STOKE DAMEREL
Community College

## Cycle 2

# Health and Social Care

## Year 10

**Name: _____**

**Tutor: _____**

# Year 10 Homework Timetable

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|---|---|---|---|---|
| **Monday** | Bedrock Learning | Ebacc Option D | Option C | Modern Britain |
| **Tuesday** | English | Tassomai | Option B | Art Option A |
| **Wednesday** | Hegarty | Science | Modern Britain | Option C |
| **Thursday** | Ebacc Option D | Tassomai | Bedrock Learning | Option B |
| **Friday** | Hegarty | Science | English | |

**Tassomai - 2 Daily Goals per week**
**Hegarty - 4 tasks of Hegarty per week**

| Block A | Block B | Block C | Block D |
|---|---|---|---|
| Art | Business Studies | Art | French |
| Dance | Child Development | Business Studies | Geography |
| Drama | Catering | Geography | History |
| Media Studies | Computer Science | Health & Social Care | |
| Music | Drama | History | |
| Photography | Health & Social Care | Catering | |
| | IT | Photography | |
| | Media Studies | Sport | |
| | Sociology | Travel & Tourism | |
| | Sport | | |

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

## Cycle 2 - Health and Social Care Plan

| Week / Date | Homework task |
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| **Week 1** | **Cornell Notes:**<br><br>Physical factors- to include genetic disorders and disease and illness |
| **Week 2** | **Revision Card:**<br><br>Diet and Lifestyle |
| **Week 3** | **Cornell Notes:**<br><br>Social and Cultural factors-to include culture and religion and community involvement |
| **Week 4** | **Revision Card:**<br><br>Personal relationships |
| **Week 5** | **Cornell Notes:**<br><br>Economic factors that affect growth and development |
| **Week 6** | **Revision card:**<br>Material possessions |
| **Week 7 and 8** | **Revision**: |
| **Week 9** | **Plug the gaps** |

| Life Stages – **Physical Factors** [week 1] | **Physical Factors** [Week 2] |
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| **Genetic Inheritance -** Is the genes a person inherits from their parents. Genes determine a child's physical features such as height, eye and hair colour. Genetic inheritance can impact on our development because our physical characteristics affect our self-image and self-esteem. Genes can also determine an individual's:<br>-disposition (mood, attitude and general nature)<br>-intelligence<br>-special skills such as being good at sport or art.<br>**Genetic Disorders** - Health conditions that are passed from parents to children through genes.<br>Genetic Disorders impact on PIES development:<br>Emotional Development - physical appearance can affect self-image, confidence and wellbeing.<br>Intellectual Development - may result in missed schooling or have a direct impact on learning.<br>Physical Development - a person's physical build can affect physical abilities, strength and stamina.<br>Social Development - Physical characteristics or disease may affect opportunities or confidence in building friendships and becoming independent. | **Disease and Illness -** Can be a long term or short term condition which will have an affect on growth and development.<br>Intellectual development - May miss school meaning they may fall behind in their learning and also some illnesses can affect a person's memory which can impact on decision making.<br>Emotional development - Can cause worry and stress, individuals may develop a negative self esteem, can result in a loss of independence, can lead to isolation in older adults.<br>Social development - It can restrict opportunities to socialise and build wider relationships.<br>Physical development -may affect the rate of growth in infancy and early childhood, may impact on the process of puberty, in adulthood can cause tiredness and mobility problems which may prevent involvement in physical activities.<br><br>**Diet and Lifestyle**<br><br>A healthy diet can lead to…..<br>-Healthy hair, skin, nails and teeth<br>-Positive Self-image<br>-Energy and Stamina<br>-Good Health |
| **Social and Cultural Factors** [Week 3] | **Social and Cultural Factors** [Week 4] |
| **Influence of Culture and religion**<br>Development can be influenced because it affects their values (how they behave) and their lifestyle (diet, appearance, hobbies).<br>Positive effects of a person's culture or religion include:<br>Negative effects of a person's culture or religion may include:<br>- a feeling of security from sharing the same values and beliefs with others<br>- feeling discriminated against leading to negative self image<br>- good self-image through feeling accepted and valued by others<br>- feeling excluded and isolated because their needs such as diet and not catered for. | **Community Involvement**<br>Communities are important for people to meet and interact with each other. It can mean different things to different people. It may refer to the local area where an individual lives, it could be their school, it could be the religious or cultural group to which they belong. What is common for all communities is that they share the same values and common goals.<br>Communities can support emotional development by giving individuals a sense of belonging essential for wellbeing.<br>Communities can support social development by providing a culture to build and maintain relationships<br>People who are not part of a community may not have much contact with others resulting in isolation. The impact on development may include:<br>anxiety which may lead to depression; making negative lifestyle choices such as poor diet or using illegal drugs or alcohol; feeling less secure; difficulty in building relationships.. |

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| **<u>Relationships and Isolation</u>** [Week 5] | **<u>Economic Factors</u>** - [Week 6] |
| **Personal Relationships -** Relationships formed with parents/carers, family and friends.<br>Relationships are important at all life stages as they provide emotional security contentment and positive self-esteem. We are reliant on relationships for our own growth and development. As children widen their friendship circles they become more confident and independent. In adolescence individuals are greatly influenced by their friends' opinions which can affect self-image both positively and negatively.<br>However! Relationships and families can break down. For example if parents do not meet the needs of their children, breakdown of trust and sibling rivalry.<br>A relationship breakdown due to trust could result in a lowering of self-esteem, loss of confidence and stress.<br>Another effect of a change in relationship especially in older adulthood as a result of bereavement to a partner or close friend could be social isolation. Social Isolation can also happen because: they live alone; are unemployed/retired; are discriminated against; have an illness or disability. This can make people feel insecure. | **<u>Economic Factors</u>** - Relate to a person's wealth and include their income, wealth and their material possessions.<br>**Income and Wealth -** Income is mainly dependent on the type of work a person does. Receiving a wage or a pension (money received when retired) from work helps individuals to pay for things they, or their family, need to keep healthy. Having enough money also gives individuals and their families a feeling of contentment and security and also independence, because they can make decisions about the life that they wish to lead. Opposite to this, having a low wage or being unemployed can mean people live in poverty, struggling to provide basic needs for themselves and their family which means they may have to cut down on: fuel use; shopping (particularly healthy foods); travel (holidays) and Social activities that cost. This can also speed up the ageing process and could lead to a decline in health and also affects a child's growth and development due to their diet and social opportunities. |
| **Week 7 -** Revise words from Week 1 - 6 that you are still unsure of. | |

## 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.

**Date** / / **Topic**

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**Summary**

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# Revision Page

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## Revision Card on Diet and Lifestyle

1. Identify what a healthy diet leads to?
2. Identify what an unhealthy diet leads to?
3. Why is water important in a healthy diet?
4. What is meant by obesity?
5. What disorder can obesity lead to?
6. Give a negative effect of alcohol on the body?
7. Identify what is meant by self image?

## Answers

## Revision Card on Personal Relationships

1. Who might you have a personal relationship with?
2. What are the positive effects of having friends
3. What are the negative effects of having friends
4. Who might you have a formal relationship with?
5. What is a positive model model?
6. What is a negative role model?
7. What is meant by the term 'emotional security'?

## Answers

## Revision Card on Material Possessions

1. What is meant by material possessions?

2. Identify a material possession?

3. What are the positives of having money?

4. What are the negatives of having money?

5. What is the difference between a private and a state pension?

6. Where might someone get money from if they didn't have a job?

7. What might older people have to cut down on if they didn't have income to support their lifestyle?

## Answers