

# Curriculum Knowledge Map



## CHS Computing and Technology 2022/2023

### BTEC Tech Awards Health and Social Care (Technology)

Human Lifespan Development (Component 1)	Health and Social Care Services and Values (Component 2)	Health and Wellbeing (Component 3)
<p><b>Learning outcomes</b>            A: Understand human growth and development across life stages and the factors that affect it            B: Understand how individuals deal with life events.</p>	<p><b>Learning outcomes</b>            A: Understand the different types of health and social care services and barriers to accessing them            B: Understand the skills, attributes and values required to give care.</p>	<p><b>Assessment objectives</b>            AO1 Knowledge of health and wellbeing            AO2 Understanding of health and wellbeing            AO3 Apply knowledge and understanding of health and wellbeing            AO4 Analyse and evaluate knowledge and understanding of health and wellbeing</p>
<p>Coursework task            Internal – externally moderated  <b>30% of the final grade</b>            It should take approximately 36 GLH to complete  <b>Assessment Windows:</b>            December/January and May/June from 2023 onwards</p>	<p>Coursework task            Internal – externally moderated  <b>30% of the final grade</b>            It should take approximately 36 GLH to complete  <b>Assessment Windows:</b>            December/January and May/June from 2023 onwards</p>	<p>External examination            External Synoptic assessment  <b>40% of the final grade</b>            It should take approximately 48 GLH to complete  <b>Assessment Windows:</b>            January/February and May/June from 2024 onwards</p>

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## CHS Computing and Technology 2022/2023

### BTEC Tech Awards Health and Social Care (Technology)

#### Year 10

Year 10	AUTUMN		SPRING		SUMMER	
	Unit Name	Unit Name	Unit Name	Unit Name	Unit Name	Unit Name
	Introduction to Health and Wellbeing (Component 3)	Introduction to Health and Wellbeing (Component 3)	Introduction to Health and Wellbeing (Component 3)	Human Lifespan Development (Component 1)	Human Lifespan Development (Component 1)	Human Lifespan Development (Component 1)
<p><b>Declarative</b>  <i>What should they know? 'to know that' the facts, concepts, rules. It just sits there and waits to be of service</i></p>	<p><b>Factors that affect health and wellbeing</b></p> <p><b>Factors affecting health and wellbeing</b></p> <ul style="list-style-type: none"> <li>• Definition of health and wellbeing: <i>a combination of physical health and social and emotional wellbeing, and not just the absence of disease or illness.</i></li> <li>• Physical factors that can have positive or negative effects on health and wellbeing:                             <ul style="list-style-type: none"> <li>○ inherited conditions – sickle cell disease, cystic fibrosis</li> <li>○ physical ill health – cardiovascular disease, obesity, type 2 diabetes</li> <li>○ mental ill health – anxiety, stress</li> </ul> </li> </ul>	<p><b>Interpreting health indicators</b></p> <p><b>Physiological indicators (physiological indicators are used to measure health)</b></p> <ul style="list-style-type: none"> <li>• Interpretation of physiological data according to published guidelines:                             <ul style="list-style-type: none"> <li>○ resting heart rate (pulse) – normal range 60 to 100 bpm</li> <li>○ heart rate (pulse) recovery after exercise – the heart's ability to return to normal levels after physical activity is a good indicator of fitness</li> <li>○ blood pressure – low blood pressure 90/60mmHg or lower, ideal blood pressure between 90/60mmHg and 120/80mmHg, pre-high</li> </ul> </li> </ul>	<p><b>Person-centred approach to improving health and wellbeing</b></p> <p><b>Person-centred approach</b></p> <ul style="list-style-type: none"> <li>• The ways in which a person-centred approach considers an individual's:                             <ul style="list-style-type: none"> <li>○ needs – to reduce health risks</li> <li>○ wishes – their preferences and choices</li> <li>○ circumstances – to include age, ability, location, living conditions, support, physical and emotional health.