



# CHORLTON HIGH SCHOOL: CURRICULUM

## CHS Curriculum Intent

**SUCCESSFUL:** Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

**CREATIVE:** Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

**HAPPY:** Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

## CHS Curriculum Area Framework for Learning – Year 10

<b>SUBJECT</b>	<b>Health and Social Care Year 10</b>
<b>INTENT</b>	The Pearson BTEC Level 1/2 Tech award in Health and Social Care, is for learners who want to acquire technical knowledge and technical skills through vocational contexts as part of their Key stage 4 learning. The qualification recognizes the value of learning skills, knowledge and vocational attributes to complement GCSE's. The qualification will broaden the learner's sector-specific knowledge and skills in a practical learning environment. The main focus will be on the 4 following areas: interpreting data to access a person's health, effective ways of working in health and social care, care values that are vitally important to each sector and knowledge that underpins effective use of skills, process and attitudes in the sector e.g. human growth and development.



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Year Group	<b>10</b>					
Rationale/ Narrative	Year 10 is used predominantly to complete component 1 of the qualification, Human Lifespan Development, as well as aspects of component 2: Health and Social Care Services and Values. The components are interrelated and so completion of component 1 and element of component 2 will also prepare students for component 3: Health and Wellbeing that will take place in year 11. All three components give learners the opportunity to develop broad knowledge and understanding of health and social care at levels 1 and 2.					
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 ½ weeks)	Summer 1 (6 weeks)	Summer 2 (6 ½ weeks)
KNOWLEDGE	<p>Component 1: Learning Aim A</p> <p>Learners will explore different aspects of growth and development across the life stages linking to PIES (physical intellectual, emotional, social):</p> <ul style="list-style-type: none"> <li>• Infants (birth to 2 years)</li> <li>• Early Childhood (3-8 years)</li> <li>• Adolescence (9-18 years)</li> <li>• Early adulthood (19-45 years)</li> <li>• Middle adulthood (46-65 years)</li> <li>• Later adulthood (65+ years)</li> </ul>	<p>Component 1: Learning Aim A</p> <p>Learners will explore the different factors that can affect an individual's growth and development, these include:</p> <ul style="list-style-type: none"> <li>• Physical factors (genetic inheritance, experience of illness and disease, diet and lifestyle choice and appearance)</li> <li>• Social and Cultural factors (culture, education, role models, social isolation, personal relationships)</li> </ul>	<p>Component 1: Learning Aim B</p> <p>Learners will investigate how individuals deal with life events. Learners will explore the different events that can impact on people's PIES development.</p> <ul style="list-style-type: none"> <li>• Physical events, to include: accident/injury, ill health.</li> <li>• Relationships changes to include (entering into relationships, marriage, divorce, parenthood, bereavement)</li> <li>• Life circumstances to include (moving house, school, job, exclusion from education, redundancy, imprisonment, retirement)</li> </ul>	<p>Component 1: Learning Aim B</p> <p>Learner will explore how individuals can adapt or be supported through changes caused by life events.</p> <p>Considering how people adapt to these changes</p> <p>Sources of support</p> <ul style="list-style-type: none"> <li>• Family, friends, partners</li> <li>• Professional carers and services</li> <li>• Community groups, voluntary and faith-based organisations.</li> </ul> <p>Types of support</p> <ul style="list-style-type: none"> <li>• Emotional</li> </ul>	<p>Component 2: Learning Aim A</p> <p>Learners will explore the health and social care services that are available and why individuals may need to use them.</p> <p>Different health care services and how they meet service user needs:</p> <ul style="list-style-type: none"> <li>• Primary care, e.g. GP's, dental care, optometry, community health care.</li> <li>• Secondary and Tertiary care, e.g. specialist medical care.</li> </ul>	<p>Component 2: Learning Aim A</p> <p>Learners will explore barriers that can make it difficult to use these services and how these barriers can be overcome.</p> <p>Types of barrier and how they can be overcome by the service providers or users:</p> <ul style="list-style-type: none"> <li>• Physical barriers</li> <li>• Sensory barriers</li> <li>• Social, cultural and psychological barriers</li> <li>• Language barriers</li> </ul>



