



Aspire Achieve Thrive

Summer Term
(Half Term 5 & 6)

Health and Social Care

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1	
Tuesday	Tassomai	Option B Task 1	Modern Britain Task 1	
Wednesday	Sparx	Science Task 1	Option C Task 2	
Thursday	Ebacc Option A Task 2	Tassomai	Option B Task 2	Modern Britain Task 2
Friday	Sparx	Science Task 2	English Task 2	

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Open C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

Half Term 5 (6 weeks) - Year 10	
Week / Date	Homework task 1 Cornell Notes
Week 27 17th April 2023	Cornell Notes on: Primary, secondary and tertiary care
Week 28 24th April 2023	Revision Cards on: Health indicators
Week 29 1st May 2023	Cornell Notes on: Allied Healthcare professional
Week 30 8th May 2023	Revision Cards on: Blood pressure
Week 31 15th May 2023	Cornell Notes on: Services for older adults
Week 32 22nd May 2023	Revision Cards on: Body Mass Index (BMI)

Half Term 6 (7 weeks) - Year 10	
Week / Date	Homework task 1 Cornell Notes
Week 33 5th June 2023	Cornell Notes on: sensory barriers
Week 34 12th June 2023	Revision Cards on: language barriers
Week 35 19th June 2023	Cornell Notes on: Geographical and intellectual barriers
Week 36 26th June 2023	Mock Exams
Week 37 3rd July 2023	Mock Exams
Week 38 10th July 2023	Revision Cards on: Interpreting lifestyle data on lifestyle data
Week 39 17th July 2023	Cornell Notes on: Respect and Privacy

Knowledge Organiser

Year 10 Knowledge Organiser 5: Health and Social Care

	Key information	Other Information
1	<p>Primary care providers, first port of call for an individual -pharmacist, registered GP/doctor, walk in centre, out of hours GP/doctor, accident and emergency department, dentist, optician, optometrist.</p> <p>Secondary is a specialist treatment or care-cardiology (heart), gynaecology (female production), endocrinology (endocrine glands and hormones)</p> <p>Tertiary care is an advanced specialist care or treatment given in hospital.</p>	<p>Accessing healthcare online-secure systems and password controlled so that you can view information.</p> <ul style="list-style-type: none"> -book or cancel appointments with your GP or nurse -order a repeat prescriptions -views parts of your health records-for example, information about allergies, test results and medication.
2	<p>Health indicators-Measurements of health include indicators, observed indicators and lifestyle.</p> <ul style="list-style-type: none"> -temperature, height/weight, blood pressure, peak flow, resting pulse rate, cholesterol levels, blood glucose, liver function, waist to hip ratio. <p>Cardiovascular system-is the system that moves blood, nutrients and gases around the body. It is made up of our heart, blood and blood vessels</p>	<p>Resting pulse rate and recovery rate. Pulse rate is a measure of how fast your heart beats</p> <ul style="list-style-type: none"> -The fitter you are the lower your resting heart rate, this is because your heart gets bigger and stronger with exercise, so it becomes more efficient at pumping blood around the body with each beat. <p>Recovery rate-How long after exercise your heart rate takes to return to normal.</p>
3	<p>Allied healthcare professionals work in a range of specialities. They support individuals experiencing both mental and physical health problems.</p> <ul style="list-style-type: none"> -Art therapist, operating department practitioner, dietitian, paramedic, physiotherapist, occupational therapist, speech and language therapist, podiatrist, radiographer, orthoptist. <p>Must be registered with the Healthcare Professional Council (HCPC)</p> <p>Clinical support staff-assistant practitioner, dental support worker, donor carer, maternity support worker, health care assistant, phlebotomist, prosthetic technician, theatre support workers.</p>	<p>Types of support</p> <p>Foster care-when a child can't live with their family, they may have to live with a foster carer.</p> <p>Residential care-can provide a high quality of care for individuals who have high complex needs, they will be supported by trained carers and educational staff to achieve positive outcomes.</p> <p>Youth work-Young children build skills such as exploring their identity, decision making, problem solving, building confidence, better communication</p>