</li> </ul> </li> <li>• The importance of a person-centred approach for individuals:                             <ul style="list-style-type: none"> <li>○ makes them more comfortable with recommendations, advice and treatment</li> </ul> </li> </ul>	<p><b>Understand human growth and development across life stages and the factors that affect it (to support with learning aim A)</b></p> <p><b>Life stages and their expected key characteristics in each of the PIES classifications</b></p> <ul style="list-style-type: none"> <li>• infancy (birth to 2 years):                             <ul style="list-style-type: none"> <li>○ physical: rapid physical growth of weight and height, development of gross and fine motor skills, following the same pattern of growth and development but at different rates</li> <li>○ intellectual: rapid development of language and thinking skills such as memory/recall</li> <li>○ emotional: attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment</li> <li>○ social: strong dependence on adults/carers, socialisation through family, engage in solitary play</li> </ul> </li> <li>• early childhood (3–8 years):                             <ul style="list-style-type: none"> <li>○ physical: continued growth of weight and height, mastery of gross and fine motor skills</li> <li>○ intellectual: increased curiosity, language fluency develops, strong grasp of memory/recall</li> </ul> </li> </ul>	<p><b>Coursework completion (Component 1)</b></p> <p>During this half term students will undertake coursework activities that contribute to 30% of their final grade.</p> <p><i>These activities will be outlined by an exam release and should take approximately 36 guided learning hours to complete (including teaching).</i></p> <p>Prior knowledge from lessons in Spring 2 and Summer 1 will support the declarative knowledge that students will be expected to know in order to perform coursework tasks:</p>	

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	<ul style="list-style-type: none"> <li>○ physical abilities</li> <li>○ sensory impairments.</li> <li>● Lifestyle factors that can have positive or negative effects on health and wellbeing:             <ul style="list-style-type: none"> <li>○ nutrition</li> <li>○ physical activity</li> <li>○ smoking</li> <li>○ alcohol</li> <li>○ substance misuse.</li> </ul> </li> <li>● Social factors that can have positive or negative effects on health and wellbeing:             <ul style="list-style-type: none"> <li>○ supportive and unsupportive relationships with others – friends, family, peers and colleagues</li> <li>○ social inclusion and exclusion</li> <li>○ bullying</li> <li>○ discrimination.</li> </ul> </li> <li>● Cultural factors that can have positive or negative effects on health and wellbeing:             <ul style="list-style-type: none"> <li>○ religion</li> <li>○ gender roles and expectations</li> <li>○ gender identity</li> <li>○ sexual orientation</li> <li>○ community participation.</li> </ul> </li> <li>● Economic factors that can have positive or negative</li> </ul>	<p>between 120/80mmHg and 140/90mmHg, high blood pressure</p> <ul style="list-style-type: none"> <li>○ 140/90mmHg or higher</li> <li>○ body mass index (BMI) – underweight below 18.5 kg/m<sup>2</sup>, healthy weight between</li> <li>○ 18.5 kg/m<sup>2</sup> and 24.9 kg/m<sup>2</sup>, overweight between 25 kg/m<sup>2</sup> and 29.9 kg/m<sup>2</sup>, obese between 30 kg/m<sup>2</sup> and 39.9 kg/m<sup>2</sup>, severely obese 40 kg/m<sup>2</sup> or above.</li> </ul> <ul style="list-style-type: none"> <li>● The potential significance of abnormal readings:             <ul style="list-style-type: none"> <li>○ impact on current physical health (short-term risks)</li> <li>○ potential risks to physical health (long-term risks).</li> </ul> </li> </ul> <p><b>Lifestyle indicators (w lifestyle choices determine physical health)</b></p> <ul style="list-style-type: none"> <li>● Interpretation of lifestyle data according to published guidelines:             <ul style="list-style-type: none"> <li>○ nutrition – the Eatwell Guide</li> <li>○ physical activity – UK Chief Medical Officers’ Physical Activity Guidelines</li> <li>○ smoking – UK Chief Medical Officers’ Smoking Guidelines</li> <li>○ alcohol – UK Chief Medical Officers’ Alcohol Guidelines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ gives them more confidence in recommendations, advice and treatment</li> <li>○ ensures their unique and personal needs are met</li> <li>○ increases the support available to more vulnerable individuals</li> <li>○ improves their independence</li> <li>○ they are more likely to follow recommendations/actions to improve their health</li> <li>○ they are more motivated to behave in ways that positively benefit their health</li> <li>○ they feel happier and more positive about their health and wellbeing.