

# Year 13 Health Studies | Unit 12

## Key Question: What additional needs people have?

**Topic Overview:** Students will explore the forms of additional needs people may have and how these are determined and diagnosed. This term learning will begin to prepare students to complete the controlled assessment for Learning Aim A: Examine reasons why individuals may experience additional needs.

This unit will run concurrently alongside other BTEC units.

Pass	Merit	Distinction
<b>Learning aim A: Examine reasons why individuals may experience additional needs</b>		<b>A.D1</b> Evaluate the significance to the individuals, their families and society of a diagnosis of additional needs.
<b>A.P1</b> Explain diagnostic procedures to determine additional needs for one child and one adult with different additional needs.	<b>A.M1</b> Assess the requirements of one child and one adult with different additional needs.	

Skills  
Development

Knowledge

Mock  
Assignment

Controlled  
Assessment

Assessment  
for Data Drop

Try Now -  
Assessment  
Feedback

	Lesson Exploration	Lesson Experience(s)	Knowledge and skills	Key Words
<b>Lesson 1</b>	What are additional needs?	Students will experience using media sources to explore additional needs.		
<b>Lesson 2</b>	What are the different levels of additional needs?	Students will experience using case studies to explore the different levels of additional needs.		Mild Moderate Severe

				Profound learning disabilities
<b>Lesson 3</b>	<b>How are additional needs diagnosed?</b>	Students will experience working in groups to research and present findings on diagnostic methods for additional needs.		Diagnostic tools, procedures and standards
<b>Lesson 4</b>	<b>Who can diagnose those with additional needs?</b>	Students will experience creating profiles of professionals who can diagnose additional needs.		Professional background, qualifications and experience
<b>Lesson 5</b>	<b>How do we describe different types of additional needs?</b>	Students will experience applying appropriate key terminology to describe case studies of additional needs.		Parameters Causations Severity Stability Prognosis
<b>Lesson 6</b>	<b>What is it like to live with learning difficulties?</b>	Students will experience using media sources to explore individuals' experiences of living with cognitive and learning needs.		Dyslexia Dyspraxia Attention deficit hyperactivity disorder (ADHD)
<b>Lesson 7</b>	<b>What disorders fall into the ASD spectrum?</b>	Students will experience using media sources to explore individuals' experiences of living with ASD disorders.		Autistic spectrum disorder Asperger's syndrome Pervasive developmental disorder Childhood disintegrative disorder

<b>Lesson 8</b>	<b>What disorders are inherited?</b>	Students will experience researching inherited disorders and the additional needs these can lead to.		Inherited Down's syndrome Huntington's disease Dementia Alzheimers
<b>Lesson 9</b>	<b>What additional learning needs do older people have?</b>	Students will experience using case studies to explore the additional learning needs elderly people may have.		Memory loss Slower cognitive speed Lifelong learning
<b>Lesson 10</b>	<b>Assessment</b>			
<b>Lesson 11</b>	<b>Try Now</b>	Students will experience try now activities to help close gaps in knowledge and skills identified in WK5 assessment.		
<b>Lesson 12</b>	<b>What additional physical needs do older people have?</b>	Students will experience using case studies to explore the additional physical needs elderly people may have.		Arthritis Diabetes Cardiovascular disease
<b>Lesson 13</b>	<b>What health needs can disorders create?</b>	Students will experience researching into disorders and creating fact sheets on the additional needs they can create.		
<b>Lesson 14</b>	<b>What health needs can sensory disabilities create?</b>	Students will experience taking part in practical activities to experience daily tasks with visual and hearing impairments.		
<b>Lesson 15</b>	<b>What health needs can accidents and infectious diseases create?</b>	Students will experience using case studies to explore the effects of accidents and infectious diseases.		

