the eatwell guide?	
5.	Identify the components of a healthy diet	

Revision Card on exercise and substance misuse	Answers
1. What are the benefits of regular exercise	
2. What conditions can lack of exercise lead to	
3. What does 'monitor' mean?	
4. What does 'addiction' mean?	
5. What are the hazards of smoking?	

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