</li> </ul> <ul style="list-style-type: none"> <li>● The benefits of a person-centred approach for health and social care workers and services:             <ul style="list-style-type: none"> <li>○ it improves job satisfaction for health and social care workers</li> <li>○ it saves time for health and social care services</li> <li>○ it saves money for health and social care services</li> <li>○ it reduces complaints about health and social care services and workers.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ emotional: increased independence, wider range of relationships are formed, emotional wellbeing is based on attachment, security and contentment</li> <li>○ social: social circle widens, and close friendships are formed, socialisation continues through family and also friends/carers, social play develops</li> </ul> <ul style="list-style-type: none"> <li>● adolescence (9–18 years):             <ul style="list-style-type: none"> <li>○ physical: onset of puberty, differences between males and females, primary and secondary sexual characteristics</li> <li>○ intellectual: complex and abstract thinking develops</li> <li>○ emotional: independence increases further, more freedom to make own decisions, concerns over self-image and self-esteem may increase, emotional wellbeing is based on attachment, security and contentment</li> <li>○ social: wide range of formal/informal relationships develop and have influence, intimate relationships are formed</li> </ul> </li> <li>● early adulthood (19–45 years):             <ul style="list-style-type: none"> <li>○ physical: peak physical fitness, full height reached, sexual maturity reached, women at their most fertile</li> <li>○ intellectual: mastery of abstract and creative thinking, careers become important, may return to education</li> <li>○ emotional: independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment</li> <li>○ social: intimate and long-lasting relationships are formed</li> </ul> </li> <li>● middle adulthood (46–65 years):             <ul style="list-style-type: none"> <li>○ physical: at the end of this life stage the ageing process begins, menopause occurs for women</li> <li>○ intellectual: can use knowledge and experience for complex decision making, may retire</li> <li>○ emotional: may experience changes in self-image and self-esteem linked to retirement or ageing process, emotional wellbeing is based on attachment, security and contentment</li> <li>○ social: may have more time to socialise</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Task 1: PIES growth and development through the life stages</li> <li>● Task 2: Impact of different factors on PIES growth and development through the life stages</li> <li>● Task 3a: Impact of life events on PIES growth and development</li> <li>● Task 3b: How individuals adapt to a life event</li> </ul>
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	<p>effects on health and wellbeing:</p> <ul style="list-style-type: none"> <li>○ employment situation</li> <li>○ financial resources – income, inheritance, savings.</li> </ul> <ul style="list-style-type: none"> <li>● Environmental factors that can have positive or negative effects on health and wellbeing:             <ul style="list-style-type: none"> <li>○ housing needs, conditions, location</li> <li>○ home environment – living with a high level of parental conflict, experiences of abuse and neglect</li> <li>○ exposure to pollution – air, noise and light.</li> </ul> </li> <li>● The impact on physical, intellectual, emotional and social health and wellbeing of different types of life event:             <ul style="list-style-type: none"> <li>○ physical events</li> <li>○ relationship changes</li> <li>○ life circumstances.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ substance misuse.</li> </ul>	<p><b>Recommendations and actions to improve health and wellbeing</b></p> <ul style="list-style-type: none"> <li>● Established recommendations for helping to improve health and wellbeing:             <ul style="list-style-type: none"> <li>○ improving resting heart rate and recovery rate after exercise</li> <li>○ improving blood pressure</li> <li>○ maintaining a healthy weight</li> <li>○ eating a balanced diet</li> <li>○ getting enough physical activity</li> <li>○ quitting smoking</li> <li>○ sensible alcohol consumption</li> <li>○ stopping substance misuse.