

## **Technology at Lord Lawson of Beamish Academy**

### **What are the aims of the technology department?**

We believe that Technology equips students with skills that are needed throughout life. Through the teaching of theory and practical skills in food, textiles and design, Technology prepares students for life beyond education. Our mission is to ensure that all students leave this school with the necessary practical skills needed to live independently.

Our aim is to inspire students to become engineers, architects, chefs or fashion designers and our curriculum pathways are designed to enable students to progress and thrive in a practical subject with confidence, equipping them with the knowledge and skills to succeed beyond school and in the workplace.

### **What will my child study in years 12 and 13?**

Students study 6 units across key stage 5. Students will sit 3 external exams – Unit 3 in year 12 and units 4 and 2 in year 13. The remaining 3 units are coursework. Students cover a wide range of issues and areas in Health and Social Care practice and this course fully prepares students for a career within a health or social care setting.

Year 12

Year 13

## Year 12 Health and Social Care

	Teacher 1	Teacher 2	Teacher 3
<b>Topic/ Theme/ Genre</b>	<p><b>Unit 1 – Building positive relationships in health and social care.</b> This is a controlled assessment unit.</p> <p>Students explore the impact of relationships in health and social care settings. They will explore:</p> <ul style="list-style-type: none"> <li>• Different relationships in health, social or childcare environments.</li> <li>• The different factors that influence building relationships.</li> <li>• How a person-centred approach builds positive relationships</li> <li>• Develop their own communication skills to build positive relationships in a health, social care or childcare environment.</li> </ul>	<p><b>Unit 3 – Health, Safety and security in health and social care.</b> This is an examined unit.</p> <p>Students explore the importance of keeping everyone safe in health and social contexts. They will explore:</p> <ul style="list-style-type: none"> <li>• How to maintain a safe working environment for themselves, their colleagues and those required care.</li> <li>• How legislation, policies and procedures work to reduce risks in health and social care</li> <li>• The consequences of not following legislation, policies and procedures.</li> <li>• How to respond to different incidents and emergencies in health and social care settings.</li> </ul>	<p><b>Unit 13 – Sexual Health, reproduction and early development stages.</b> This is a controlled assessment unit. There are 5 learning outcomes for this unit, each with different tasks to complete that explore sexual health, reproductions and early development stages. Students will:</p> <ul style="list-style-type: none"> <li>• Understand what sexual health is and how individuals can protect themselves from transmission of infections.</li> <li>• Understand different methods of contraception to protect against pregnancy.</li> <li>• Understand the importance of prenatal health and the process of contraception.</li> <li>• Know the factors that could affect health in pregnancy and the success of the birth</li> <li>• Understand the stages of pregnancy and birth and the postnatal care of the mother.</li> <li>• Understand the care and development of the baby in the first year of life.</li> </ul>

<b>Key vocabulary</b>	Relationships	Hazards	Amniotic sac
	Practitioners	Environment	Antenatal
	Advocates	Biological	Centile chart
	Formal	Chemical	Conception
	Informal	Psychological	Contraception
	Communication	Physical	Developmental norms
	Braille	Musculoskeletal	Ectopic pregnancy
	Confidentiality	Working practices	Embryo
	Interaction	Standards	Gross and fine motor skills
	Person centered approach	Health & safety at work regulations	STI's
	Non-discriminatory	Legislation	GUM clinic
		Hygiene	Holistic development
		COSHH	Postnatal
		Safeguarding	PIES development
	Policies	Consent	
	Procedures	Legislation	
	Hazardous	Gestation	
		Foetus	

		Responsibilities	
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### Year 13 Health and Social Care

	Teacher 1	Teacher 2	Teacher 3
<b>Topic/Theme/ Genre</b>	<p><b>Unit 2 – Equality, diversity and rights in health and social care.</b> This is an examined unit.</p> <p>Students explore the importance of equality, diversity and rights in health and social care settings. Students will learn:</p> <ul style="list-style-type: none"> <li>• Concepts of equality, diversity and rights</li> <li>• How these concepts are applied in the context of health, social and childcare environments.</li> <li>• The impact of discriminatory practices on individuals in the different settings.</li> <li>• How current legislation and national initiatives promote anti-discriminatory practice</li> <li>• How equality, diversity and rights in health, social care and</li> </ul>	<p><b>Unit 4 – Anatomy and physiology for health and social care.</b> This is an examined unit. Students learn about different systems in the body, malfunctions that may occur and the impact of these on the individual. The systems studied are:</p> <ul style="list-style-type: none"> <li>• Cardiovascular</li> <li>• Respiratory</li> <li>• Digestive</li> <li>• Musculoskeletal</li> <li>• Sensory systems</li> <li>• Control and regulatory</li> </ul>	<p><b>Unit 10 – Nutrition for health.</b> This is a controlled assessment unit. Students learn how diet impacts on the individual by exploring the importance of nutrients. Students will:</p> <ul style="list-style-type: none"> <li>• Know the different nutritional and diet guidelines for individuals.</li> <li>• Understand the different functions of the nutrients and the effects of poor nutrition on different individuals.</li> <li>• Understand the different factors which influence the nutritional health of an individual.</li> <li>• Be able to make recommendations to improve nutritional health for individuals.</li> </ul>

	childcare environments are promoted.		
<b>Key vocabulary</b>	<p>Equality</p> <p>Diversity</p> <p>Beliefs</p> <p>Values</p> <p>Confidentiality</p> <p>Anti-discriminatory practice</p> <p>Advocacy</p> <p>Practitioners</p> <p>Disempowerment</p> <p>Self esteem</p> <p>Legislation</p> <p>EHRC</p> <p>NICE abuse</p> <p>Whistleblowing</p>	<p>Cardiovascular system</p> <p>Malfunction</p> <p>Hypertension</p> <p>Coronary heart disease</p> <p>EGC</p> <p>Respiratory</p> <p>Inspiration</p> <p>Expiration</p> <p>Gaseous exchange</p> <p>Cellular respiration</p> <p>Digestive system</p> <p>Absorption</p> <p>Assimilation</p> <p>Synovial joint</p> <p>Musculoskeletal system</p>	<p>Nutrients</p> <p>Energy balance</p> <p>Polysaccharides</p> <p>Polypeptides</p> <p>Macro &amp; micronutrients</p> <p>Diabetes</p> <p>Deficiency</p> <p>Sociocultural</p> <p>Fluid balance</p> <p>Quantitative analysis</p> <p>Economics</p> <p>Heart disease</p> <p>Hypertension</p> <p>Irritable bowel syndrome</p> <p>Coeliac disease</p>