Year 10 Knowledge Organiser 6: Health and Social Care

	Key information	Other Information
1	<p>Sensory barriers-vision and hearing are often a problem when looking to access services</p> <p>Senses are important because they allow us to see, hear, taste, smell and touch</p> <p>Vision-a person who wears glasses relies on them to be able to function properly and safely. Someone who has lost their glasses will not be able to drive to appointments safely.</p> <p>Hearing loss is common like sight loss, it can affect both young and older people. Individuals may experience varying levels from mild hearing loss to complete deafness.</p>	<p>Health and social Care providers should make their services accessible to those who have sensory difficulties:</p> <ul style="list-style-type: none"> -providing information in large print for the sight impaired. -using good communication skills to help those who are hearing impaired. -If possible, trying to learn some sign language (a way of using your hands and fingers to communicate visually)
2	<p>Why some people find access to health and social care services challenging</p> <ul style="list-style-type: none"> -Self diagnosis, stigma, drug and alcohol problems, fear of giving into the illness, opening hours, cultural barriers, negative experiences, mental health difficulties. <p>Language barriers-when a person is unwell it can put a strain on communication, for example a person with dementia may revert to the first language they spoke as a child making things difficult for the individual, family and carer. Some people know exactly what they want to say but find it hard to get the words out because they have a stutter or another speech difficulty. Someone who falls ill in another country may not understand what they are being told.</p>	<p>Risks to physical health and interpreting lifestyle data</p> <p>It is important that blood pressure readings are accurate =, so that the right course of action can be taken. Having an abnormally high reading from one test does not mean you have high blood pressure. Blood pressure can vary throughout the day depending on what you are doing. Your blood pressure may be up to 30 mmhg higher when taken by a healthcare practitioner.</p>
3	<p>Reasons for Geographical barriers</p> <ul style="list-style-type: none"> -Public transport may not run very often and may not coincide with appointment times -Direct transport links may not be available -Specialist services such as radiography and chemotherapy maybe some distance away -Travelling to an appointment two or three times a week can be exhausting, especially for someone who is unwell. -Public transport can be very expensive -Fuel costs and car parking are expensive -The car park might be some distance from the facility, which will cause problems for individuals with mobility issues. -For those that walk, the route might be unsafe, tricky or too exhausting 	<p>Reasons people have Intellectual barriers</p> <ul style="list-style-type: none"> -genetic eg angelman syndrome -Problems during pregnancy eg malnutrition, misuse of drugs and alcohol, some medications, infections, pre eclampsia -Problems during childbirth eg if the baby is deprived of oxygen -Childhood illness or injury eg measles, meningitis, head injury, abuse. -other causes are sometimes unknown <p>Who can support individuals with intellectual barriers, GP/doctor, learning disability nurse, speech and language therapist, occupational therapist, dietician and a physiotherapist.</p>

Year 10 Knowledge Organiser 6: Health and Social Care

	Key information	Key Information
4	<p>Interpreting lifestyle data on smoking. Data is used to plan care, to persuade people to stop smoking, to provide information, to offer support to help people quit.</p> <ul style="list-style-type: none"> -The data on smoking means health campaigns can be planned to reduce smoking and its associated risks -passing laws about smoking (for instance where you can and can't smoke) 	<p>Interpreting lifestyle data on alcohol</p> <p>The drinkaware Trust is an Uk alcohol charity. It was set up to help reduce alcohol related risks to health by: interpreting available data, giving people the information that they need to make better choices about their drinking</p> <p>Alcohol concern-provide information, advice and support</p>
5	<p>Resource barriers-Think about the million of people trying to access health and social care services at one time?</p> <p>Think about the buildings that may need to be constructed or adapted, the range of staff needed, equipment and consumable (such as food and medication)</p>	<p>Who gets help with healthcare charges? People over 60, people under 16, people under 19 in full time education, pregnant women, women who have had a baby in the last 12 months, some people on low income and benefits, people with cancer. Most people accessing healthcare will need to pay for their own travel costs</p>
6	<p>Interpreting lifestyle data on inactivity. What the data shows:</p> <ul style="list-style-type: none"> -30% reduction of risk of early death -30-40% lower risk of developing type 2 diabetes -20-35% lower risk of cardiovascular disease, coronary heart disease and stroke -30% lower risk of colon cancer -20% lower risk of breast cancer -68% reduction in the risk of hip failure -reduced risk of depression <p>Public helath England-setup to improve the nation's helath and wellbeing</p>	<p>Empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered</p> <p>Some people will need help with Empowerment, because of their age, circumstances or levels of confidence for example...</p> <ul style="list-style-type: none"> -children and young people -Children and adults with specific needs -individuals with learning disabilities -individual with physical disabilities -older people
7	<p>Respect for the individual by respecting service users' needs, beliefs and identity</p> <p>Maintaining confidentiality (when dealing with records, avoiding sharing information inappropriately, e.g. gossip)</p> <p>Preserving the dignity of individuals to help them maintain privacy and self-respect</p> <p>Self respect-valuing yourself</p> <p>Person centred approach-respecting and empowering individuals</p> <p>Dignity-is being respected and treated with care</p>	<p>How to respect privacy:</p> <ul style="list-style-type: none"> -Gain permission before entering someone's personal area. -Do not access someone else's phone without permission -Provide a private space for personal conversations -Keep individual private possessions safe and secure <p>Empathy-is being able to understand and share the feelings and views of another person</p>