</li> </ul> </li> <li>● Support available when following recommendations to improve health and wellbeing:             <ul style="list-style-type: none"> <li>○ formal support from professionals, trained volunteers, support groups and charities</li> <li>○ informal support from friends, family, neighbours, community and work colleagues.</li> </ul> </li> </ul> <p><b>Barriers and obstacles to following recommendations</b></p> <ul style="list-style-type: none"> <li>● Definition of barriers: something unique to the</li> </ul>	<ul style="list-style-type: none"> <li>● later adulthood (65+ years):             <ul style="list-style-type: none"> <li>○ physical: ageing process continues, decline in strength and fitness, loss of mobility, loss of muscle tone and skin elasticity</li> <li>○ intellectual: may experience decline in cognitive ability such as loss of memory/recall</li> <li>○ emotional: may start to become more dependent on others, emotional wellbeing is based on attachment, security and contentment</li> <li>○ social: may experience bereavement and reduction of social circle.</li> </ul> </li> </ul> <p><b>Factors affecting growth</b></p> <ul style="list-style-type: none"> <li>● Physical factors:             <ul style="list-style-type: none"> <li>○ inherited conditions; <i>sickle cell disease, cystic fibrosis, muscular dystrophy, Marfan syndrome and Huntington's disease</i></li> <li>○ experience of illness and disease</li> <li>○ mental ill health – anxiety, stress</li> <li>○ physical ill health – cardiovascular disease, obesity, type 2 diabetes</li> <li>○ disabilities</li> <li>○ sensory impairments.</li> </ul> </li> <li>● Lifestyle factors:             <ul style="list-style-type: none"> <li>○ nutrition</li> <li>○ physical activity</li> <li>○ smoking</li> <li>○ alcohol</li> <li>○ substance misuse.</li> </ul> </li> <li>● Emotional factors:             <ul style="list-style-type: none"> <li>○ fear</li> <li>○ anxiety/worry</li> <li>○ upset/sadness</li> <li>○ grief/bereavement</li> <li>○ happiness/contentment</li> </ul> </li> <li>○ security</li> <li>○ attachment.</li> <li>● Social factors:             <ul style="list-style-type: none"> <li>○ supportive and unsupportive relationships with others – friends, family, peers and colleagues</li> </ul> </li> </ul>	
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			<p>health and social care system that prevents an individual accessing a service.</p> <ul style="list-style-type: none"> <li>• Potential barriers as appropriate to the individual and the recommendation:             <ul style="list-style-type: none"> <li>○ physical barriers</li> <li>○ barriers to people with sensory disability</li> <li>○ barriers to people with different social and cultural backgrounds</li> <li>○ barriers to people that speak English as an additional language or those who have language or speech impairments</li> <li>○ geographical barriers</li> <li>○ resource barriers for service provider</li> <li>○ financial barriers.</li> </ul> </li> <li>• Definition of obstacles: something personal to an individual that blocks a person moving forward or when action is prevented or made difficult.</li> <li>• Potential obstacles as appropriate to the individual and the recommendation:             <ul style="list-style-type: none"> <li>○ emotional/psychological</li> <li>○ time constraints</li> <li>○ availability of resources</li> <li>○ unachievable targets</li> <li>○ lack of support.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ social inclusion and exclusion</li> <li>○ bullying</li> <li>○ discrimination.</li> <li>• Cultural factors:             <ul style="list-style-type: none"> <li>○ religion</li> <li>○ gender roles and expectations</li> <li>○ gender identity</li> <li>○ sexual orientation</li> <li>○ community participation</li> <li>○ race.</li> </ul> </li> <li>• Environmental factors:             <ul style="list-style-type: none"> <li>○ housing needs, conditions, location</li> <li>○ home environment – living with a high level of parental conflict, experiences of abuse and neglect</li> <li>○ exposure to pollution – air, noise and light.</li> </ul> </li> <li>• Economic factors:             <ul style="list-style-type: none"> <li>○ employment situation</li> <li>○ financial resources – income, inheritance, savings.</li> </ul> </li> </ul> <p><b>Understand how individuals deal with life events (to support with learning aim B)</b></p> <p><b>Different types of life event</b></p> <ul style="list-style-type: none"> <li>• Health and wellbeing:             <ul style="list-style-type: none"> <li>○ accident/injury</li> <li>○ physical illness</li> <li>○ mental and emotional health and wellbeing.