



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 – *(Not running 2021-2022)*

SUBJECT	Health and Social Care Year 9
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 9
Rationale/ Narrative	<p>The course is an introduction to the components of the BTEC Level 1 2 Technical Award in Health and Social Care. This year gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. Students will be introduced to key topics such as development of core knowledge and understanding of human growth and development and health and social care services.</p> <p>Students don't explicitly study Health and Social Care in Years 7 and 8 however there are suitable links to their KS3 curriculum that supports their knowledge development in the foundation year for this course including in Science, Respect and Food Preparation and Nutrition. Covering these topics in year 9 helps to support students' knowledge and understanding prior to their completion of coursework tasks in Year 10.</p>



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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p>Human Growth and development across the life stages</p> <p>During this half term students will learn the following topics in Health and Social care:</p> <ul style="list-style-type: none"> • Main Life Stages • Areas of growth and development PIES • Physical development • Sexual Development in adolescence • Intellectual development • Emotional and social development • About the transition from teenager to adult. Physical, intellectual, social and emotional 	<p>Human Growth and Development: Factors affecting development.</p> <p>During this half term students will learn the following topics in Health and Social care:</p> <ul style="list-style-type: none"> • Life events & Life Circumstances • The factors that affect development-physical factors-genetic inheritance. • Social and cultural factors affecting development. • Economic factors affecting development. 	<p>Health and Social care services</p> <p>During this half term students will learn the following topics in Health and Social care:</p> <ul style="list-style-type: none"> • Different health care services and how they meet user needs. (Primary care, secondary & tertiary care). • The History of the NHS • Job roles within in health care services. • Different social care services and how they meet service user needs. (services for children and young people; services for older adults) • Job roles within social care services 	<p>Communicating with individuals in health and social care services and barriers to accessing services.</p> <p>During this half term students will learn the following topics in Health and Social care:</p> <ul style="list-style-type: none"> • Barriers to accessing health and social care services (physical, sensory, social, cultural, psychological, language, geographical, intellectual, resource and financial) • The different types of communication and how to communicate effectively. • The barriers to communication. 	<p>Dietary Needs and lifestyle choices</p> <p>During this half term students will learn the following topics in Health and Social care:</p> <ul style="list-style-type: none"> • The dietary needs of individuals at different life stages. • The dietary needs of individuals with special conditions. • Macronutrients, their functions and sources and the effects of over and undernutrition • Diet and lifestyle choices (substance abuse and exercise) 	<p>Health and Wellbeing & Using Basic First Aid</p> <p>During this half term students will learn the following topics in Health and Social care:</p> <ul style="list-style-type: none"> • Improving your Health and wellbeing • Setting targets and goals (what are unachievable targets) • The importance of exercise <p>First Aid</p> <ul style="list-style-type: none"> • How to assess scenes of accidents within health, social care or early years settings to identify risks and continuing dangers. • How to identify the nature and severity of a range of injuries. • How to apply basic first aid procedures.
SKILLS	<p>Skills:</p> <ul style="list-style-type: none"> • Identify, select and break down key information • Define terminology related to nutrition. • Analyse case studies. • Enhance exam technique by applying knowledge to a range of 'Big questions' 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify, select and break down information. • Analyse and interpret data. • Define Terminology related to PIES. • Compare development throughout childhood. 	<p>Skills</p> <ul style="list-style-type: none"> • Compare development between males and females during adolescence. • Identify and describe key development points. • Enhance exam techniques through application of 	<p>Skills:</p> <ul style="list-style-type: none"> • Apply their knowledge and understanding • Research skills • Identify and describe the development of an individual across 3 life stages. • Analyse case studies 	<p>Skills</p> <ul style="list-style-type: none"> • Explore practically, health and social care services. • Understand health and social care services. • Apply care values • Analyse case studies • Assess barriers to accessing health and social care services. 	<p>Skills</p> <ul style="list-style-type: none"> • Communication skills: understanding and putting into practice the different communication skills. • Develop verbal/non-verbal communication skills • Communication skills through discussion.



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			knowledge to exam questions.			<ul style="list-style-type: none"> • Application of knowledge to exam style questions. • Identify and describe different communication methods and their impact. • Analyse barriers to communication. • How to effectively communicate with a casualty. • Develop understanding of basic first aid procedures and how to identify them. • Apply basic first aid procedures.
ASSESSMENTS	<p>Key Assessment Piece - Classwork piece: Exam question on the factors that affect food choice.</p> <p>Key Assessment Piece - Home Learning Task 2: case study on teenage dietary needs</p>	<p>Key Assessment Piece - Classwork piece: Assessment based on individual target grades/pathway of students. Extended writing task based on children's development</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: case study into the factors that affect development. Identifying the factors and how to prevent them.</p> <p>Key Assessment Piece - Classwork Piece: Exam question on menopause following homework task.</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: report on health care services and their purpose</p> <p>Key Assessment Piece Classwork piece: extended piece of writing on the barrier to communication linking to personal experience.</p> <p>Key Assessment Piece Home Learning Task: Evaluation of applying communication methods- Identifying communication methods used, the strengths and weaknesses and suggesting improvements</p>	<p>Key Assessment Piece Classwork piece: Case study: reviewing performance of applying first aid training, focusing on competency, strengths and weaknesses and improvements.</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>End Point assessment. At the end of this unit of work a topic 'test' will assess their key understanding through the scheme.</p>