



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 – 2021/2022

SUBJECT	Health and Social Care Year 10
INTENT	<p style="text-align: center;">“Let us never consider ourselves finished... we must be learning all of our lives.” – Florence Nightingale</p> <p>Health and Social Care teaches Students to empathise and emotionally understand the individual needs of people across all age ranges. The exciting and hands-on course supports the development of our young people- intellectually, socially, and emotionally. Simultaneously, it also teaches them how, alongside physical development, these are fundamental to the growth of humans and in what way different life events may impact them. Students will also be able to develop transferable skills, in particular communication and working as part of team as well as other essential life skills.</p> <p>Health and Social Care is currently the biggest employment sector in the UK, which includes: the NHS, local authority adult and childcare services, as well as a range of independent providers which provide care in a variety of different settings. This course is an introduction to this sector and the role it plays in the health, well-being, and care of individuals across their lifetime. The qualification provides progression to A Level, further education or onto an apprenticeship as well as supplementing as a building block to a future career in the Health and Social care sector.</p>

Department: **Computing and Technology**

Subject: **BTEC Level 1/2 Tech award Health and Social Care**

Year Group	Year 10
Rationale/ Narrative	<p>During Year 10 students are going to build on their knowledge and understanding from the topics covered in Year 9 to support them with the completion of their coursework tasks for Health and Social Care.</p> <p>In Year 10 students will look at Lifespan Development (Component 1) where students will evidence the range of factors that impact humans from early years through to old age, considering areas such as Physical, Intellectual, Emotional and Social factors that change throughout our lifetimes. This will be developed looking at how individuals cope with life events also.</p>



	<p>Students will also look at Health and Social Care Services and Values (Component 2) starting to explore the range of careers in the Health and Social Care sector. These topics are also valuable in supporting learners with their completion of their external exam, so when completing this work will also be supporting their knowledge and development of Component 3 (the Examination).</p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Lifespan Development Component 1: Learning Aim A</p> <p>During this half term students will learn the following topics in Health and Social care: Learners will re-visit different aspects of growth and development across the life stages linking to PIES (physical intellectual, emotional, social):</p> <ul style="list-style-type: none"> • Infants (birth to 2 years) • Early Childhood (3-8 years) • Adolescence (9-18 years) • Early adulthood (19-45 years) • Middle adulthood (46-65 years) • Later adulthood (65+ years) 	<p>Lifespan Development Component 1: Learning Aim A</p> <p>During this half term students will learn the following topics in Health and Social care: Learners will explore the different factors they can affect an individual's growth and development, these include:</p> <ul style="list-style-type: none"> • Physical factors (genetic inheritance, experience of illness and disease, diet and lifestyle choice and appearance) • Social and Cultural factors (culture, education, role models, social isolation, personal relationships) • Economic factors (income, material possessions) 	<p>Lifespan Development Component 1: Learning Aim B</p> <p>During this half term students will learn the following topics in Health and Social care: 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"> • Physical events, to include accident/injury, ill health. • Relationships changes to include (entering into relationships, marriage, divorce, parenthood, bereavement) • Life circumstances to include (moving to a new house, school, job, exclusion from education, redundancy, imprisonment, retirement) 	<p>Lifespan Development Component 1: Learning Aim B</p> <p>During this half term students will learn the following topics in Health and Social care: 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 Sources of support</p> <ul style="list-style-type: none"> • Family, friends, partners • Professional carers and services • Community groups, voluntary and faith-based organisations. • Types of support • Emotional • Information and advice • Practical help, e.g. financial assistance, childcare, transport. 	<p>Health and Social Care Services and Values Component 2: Learning Aim A</p> <p>During this half term students will learn the following topics in Health and Social care: 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"> • Primary care, e.g. GP's, dental care, optometry, community health care. • Secondary and Tertiary care, e.g. specialist medical care. • Allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians. • Different social care services and how they meet service user needs: • Services for children and young people 	<p>Health and Social Care Services and Values Component 2: Learning Aim A</p> <p>During this half term students will learn the following topics in Health and Social care: 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"> • Physical barriers • Sensory barriers • Social, cultural and psychological barriers • Language barriers • Geographical barriers • Intellectual barriers • Resource barriers for service provider • Financial barriers



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					<ul style="list-style-type: none"> • Services for adults or children with specific needs. • Services for older adults • The role of informal social care provided by relatives, friends and neighbours
SKILLS	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify, select and break down key information. • Define terminology linked to the development of a human across the lifespan • Reflection and Analysis of an individual. • Empathise with an individual and the factors that inhibit development • Learn how to structure a written report that addressed assessment criteria fluidly. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify, select and break down key information. • Define terminology linked to how individuals deal with life events. • Assessment of an individual's life event. • Empathise with an individual and the effect the particular life event has on an individual. • How to structure an interview and analyse support frameworks. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Communication skills through contact with care providers. • Analysis of case studies, researching and presenting information about suitable services. • Define terminology linked to health and social care services • Written report skills. 		
ASSESSMENTS	<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>Key Assessment Piece Classwork Piece: Students revisit the practice case study based on development across the lifespan they completed in year 9 and will compare that to the mark scheme to assess their own work. They will then make a list of how it could be improved.</p> <p>Key Assessment Piece Classwork Piece: Component 1 Learning aim A task: Students will begin their report by identifying their chosen case study and select 3 life stages</p>	<p>Key Assessment Piece 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>Progress Checkpoint: Health and Social Care Students will have a progress checkpoint assessment to assess their knowledge and understanding of the topics</p>	<p>Key Assessment Piece 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>Key Assessment Piece Home Learning task 2: Students assess the life event and the similarities and differences between the two individuals.</p>	<p>Key Assessment Piece 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>Progress Checkpoint: Health and Social Care Students will have a progress checkpoint assessment to assess their knowledge and understanding of the topics covered in this unit and across the year.</p> <p>Key Assessment Piece</p>	<p>Key Assessment Piece Homework Learning task 1: Research into Health and Social Care services categorizing into primary, secondary and tertiary providers.</p> <p>Key Assessment Piece Classwork Piece: Students will explain how health and social care services meet the needs of individuals in particular a family who are refugees or who have a severely disabled member</p> <p>Progress Checkpoint: Health and Social Care Students will have a progress checkpoint assessment to assess their knowledge and understanding of the topics covered in this unit and across the year.</p> <p>Key Assessment Piece Classwork Piece:</p>



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	<p>describing PIES for each life stage.</p>	<p>covered in this unit and across the year.</p> <p>Key Assessment Piece Classwork Piece: Component 1 Learning Aim A task: To conclude the component students must assess how the impact of factors has changed over different life stages with examples and comparisons.</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>Students will assess the suitability of health and social care services, suggesting how barriers can be overcome.</p>
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