</li> </ul> </li> <li>• Relationship changes:             <ul style="list-style-type: none"> <li>○ entering into relationships</li> <li>○ marriage, civil partnership, long-term relationship</li> <li>○ divorce, separation for non-married couples</li> <li>○ parenthood</li> <li>○ bereavement.</li> </ul> </li> <li>• Life circumstances:             <ul style="list-style-type: none"> <li>○ moving to a new house, school or job</li> <li>○ exclusion from education</li> <li>○ redundancy</li> <li>○ imprisonment</li> <li>○ changes to standards of living</li> </ul> </li> </ul>	
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				<ul style="list-style-type: none"> <li>○ retirement</li> </ul> <p><b>Coping with change caused by life events</b></p> <ul style="list-style-type: none"> <li>● The character traits that influence how individuals cope:             <ul style="list-style-type: none"> <li>○ resilience</li> <li>○ self-esteem</li> <li>○ emotional intelligence</li> <li>○ disposition – a person’s character traits, e.g. positive, negative.</li> </ul> </li> <li>● The sources of support that can help individuals adapt:             <ul style="list-style-type: none"> <li>○ family, friends, neighbours, partners</li> <li>○ professional carers and services</li> <li>○ community groups, voluntary and faith-based organisations</li> <li>○ multi-agency working, e.g. social services working with mental health trust, children’s services working with the justice system</li> <li>○ multidisciplinary working, e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.</li> </ul> </li> <li>● The types of support that can help individuals adapt:             <ul style="list-style-type: none"> <li>○ emotional support</li> <li>○ information, advice, endorsed apps</li> <li>○ practical help – financial assistance, support with childcare, domestic chores, transport.</li> </ul> </li> </ul>		
<p><b>Procedural</b> <i>What should they be able to do? 'to know how to' produces action, how to perform the</i></p>	<p>As this element of the course is examined, and linked to a synoptic assessment, students should be able to <b>apply their knowledge and understanding</b> to a given context/scenario.</p> <p>This will focus <b>analysis, evaluation and recommendations</b> being</p>	<p>As this element of the course is examined, and linked to a synoptic assessment, students should be able to <b>apply their knowledge and understanding</b> to a given context/scenario.</p> <p>This will focus <b>analysis, evaluation and recommendations</b> being</p>	<p>As this element of the course is examined, and linked to a synoptic assessment, students should be able to <b>apply their knowledge and understanding</b> to a given context/scenario.</p> <p>This will focus <b>analysis, evaluation and recommendations</b> being</p>	<ul style="list-style-type: none"> <li>● Identify life stages of an individual. Give generic examples of milestones at each life stage and begin to recognise everyone is different.</li> <li>● Identify PIES; recognise similarities and differences individuals across the same life stage.</li> <li>● Explain factors that could affect an individual’s growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>● Students should be able to explain different sources of support giving examples of each.</li> <li>● Students should be able to identify different practitioners and explain what individuals might benefit from their support and why.</li> <li>● Students should be able to explain what support family, friends, culture,</li> </ul>	<p>The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> <li>● In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages.</li> <li>● In response to Task 2, learners will demonstrate their knowledge and understanding of the</li> </ul>