Lesson 16	What health needs can pregnancy and birth create?	Students will experience researching into the effects of pregnancy and birth on a female's health.		
Lesson 17	How can family life create additional needs?	Students will experience using case studies to explore the implications of family circumstances on social and emotional needs.		
Lesson 18	What social and emotional needs do the elderly have?	Students will experience using case studies to explore the social and emotional needs created by old age.		
Lesson 19	Controlled Assignment	Students will complete <b>Assignment 1: A.P1 1.M1 1.D1</b>		Application of key terms from lesson 1-17
Lesson 20				
Lesson 21				
Lesson 22	Feedback provided and students make improvements under supervision and in line with BTEC guidelines.	Feedback provided and students make improvements under supervision and in line with BTEC guidelines.		
Lesson 23				
Lesson 24				

## Year 13 Health Studies | Unit 12

### Key Question: How can people with additional needs overcome challenges?

**Topic Overview:** Students will explore the challenges faced by people with additional needs and the practices in place to support them. During this term students will acquire knowledge that will allow them to complete the controlled assessment for **Learning Aim B: Examine how to overcome the challenges to daily living faced by people with additional needs** and **Learning Aim C: Investigate current practice with respect for provision for individuals with individual needs**.

This unit will run concurrently alongside other BTEC units.

<b>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</b>			
<b>B.P2</b> Explain how disability can be viewed as a social construct.	<b>B.M2</b> Assess the impact of challenges to daily living that may be experienced by one child and one adult with different additional needs, and how effectively these challenges are overcome.		
<b>B.P3</b> Describe how health or social care workers can help one child and one adult with different additional needs overcome challenges to daily living.			
<b>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</b>			
<b>C.P4</b> Explain the benefits of adaptations and support provided to one child and one adult with different additional needs.	<b>C.M3</b> Analyse how the provision and support provided for one child and one adult with different additional needs have benefited them.	<b>BC.D2</b> Justify the support and adaptations provided for two individuals with different additional needs to help them overcome challenges to daily living, with reference to statutory provision.	Skills Development Knowledge Mock Assignment Controlled Assessment Assessment for Data Drop Try Now - Assessment Feedback
<b>C.P5</b> Explain the impact of statutory provision on the support provided for one child and one adult with different additional needs.	<b>C.M4</b> Analyse how statutory provision has impacted on current practice in caring for one child and one adult with different additional needs.	<b>BC.D3</b> Evaluate the impact of providing support for two individuals diagnosed with different additional needs in improving their wellbeing and life chances.	

	Lesson Exploration	Lesson Experience(s)	Key Words
<b>Lesson 1</b>	<b>What does disability mean?</b>	Students will experience using academic reading to explore the different models of explaining disability.	
<b>Lesson 2</b>	<b>What physical barriers do people with additional needs face?</b>	Students will experience creating a visual map of barriers faced by people with additional needs in Bexleyheath town centre.	Mild Moderate Severe Profound learning disabilities

<b>Lesson 3</b>	<b>How can society ensure there is equality for all?</b>	Students will experience creating a proposal for how society should adapt to promote equality.	Diagnostic tools, procedures and standards
<b>Lesson 4</b>	<b>How can personal challenges to daily life be minimised?</b>	Students will experience creating presentations on how health and social care workers can minimise personal challenges.	Professional background, qualifications and experience
<b>Lesson 5</b>			Parameters Causations Severity Stability Prognosis
<b>Lesson 6</b>	<b>How can society's attitudes cause issues for daily living?</b>	Students will experience using news reports and case studies to explore inequalities caused by societies attitudes and how these should be addressed.	Dyslexia Dyspraxia Attention deficit hyperactivity disorder (ADHD)
<b>Lesson 7</b>	<b>Who provides care for individuals with additional needs?</b>	Students will experience creating profiles on the different professionals who care for additional needs.	Autistic spectrum disorder Asperger's syndrome Pervasive developmental disorder Childhood disintegrative disorder
<b>Lesson 8</b>			Inherited Down's syndrome Huntington's disease Dementia Alzheimers
<b>Lesson 9</b>	<b>Assessment</b>		Memory loss Slower cognitive speed Lifelong learning

<b>Lesson 10</b>	<b>Try Now</b>	Students will experience try now activities to help close gaps in knowledge and skills identified in WK5 assessment.	
<b>Lesson 11</b>	<b>How can adaptations support people with additional needs?</b>	Students will experience researching into different adaptations that can support people with additional needs.	
<b>Lesson 12</b>	<b>How can therapies support people with additional needs?</b>	Students will experience using media sources to explore the different types of therapies that can support people with additional needs.	Arthritis Diabetes Cardiovascular disease

## Year 13 Health Studies | Unit 12

### Key Question: What support is available for people with additional needs?

**Topic Overview:** Students will explore the practices in place to support them. During this term students will acquire knowledge that will allow them to complete the controlled assessment for **Learning Aim B: Examine how to overcome the challenges to daily living faced by people with additional needs** and **Learning Aim C: Investigate current practice with respect for provision for individuals with individual needs.**

This unit will run concurrently alongside other BTEC units.