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		<ul style="list-style-type: none"> <li>Economic factors (income, material possessions)</li> </ul>		<ul style="list-style-type: none"> <li>Information and advice</li> <li>Practical help, e.g. financial assistance, childcare, transport.</li> </ul>	<ul style="list-style-type: none"> <li>Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</li> </ul> <p>Different social care services and how they meet service user needs:</p> <ul style="list-style-type: none"> <li>Services for children and young people</li> <li>Services for adults or children with specific needs.</li> <li>Services for older adults</li> <li>The role of informal social care provided by relatives, friends and neighbours</li> </ul>	<ul style="list-style-type: none"> <li>Geographical barriers</li> <li>Intellectual barriers</li> <li>Resource barriers for service provider</li> <li>Financial barriers</li> </ul>
<b>SKILLS</b>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select and break down key information.</li> <li>Define terminology linked to the development of a human across the lifespan</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Identify, select and break down key information.</li> <li>Define terminology linked to how individuals deal with life events.</li> <li>Assessment of an individual's life event.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Communication skills through contact with care providers.</li> <li>Analysis of case studies, researching and presenting information about suitable services.</li> </ul>			



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	<ul style="list-style-type: none"> <li>• Reflection and Analysis of an individual.</li> <li>• Empathise with an individual and the factors that inhibit development</li> <li>• Learn how to structure a written report that addressed assessment criteria fluidly.</li> </ul>	<ul style="list-style-type: none"> <li>• Empathise with an individual and the effect the particular life event has on an individual.</li> <li>• How to structure an interview and analyse support frameworks.</li> </ul>	<ul style="list-style-type: none"> <li>• Define terminology linked to health and social care services</li> <li>• Written report skills.</li> </ul>		
<b>ASSESSMENTS</b>	<p>Students will be introduced to the assignment for Learning aim A: Understand human growth and development across life stages and the factors that affect it.</p> <p>Students will be assessed on different elements of the component throughout the term through the production of a written report to illustrate how people change over different life stages.</p>	<p>Students will be introduced to the assignment for Learning aim B: Investigate how individuals deal with life events.</p> <p>Students will be assessed on different elements of the component throughout the term through the production of a presentation and supporting materials.</p>	<p>Students will be introduced to the assignment for component 2: Learning Aim A : Understand the different types of health and social care services and barriers to accessing them.</p> <p>Students will be assessed on a review of health and social care services</p>		
	<p>Classwork Piece: Students will be presented with a practice case study based on development across the lifespan</p> <p>Classwork Piece: Component 1 Learning aim A task: Students will begin their report by identifying their chosen case study and select 3 life stages describing</p>	<p>Classwork piece: Component 1 Learning Aim A task: Students must then identify the factors that affect development of their chosen individual across the 3 life stages linking to physical, social/cultural and economic factors.</p> <p>Classwork Piece: Component 1 Learning Aim A task:</p>	<p>Classwork Piece: Component 1 Learning Aim B task: Students will begin their presentation by composing interview questions to explain the impact of a life event on two individuals.</p> <p>Home Learning task 2: Students assess the life event and the similarities and differences between the two individuals.</p>	<p>Classwork Piece: Component 1 Learning Aim B: Students will then explain how the two individuals adapted to a life event in their presentation.</p> <p>Classwork Piece: To conclude the component students will assess the value of support in the individual's adaptation to the life event.</p>	<p>Homework Learning task 1: Research into Health and Social Care services categorizing into primary, secondary and tertiary providers.</p> <p>Classwork Piece: Students will explain how health and social care services meet the needs of individuals</p>



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	PIES for each life stage.	To conclude the component students must assess how the impact of factors has changed over different life stages with examples and comparisons.				
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