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<p><i>steps in a process</i></p>	<p>made on the following areas:</p> <ul style="list-style-type: none"> <li>• Be able to define health and wellbeing</li> <li>• Identify physical factors that can impact on health and wellbeing (including health conditions)</li> <li>• Identify how lifestyle factors that can have positive or negative effects on health and wellbeing</li> <li>• Identify how social factors that can have positive or negative effects on health and wellbeing</li> <li>• Identify how cultural factors that can have positive or negative effects on health and wellbeing</li> <li>• Identify how economic factors that can have positive or negative effects on health and wellbeing</li> <li>• Identify how environmental factors that can have positive or negative effects on health and wellbeing</li> <li>• Identify the impact on physical, intellectual, emotional and social health and wellbeing of different types of life event</li> </ul>	<p>made on the following areas:</p> <ul style="list-style-type: none"> <li>• Be able to identify and describe the impact of Physiological indicators (physiological indicators are used to measure health) including;             <ul style="list-style-type: none"> <li>○ Pulse</li> <li>○ Heart rate</li> <li>○ Blood pressure</li> <li>○ Body Mass Index</li> </ul> </li> <li>• Be able to analyse the potential significance of abnormal readings:</li> <li>• Describe the impact on current physical health (short-term risks)</li> <li>• Highlight potential risks to physical health (long-term risks).</li> <li>• Be able to identify and describe Lifestyle indicators (lifestyle choices determine physical health)</li> <li>• Use the following guidelines to prepare advice and feedback;             <ul style="list-style-type: none"> <li>○ nutrition – the Eatwell Guide</li> <li>○ physical activity – UK Chief Medical Officers’ Physical Activity Guidelines</li> <li>○ smoking – UK Chief Medical Officers’ Smoking Guidelines</li> </ul> </li> </ul>	<p>made on the following areas:</p> <ul style="list-style-type: none"> <li>• Be able to identify and describe the ways in which a person-centred approach considers an individual’s: needs, wishes and circumstances.</li> <li>• Consider the importance of a person-centred approach for individuals:             <ul style="list-style-type: none"> <li>○ making them more comfortable</li> <li>○ confident with recommendations</li> <li>○ personalised needs are met, increases support</li> <li>○ improves independence</li> <li>○ more likely to follow action plans, motivated</li> <li>○ happier</li> </ul> </li> <li>• Consider the importance of a person-centred approach for health and social care workers and services:             <ul style="list-style-type: none"> <li>○ Job satisfaction</li> <li>○ Time saving</li> <li>○ Money saving</li> <li>○ Reduction in complaints</li> </ul> </li> <li>• Be able to make recommendations and actions to improve health and wellbeing</li> <li>• To identify support available when following recommendations to</li> </ul>	<ul style="list-style-type: none"> <li>• Explain factors that affect the growth and development of an individual; compare individuals.</li> <li>• Students should be able to explain the impact of physical events on PIES with examples.</li> <li>• Students should be able to explain the impact of Relationship changes on PIES with examples.</li> <li>• Students should be able to explain the impact of physical events on PIES with examples.</li> </ul>	<p>and religion is given to an individual.</p> <ul style="list-style-type: none"> <li>• Students should be able to explain what various sources of support they would suggest for a specific individual to ensure person centred care is upheld</li> </ul>	<p>impact of different factors on PIES growth and development through the life stages.</p> <ul style="list-style-type: none"> <li>• In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development.</li> <li>• In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events.</li> </ul>
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		<ul style="list-style-type: none"> <li>○ alcohol – UK Chief Medical Officers’ Alcohol Guidelines</li> </ul>	<p>improve health and wellbeing</p> <ul style="list-style-type: none"> <li>• Be aware of barriers and obstacles to recommendations including;                             <ul style="list-style-type: none"> <li>○ physical barriers</li> <li>○ barriers to people with sensory disability</li> <li>○ barriers to people with different social and cultural backgrounds</li> <li>○ barriers to people that speak English as an additional language or those who have language or speech impairments</li> <li>○ geographical barriers</li> <li>○ resource barriers for service provider</li> <li>○ financial barriers.</li> </ul> </li> </ul>			
