



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 9

SUBJECT	Health and Social Care
INTENT	<p>This qualification gains students an entry into the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and child care services as well as a range of independent providers which provide care in a variety of settings. The course introduces students to this vocational sector and the role it plays in the health, well-being and care of individuals across all age ranges. Students will also develop transferable skills, in particular communication, aspects of team working and other essential life skills.</p> <p>The qualification is recognised by Ofqual, DfE and by 16-19 providers as progression to A Level, further education or onto an apprenticeship or work.</p>



CHORLTON HIGH SCHOOL: CURRICULUM

Department: **Computing and Technology 2020-2021**

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

Year Group	9					
Rationale/ Narrative	<p>The course is an introduction to the components of the BTEC Level ½ Teach 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>Blended learning- students working via distance learning will complete the same work with structured support.</p>					
	Autumn 1 (7½ weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
KNOWLEDGE	<p>Dietary Needs and lifestyle choices</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • The dietary needs of individuals at different life stages. • The dietary needs of individuals with special conditions. • The main macro and micro nutrients, their functions and sources and the effects of over and undernutrition • diet and lifestyle choices (substance abuse and exercise) 	<p>Human Growth and development across the life stages</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • About the development of children from birth to 9 years old - physical, intellectual, social and emotional development. • About the transition from child to teenager. • The factors that affect development. 	<p>Human Growth and Development. Factors affecting development.</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • About the transition from teenager to adult. Physical, intellectual, social and emotional development. • 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>Students will learn:</p> <ul style="list-style-type: none"> • Different health care services and how they meet user needs. (Primary care, secondary care) • Different social care services and how they meet service user needs. (services for children and young people; services for older adults) 	<p>Communicating and working with individuals in health, social care and early years settings (unit RO22)</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • The different types of communication. • How to communicate effectively. • The barriers to communication. 	<p>Using basic first aid procedures (Unit RO31)</p> <p>Students will learn:</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. <p><i>It is hoped that part of the delivery of this unit of work will be done by an outside agency gaining the students an additional qualification in first aid. (St John's Ambulance / British Red Cross / Pulse)</i></p>
SKILLS	<p>Skills:</p> <ul style="list-style-type: none"> • Identify, select and break down key information 	<p>Skills:</p> <ul style="list-style-type: none"> • Identify, select and break down information. 	<p>Skills</p>	<p>Skills</p>	<p>Skills</p> <ul style="list-style-type: none"> • Communication skills: understanding and putting 	<p>Skills</p>



CHORLTON HIGH SCHOOL: CURRICULUM

	<ul style="list-style-type: none"> Define terminology related to nutrition. Analyse case studies. Enhance exam technique by applying knowledge to a range of 'Big questions' 	<ul style="list-style-type: none"> Analyse and interpret data. Define Terminology related to PIES. Compare development throughout childhood. 	<ul style="list-style-type: none"> Compare development between males and females during adolescence. Identify and describe key development points. <p>Enhance exam techniques through application of knowledge to exam questions.</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>into practice the different communication skills.</p> <ul style="list-style-type: none"> Develop verbal/non-verbal communication skills Communication skills through discussion. Application of knowledge to exam style questions. Identify and describe different communication methods and their impact. Analyse barriers to communication. 	<ul style="list-style-type: none"> 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>Classwork piece: Exam question on the factors that affect food choice.</p> <p>Home Learning Task 2: case study on teenage dietary needs</p>	<p>Classwork piece: Assessment based on individual target grades/pathway of students. Extended writing task based on children's development</p> <p>Progress Test: This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks.</p>	<p>Classwork piece: case study into the factors that affect development. Identifying the factors and how to prevent them.</p> <p>Classwork Piece: Exam question on menopause following homework task.</p>	<p>Classwork piece: report on health care services and their purpose</p> <p>Progress Test: This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks.</p>	<p>Classwork piece: extended piece of writing on the barrier to communication linking to personal experience.</p> <p>Home Learning Task 3: Evaluation of applying communication methods- Identifying communication methods used, the strengths and weaknesses and suggesting improvements</p>	<p>Classwork piece: Case study: reviewing performance of applying first aid training, focusing on competency, strengths and weaknesses and improvements.</p> <p>Progress Test: This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks.</p>