<b>Learning aim B: Examine how to overcome the challenges to daily living faced by people with additional needs</b>			
<b>B.P2</b> Explain how disability can be viewed as a social construct.	<b>B.M2</b> Assess the impact of challenges to daily living that may be experienced by one child and one adult with different additional needs, and how effectively these challenges are overcome.	<b>BC.D2</b> Justify the support and adaptations provided for two individuals with different additional needs to help them overcome challenges to daily living, with reference to statutory provision.	
<b>B.P3</b> Describe how health or social care workers can help one child and one adult with different additional needs overcome challenges to daily living.			
<b>Learning aim C: Investigate current practice with respect to provision for individuals with additional needs</b>			
<b>C.P4</b> Explain the benefits of adaptations and support provided to one child and one adult with different additional needs.	<b>C.M3</b> Analyse how the provision and support provided for one child and one adult with different additional needs have benefited them.		<b>BC.D3</b> Evaluate the impact of providing support for two individuals diagnosed with different additional needs in improving their wellbeing and life chances.
<b>C.P5</b> Explain the impact of statutory provision on the support provided for one child and one adult with different additional needs.	<b>C.M4</b> Analyse how statutory provision has impacted on current practice in caring for one child and one adult with different additional needs.		

Skills Development
Knowledge
Mock Assignment
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Assessment for Data Drop
Try Now - Assessment Feedback

	Lesson Exploration	Lesson Experience(s)	Key Words
<b>Lesson 1</b>	<b>What financial support is there for people with additional needs?</b>	Students will experience researching into the financial support provided for people with additional needs.	
<b>Lesson 2</b>			Mild Moderate Severe Profound learning disabilities

<b>Lesson 3</b>	<b>How does the Government support children with additional needs?</b>	Students will experience using case studies to explore the different forms of Government support for children with additional needs.	Diagnostic tools, procedures and standards
<b>Lesson 4</b>			Professional background, qualifications and experience
<b>Lesson 5</b>	<b>How does the Government support adults with additional needs?</b>	Students will experience researching into the different forms of Government support for adults with additional needs.	Parameters Causations Severity Stability Prognosis
<b>Lesson 6</b>			Dyslexia Dyspraxia Attention deficit hyperactivity disorder (ADHD)
<b>Lesson 7</b>	<b>What does person-centred care look like?</b>	Students will experience reviewing examples of care plans to identify person centred care strategies.	Autistic spectrum disorder Asperger's syndrome Pervasive developmental disorder Childhood disintegrative disorder
<b>Lesson 8</b>			Inherited Down's syndrome Huntington's disease Dementia Alzheimers
<b>Lesson 9</b>	<b>Mock Assignment</b>		Memory loss Slower cognitive speed Lifelong learning

Lesson 10			
Lesson 11	Try Now	Students will experience try now activities to help close gaps in knowledge and skills identified from the mock assignment.	
Lesson 12			Arthritis Diabetes Cardiovascular disease

	Lesson Exploration	Lesson Experience(s)	Key Words
Lesson 1	Controlled Assessment: Assignment Brief 2	Students will experience completing an independent controlled assessment to address the following criteria. <b>B.P2 B.P3 C.P4 C.P5 B.M2 C.M3 C.M4 BC.D2 BC. D3</b>	Application of key words
Lesson 2			
Lesson 3			
Lesson 4			
Lesson 5			
Lesson 6			
Lesson 7			
Lesson 8			
Lesson 9	Feedback provided and students make improvements under supervision and in line with BTEC guidelines.	Students will experience acting on feedback and making improvements to their controlled assessment.	
Lesson 10			
Lesson 11			
Lesson 12			

Literacy Links	Numeracy Links
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