	<ul style="list-style-type: none"> <li>• Be able to identify what ‘being healthy’ means to different people</li> <li>• Be able to explore the different factors that might influence health and wellbeing</li> <li>• Be able to identify key health indicators and how to interpret them</li> <li>• Be able to assess an individual’s health using what they’ve learned</li> <li>• Be able to create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available</li> <li>• Be able to reflect on the potential challenges the person may face when putting the plan into action.</li> </ul>					
<b>Disciplinary Literacy (Tier 3 Vocab)</b>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> <li>• Health and wellbeing</li> <li>• Physical</li> <li>• Anxiety</li> <li>• Impairments</li> <li>• Substance</li> <li>• Inclusion</li> <li>• Exclusion</li> </ul>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> <li>• Physiological</li> <li>• Data</li> <li>• Pulse</li> <li>• Blood pressure</li> <li>• Body mass index (BMI)</li> <li>• Abnormal</li> <li>• Nutrition</li> </ul>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> <li>• Preferences</li> <li>• Circumstances</li> <li>• Person centres approach</li> <li>• Vulnerable</li> <li>• Independence</li> <li>• Recommendations</li> </ul>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> <li>• Intellectual</li> <li>• Attachments</li> <li>• Contentment</li> <li>• Dependence</li> <li>• Puberty</li> <li>• Curiosity</li> <li>• Influence</li> </ul>	<p>Tier 3 Disciplinary literacy linked to the unit of study:</p> <ul style="list-style-type: none"> <li>• Accident/injury</li> <li>• Wellbeing</li> <li>• Relationships</li> <li>• Divorce</li> <li>• Bereavement</li> <li>• Redundancy</li> <li>• Imprisonment</li> </ul>	<p><i>Tier 3 Disciplinary literacy linked to assessments:</i></p> <ul style="list-style-type: none"> <li>• <i>Limited</i></li> <li>• <i>Adequate</i></li> <li>• <i>Good</i></li> <li>• <i>Comprehensive</i></li> <li>• <i>Detailed</i></li> <li>• <i>Specific</i></li> <li>• <i>Well-developed</i></li> </ul>



# Curriculum Knowledge Map

	<ul style="list-style-type: none"> <li>• Discrimination</li> <li>• gender identity</li> <li>• sexual orientation</li> <li>• financial resources</li> </ul>		<ul style="list-style-type: none"> <li>• Job Satisfaction</li> </ul> <p><i>Tier 3 Disciplinary literacy linked to assessments:</i></p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Complete</li> <li>• Describe</li> <li>• Explain</li> <li>• Give</li> <li>• Identify</li> <li>• Match</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Fertile/fertility</li> <li>• Intimate</li> <li>• Cognitive</li> </ul>	<ul style="list-style-type: none"> <li>• Standards of living</li> <li>• Self-esteem</li> <li>• Disposition</li> <li>• Multi-agency</li> <li>• Multidisciplinary</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Fully accurate</i></li> <li>• <i>Reasoning</i></li> </ul>
<b>Assessment</b>	<p><b>Key assessed piece</b> Explore the different factors that might influence health and wellbeing task.</p> <p><b>Key assessed piece</b> <b>End of topic assessment</b> – Factors that affect health and wellbeing: Students will complete a summative assessment linked to the topics covered in Introduction to Health and Wellbeing.</p>	<p><b>Key assessed piece</b> Create a health and wellbeing improvement plan for that person, which includes targets and recommendations of support services available</p> <p><b>Key assessed piece</b> <b>End of topic assessment</b> – Interpreting health indicators: Students will complete a summative assessment linked to the topics covered in Introduction to Health and Wellbeing.</p>	<p><b>Progress Testing 1:</b></p> <p>Students will have a progress test paper in the spring term that covers key elements of the course covered in Year 10 (Health and Wellbeing).</p>	<p><b>Key assessed piece</b> Identify PIES; recognise similarities and differences individuals across the same life stage.</p> <p><b>Key assessed piece</b> Factors that affect the growth and development of an individual (identify and compare).</p>	<p><b>Key assessed piece</b> Explain different sources of support giving examples of each.</p> <p><b>Key assessed piece</b> Knowledge extension - Explain the various sources of support for a specific individual to ensure person centred care is upheld</p>	<p><b>Progress Testing 2:</b> <b>Coursework completion (internally assessed for exam board – 30% of final grade)</b> <b>Total Marks Available = 60</b></p> <p>Students will complete an exam board released task that supports their coursework unit for Component 1. These are published by the exam board and run to a time window so submission will need to be timely ready for grades to be sent to the exam board.</p>