



Bottisham Village College

KNOWLEDGE ORGANISER

HEALTH & SOCIAL CARE

ALL YEAR



KNOWLEDGE ORGANISERS

At Bottisham Village College, we are striving to create a five-year curriculum plan that builds effective revision strategies into homework and lessons, to ensure that students are able to place powerful knowledge into their long-term memories. Additionally, we hope that this will help build effective learning strategies from early in their time here at the college.

Based on evidence, we know that regular recall activities are the best way of achieving this goal and committing powerful knowledge into the students' memories.

At the start of each term, we shall publish all the knowledge organisers that students will require for their studies in each curriculum area. These will cover a range of aspects: facts, dates, characters, quotes, precise definitions and important vocabulary. We are clear: if this fundamental knowledge is secured, students can then develop their higher-level skills of analysis and critical understanding with greater depth.

They will be given an electronic A4 Knowledge Organiser (KO) booklet for each term containing all of the knowledge required. In lessons, Bottisham staff will be regularly testing this fundamental knowledge, using short-quizzes or even more formal "Faculty Knowledge Tests".

The best way to use these organisers at home, is to follow a simple mantra:





1. Look at a certain aspects of a particular knowledge organiser
2. Cover up part of their knowledge organiser
3. Write it out from memory
4. Check and correct any spelling mistakes, missing bits or mistakes

So simple but so effective.



Year 10 Health and Social Care Knowledge Organiser: Component 1 Human Lifespan Development

Learning Aim A: Understand human growth and development across life stages and the factors that affect it

How do people grow and develop throughout their lives? How can factors such as lifestyle choices, relationships affect this? Understanding these processes is essential knowledge and understanding for health and social care practitioners.

A1 Growth and development across life stages		A2 Factors affecting growth and development	
<u>Lifestages</u> <ol style="list-style-type: none"> 1. Infancy (0 – 2 years) 2. Early childhood (3 – 8 years) 3. Adolescence (9 – 18 years) 4. Early adulthood (19 – 45 years) 5. Middle adulthood (46 – 65 years) 6. Later adulthood (65+ years) 	<u>Holistic Development</u> <ol style="list-style-type: none"> 1. Physical development – Physical growth and physiological change 2. Intellectual development – Developing thinking and language skill and common activities that promote learning and development 3. Emotional development – Developing feelings about self and other 4. Social development – Forming relationships 	<u>1. Physical factors</u> <ol style="list-style-type: none"> a) Genetic inheritance b) Diet and lifestyle choices c) Experience of illness and disease d) Appearance 	<u>2. Economic factors</u> <ol style="list-style-type: none"> a) Income/ wealth b) Material possessions
		<u>3. Social, Cultural and emotional factors</u> <ol style="list-style-type: none"> a) Educational experiences b) Culture, e.g. community involvement, religion, gender c) Influence of role models d) Influence of social isolation e) Personal relationship with friends and family 	

Learning Aim B: Investigate how individuals deal with life events

B1 Different types of life event		B2 Coping with change caused by life events	
<u>1. Physical events</u> <ol style="list-style-type: none"> a) Accident/ injury b) Ill health 	<u>3. Life circumstances</u> <ol style="list-style-type: none"> a) Moving house, school or job b) Exclusion from education c) Redundancy d) Imprisonment e) Retirement 	<u>1. How individuals adapt to these changes</u>	
<u>2. Relationship changes</u> <ol style="list-style-type: none"> a) Entering a relationship b) Marriage c) Divorce d) Parenthood e) Bereavement 		<u>2. Sources of support</u> <ol style="list-style-type: none"> a) Family, friends partners b) Professional carers and services c) Community groups, voluntary and faith based organisations 	
		<u>3. Types of support</u> <ol style="list-style-type: none"> a) Emotional b) Information advice c) Practical help, e.g. financial assistance, childcare, transport 	

Year 10 and Year 11 Health and Social Care Knowledge Organiser: Component 2 Health and Social Care Services and Values

Learning Aim A: Understand the different types of health and social care services and barriers to accessing them

Learning Aim B: Demonstrate care values and review own practice

Providing good health and social care services is very important and a set of 'care values' exist to ensure this happens. Care values are important because they enable people who use health and social care services to get the care they need and to be protected from different sorts of harm.