STEP 2: CREATE CUES

What: Reduce your notes to just the essentials.

What: Immediately after class, discussion, or reading session.

How:

- Jot down key ideas, important words and phrases
- Create questions 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 1: RECORD YOUR NOTES

What: Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

When: During class lecture, discussion, or reading session.

How:

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

Why: Important ideas must be recorded in a way that is meaningful to you.

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.

WEEK 27: Cornell Notes (Homework task 1)

Date	/	/	Topic: Primary, secondary and tertiary care	
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links Questions	Notes

Summary

WEEK 29: Cornell Notes (Homework task 1)

Date / /	Topic: Allied Healthcare professionals	
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links Questions	Notes

Summary

WEEK 31: Cornell Notes (Homework task 1)

Date / /	Topic: Services for older adults	
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links Questions	Notes

Summary

Week 32: Cornell Notes (Homework task 1)

Date	/	/	Topic: sensory barriers	
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links	Notes
Questions	

Summary

WEEK 33: Cornell Notes (Homework task 1)

Date	/	/	Topic: Geographical and intellectual barriers	
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links	Notes
Questions	

Summary

WEEK 34: Cornell Notes (Homework task 1)

Date / /	Topic: Spare page	
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<div>links</div> <div>Questions</div>	Notes

Summary

WEEK 35: Cornell Notes (Homework task 1)

Date / /	Topic: Resource barriers	
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WEEK 39: Cornell Notes (Homework task 1)

Date / /	Topic: Respect and Privacy	
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<div>links</div> <div>Questions</div>	Notes

Summary

Week 28

Revision Card on Identifying health indicators <ol style="list-style-type: none">1. Identify a positive aspect of someone's lifestyle2. Identity a negative aspect of someone's lifestyle3. What is meant by an observed indicator4. What does the term physiological mean?	Answers
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Week 30

Revision Card on Blood pressure <ol style="list-style-type: none">1. What is High blood pressure also called?2. What is blood pressure measured in?3. What is the top value called on a blood pressure reading?4. What is the bottom value called on a blood pressure reading?5. What is a health condition related to high blood pressure?	Answers
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Week 32

Revision Card on Body Mass Index (BMI) <ol style="list-style-type: none">1. How is BMI calculated?2. What does the BMI calculator give you?3. What is the highest range?4. What is the lowest range?5. What health conditions are related to being overweight?	Answers
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Week 34

Revision Card on Language barriers	Answers
<ol style="list-style-type: none">1. What might a person with dementia do?2. What happens if you become ill when you are in another country?3. What is a 'stutter'?4. How might an individual overcome a language barrier?5. What is an 'interpreter'?	



Week 36

Revision Card on Interpreting lifestyle data on smoking and alcohol	Answers
<ol style="list-style-type: none">1. What do health organisations like to use their data for?2. What are the key laws related to smoking3. Which organisation often runs health campaigns?4. Identify two organisations/charities that support with smoking5. What does 'alcohol concern' do?	



Week 38

Revision Card on Interpreting lifestyle data on inactivity	Answers
<ol style="list-style-type: none">1. What does data show about regular physical activity?2. Identify a benefit of exercise?3. What disorders can exercise help prevent?4. What emotional aspect of development can exercise help?5. Which cancers does exercise help to prevent?	

Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive