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## Health and Social Care Curriculum: Year 10

| Year 10 |                       | HT1: Sept – Oct (8 weeks)  | HT2: Nov – Dec (7 weeks)   | HT3: (Jan – Feb (7 weeks)  | HT4: Mar – Apr (6 weeks)   | HT5: Apr – May (5 weeks)  |  | HT6: Jun – Jul (7 weeks)                          |
|---------|-----------------------|--|--|--|--|---|--|---|
|         | Topic                 | Human lifespan development   | Formal assignment<br>Human Lifespan Development  | Health and Wellbeing   | Health and Wellbeing   | Health and Wellbeing  | Dealing with life events.  | Investigate how individuals deal with life events |
|         | Why this and why now? | Introduction into Health and Social Care<br><b>(lesson 1) Why now?</b><br><i>Students understand their learning program.</i><br><b>(Weeks 2 – 8)</b><br>Prep work learning aim A.Main life stages areas of growth and development linked to PIES:<br>Factors affecting a person’s growth and Development:<br><br><b>Why now?</b><br><i>Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment</i><br><i>‘Understanding Human growth and development.</i> | <b>(Week 1)</b><br>Mock assessment on Louise Smith.<br><b>Why now?</b><br><i>This will allow students to clearly understand the style, detail and evidence required within their individual coursework.</i><br><br><b>(Week 2 – 7)</b><br>Internal assessment Learning Aim, A – Understand Human Growth and Development across the life stages and the factors that affect this.<br><b>Why now?</b><br><i>End of learning aim: formal assignment</i><br><i>Component 1, A1, A2, Human lifespan development</i><br><i>Key knowledge and understanding will underpin future learning for Health and Wellbeing external assessment.</i> | <b>(Weeks 1 – 5)</b><br>Learning aim A1: Factors affecting health and wellbeing. Students study the factors that affect health and well-being. The focus in this component is on health and well-being, i.e., the effects of various factors on the physical, intellectual, emotional, and social (PIES)<br>Students build understanding of skill and knowledge learnt in HT 1 and HT 2.<br><b>Why now?</b> <i>Building students skills and knowledge in preparation for external assessment in HT5</i><br><b>(Weeks 5 – 7)</b><br>Learning Aim B: Interpreting health indicators<br>Students will learn to interpret indicators that measure physiological health and lifestyle data in relation to risks posed to physical health.<br><b>Why now?</b><br><i>Building students skills and knowledge in preparation for external assessment in HT5</i> | <b>(Weeks 1 – 2)</b><br>Learning Aim B continued: Interpreting health indicators. Students will learn to interpret indicators that can be used to measure physiological health and lifestyle data in relation to risks posed to physical health.<br><b>Why now?</b><br><i>Building students skills and knowledge in preparation for external assessment in HT5</i><br><b>(Weeks 3 – 6)</b><br>Learning Aim C<br>Person-centred health and wellbeing improvement plans.<br>Students will learn how to design a health and well-being improvement plan and understand how obstacles that individuals may face when implementing such a plan might be overcome.<br><b>Why now?</b><br><i>Building students skills and knowledge in preparation for external assessment in HT5</i> | <b>(Weeks 1-3)</b><br>Consolidation of learning of Health and Wellbeing component. Students will learn how to structure their responses when answering exam style questions.<br><b>Why now?</b><br><i>Students need to revise the component’s content carefully before their final external assessment, so they need opportunities to consolidate their learning.</i><br><b>(Weeks 4 -6)</b><br>Prep work learning aim B. Students will start by understanding that life events are expected or unexpected events. Students will then explore the impact on people’s physical, intellectual, emotional, and social development.<br><b>Why now?</b><br><i>Key knowledge and understanding will allow students to be fully prepared for internal assessment.</i><br><i>Investigate how individuals deal with life events.</i> | <b>(Weeks 1 – 3)</b><br>Prep work learning aim B. Coping with change caused by life events. Students will explore how individuals can adapt or be supported through changes caused by life events.<br><b>Why now?</b><br><i>Key knowledge and understanding of subject specific terminology will allow students to be fully prepared for internal assessment.</i><br><i>Investigate how individuals deal with life events.</i><br><b>(weeks 4-7)</b><br>Internal assessment.<br>Learning Aim B – Investigate how individuals deal with life events.<br>Part 1<br>The actual life event and the impact of this on each of the individuals.<br><b>Why now?</b><br><i>End of learning aim: formal assignment</i><br><i>Component 1, B1, investigate how individuals deal with life events</i> |   |

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| <p><b>What is the essential knowledge that needs to be remembered?</b></p> | <p>Students will demonstrate a clear understanding of PIES and factors linked to growth and development.<br/><b>PIES:</b> Infancy; Early Childhood Adolescence; Early adulthood; Middle adulthood; Later adulthood}<br/><b>Factors:</b> Gender; Income; Pollution; Ethnicity and religion; Diet; Genetic Inheritance</p>  | <p>Students will demonstrate an understanding of the process of growth and development through three life stages for their selected individual, linking to PIES.<br/>Explaining factors that have influenced the process of development for each life stage<br/>How the impact of the different factors has changed across the different life stages</p>  | <p>Students will demonstrate an understanding of factors affecting health and well-being: Genetic inheritance; Ill health; Diet; Exercise; Substance use; Personal hygiene; Social interactions; Stress; Housing; Financial resources; Relationship changes.</p>   | <p>Students will demonstrate an understanding of Health indicators. Pulse (resting and recovery after exercise); Blood pressure; Peak flow; Body mass index (BMI); An understanding of the potential significance of abnormal readings: risks to physical health; lifestyle data in relation to risks posed to physical health, such as smoking; Interpreting lifestyle data on alcohol consumption; Interpreting lifestyle data on inactivity.</p>                                      | <p>Students show understanding of the importance of a person-centred to include individual's needs, wishes, and circumstances; recommend actions to improve health and wellbeing. Showing essential knowledge of; Short-term (less than 6 months) and long-term targets; Appropriate sources of support (formal and/or informal); Potential obstacles and access to services.</p>   | <p>Students will demonstrate an understanding of Types of life event: physical, relationship changes and life circumstances, both expected and unexpected.<br/><br/>Impact of life circumstances on PIES development</p>  |
| <p><b>What is the assessment intent and how will you assess?</b></p>       | <p>Formative assessment during lessons to check understanding of PIES and factors linked to growth and development and assessment vocabulary.<br/>Scenario's assessments to checks learning points within a vocational content.<br/>Take it further tasks to develop deeper thinking skills<br/>Revision of learning aim A1.<br/>Building skills for assessment task: Assessment tasks 1,2,3<br/>Checking understanding of assessment criteria and knowledge with written feedback to address gaps in learners understanding and knowledge.</p> | <p>Summative assessment to give students individual feedback, explaining the assessor's decisions.<br/>Recorded on BTEC assessment record sheet.<br/>Targeted criteria:<br/>A.2P1 Describe growth and development across three life stages for a selected individual.<br/>A.2P2 Explain how different factors have affected growth and development of a selected individual.<br/>A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.<br/>A.2D1 Assess the changing impact of different factors in</p> | <p>To prepare learners for external assessment – learning Aim A<br/>To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.<br/>Formative assessment during lessons.<br/>Summative assessment Learning aim A set task assessments x3 set using the same format as external assessment.<br/>To give learners individual feedback relating to gaps in knowledge and giving learners a clear</p> | <p>To prepare learners for external assessment – learning Aim A and B<br/>To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.<br/>Formative assessment during lessons.<br/>Summative assessment Learning aim B set task assessments x3 set using the same format as external assessment.<br/>Practise assessments x2 combination of learning aim A and B – consolidation of learning.</p> | <p>To prepare learners for external assessment – learning Aim A, B and C<br/>To give learners individual feedback relating to gaps in knowledge and giving learners a clear understanding of how to answer questions correctly.<br/>Formative assessment during lessons, to prepare learners for external assessment.<br/>Summative assessment Learning aim C set task assessments x3 set using the same format as actual external assessment.<br/>Practise assessments x2 combination of learning aim A , B and C.</p> | <p>Revision of learning aim A and B Assessment<br/>Take it further tasks.<br/>Scenario's assessments<br/>Assessment task 1,2 and 3.<br/>Check understanding of AO and knowledge to address gaps in learning.<br/>Formal assignment.<br/>Summative assessment to give individual feedback, explaining the assessor's decisions. Recorded on BTEC assessment record sheet.<br/>B.2P3 Explain the impact of a life event on the development of two individuals.<br/>B.2P4 Explain how two individuals adapted using support.<br/>B.1P3 Identify relevant</p> |

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|  |  |  | the growth and development across three life stages of a selected individual  | understanding of how to answer questions correctly.  |   |   | information about a life event experienced by two individuals.   |
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|  | <b>What should the end point look like</b> | Students will have developed an understanding of subject specific terminology and have a clear understanding of assessment vocabulary and assessment criteria. Students will be prepared of internal assessment Component 1 LA - A | Written report with assessment feedback sheet. Component 1, A1, A2. Understanding human growth and development across life stages and the factors that affect it. Within written responses students will show an understanding of subject specific terminology and have a clear understanding of assessment criteria vocabulary | Students will have completed work booklet Component 3 Learning aim A. 3 mock assessment papers for learning aim A. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly – giving reasons for answers. | Students will have completed work booklet Component 3 Learning aim B. 3 mock assessment papers for learning aim B. 2 practise assessment for learning aims A and B. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly – reading data accurately for graphs and tables | Students will have completed work booklet Component 3 Learning aim C. 3 mock assessment papers for learning aim C. 3 mock exam papers. Within written responses students will show an understanding of subject specific terminology and an understanding of how to answer question correctly. | Students will have developed an understanding of subject specific terminology and have a clear understanding of assessment vocabulary and assessment criteria. Students will be prepared of internal assessment Component 1 LA - b |