A1 Health and social care services (Year 10)

B1 Care values (Year 11)

1. Different health care services and how they meet service user needs

- Primary care, e.g. dental care, optometry, community health care
- Secondary & tertiary care, e.g. specialist medical care
- Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians

2. Different social care services and how they meet service user needs

- Services for children and young people, e.g. foster care, residential care, youth work
- Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues) e.g. residential care, respite care, domiciliary care
- Services for older adults, e.g. residential care, domiciliary care
- Role of informal social care provided by relatives, friends and neighbours

- Empowering and promoting independence by involving individuals, where possible, in making choices
- Respect for the individual by respecting service users' need, beliefs and identity
- Maintaining confidentiality
- Preserving the dignity of individuals to help them maintain privacy and self-respect
- Effective communication that displays empathy and warmth
- Safeguarding and duty of care
- Promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour



A2 Barriers to accessing services

1. Types of barriers and how they can be overcome by the service providers and users

- Physical barriers, e.g. issues getting into and around the facilities
- Sensory barriers, e.g. hearing and visual difficulties
- Social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence
- Language barriers, e.g. differing first language, language impairments
- Geographical barriers, e.g. distance of provider, poor transport links
- Intellectual barriers, e.g. learning difficulties
- Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand
- Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing services

B2 Reviewing own application of care values

1. Key aspects of a review

- Identifying own strengths and areas for improvement against the care values
- Receiving feedback from teacher or service user about own performance
- Responding to feedback and identifying ways to improve own performance



Year 11 Health and Social Care Knowledge Organiser: Component 3 Health and Wellbeing

LAA Factors that affect health and wellbeing	LAB Interpreting health indicators	LAC Person centred health and wellbeing improvement plans
<p><u>A1 Factors affecting health and wellbeing</u></p> <ol style="list-style-type: none"> Definition of health and wellbeing <ol style="list-style-type: none"> A combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness Physical and lifestyle factors that can have positive or negative effects on health and wellbeing: <ol style="list-style-type: none"> Genetic inheritance, including inherited conditions and predisposition to other conditions Ill health (acute and chronic) Diet (balance, quality and amount) Amount of exercise Substance user, including alcohol, nicotine, illegal drugs and misuse of prescribed drugs Personal hygiene Social, emotional and cultural factors that can have positive or negative effects on health and wellbeing: <ol style="list-style-type: none"> Social interactions, e.g. supportive/ unsupportive relationships, social integration/ isolation Stress, e.g. work-related Willingness to seek help or access services, e.g. influenced by culture, gender, education Economic factors that have a positive or negative effect on health and well-being <ol style="list-style-type: none"> Financial resources Environmental factors that can have a positive or negative effect on health and well-being: <ol style="list-style-type: none"> Environmental conditions, e.g. levels of pollution, noise Housing, e.g. conditions, location The impact of life events relating to relationship changes and changes in life circumstances 	<p><u>B1 Physiological indicators</u></p> <ol style="list-style-type: none"> Physiological indicators that are used to measure health: <ol style="list-style-type: none"> Pulse (resting and recovery rate after exercise) Blood Peak flow Body mass index (BMI) Using published guidance to interpret data relating to these physiological indicators The potential significance of abnormal readings: risks to physical health 	<p><u>C1 Health and wellbeing improvement plans</u></p> <ol style="list-style-type: none"> The importance of a person-centred approach that takes into account an individual's needs, wishes and circumstances Information to be included in plan: <ol style="list-style-type: none"> Recommended actions to improve health and wellbeing Short term (less than 6 months) and long-term targets Appropriate sources of support (Formal and/ or informal)
	<p><u>B2 Lifestyle indicators</u></p> <ol style="list-style-type: none"> Interpretation of lifestyle data, specifically risks to physical health associated with: <ol style="list-style-type: none"> Smoking Alcohol consumption Inactive lifestyles 	<p><u>C2 Obstacles to implementing plans</u></p> <ol style="list-style-type: none"> Potential obstacles <ol style="list-style-type: none"> Emotional/ psychological – lack of motivation, low self-esteem, acceptance of current state Time constraints – work and family commitments Availability of resources – financial, physical, e.g. equipment Unachievable targets – unachievable for the individual or unrealistic timescale Lack of support, e.g. from family and friends Other factors specific to individual – ability/ disability, addiction <ol style="list-style-type: none"> Barriers to accessing identified services