



## 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 – Years 9

<b>SUBJECT</b>	<b>Health and Social Care</b>
<b>INTENT</b>	This pathway course helps to develop students' knowledge and skills for the biggest employment sector in the UK, which includes elements of the NHS, local authority adult and childcare 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. It aims to inform the students of how they can live healthier and longer in their communities. Students will develop transferable skills, including written communication, independent research, interpreting data as well as developing an understanding of key personal and social development stages.



**Department: Physical Education 2020-2021**

**Subject: Health and Social Care**

<b>Year Group</b>	9					
<b>Rationale/ Narrative</b>	The course is an introduction to Health and Social Care. This year gives learners the opportunity to develop sector-specific knowledge and skills. Students will be introduced to key topics such as, human growth and development across the life stages, factors affecting growth and development and how individuals deal with different life events.					
	<b>Autumn 1 (7 weeks)</b>	<b>Autumn 2 (7 weeks)</b>	<b>Spring 1 (6 weeks)</b>	<b>Spring 2 (6 weeks)</b>	<b>Summer 1 (6 weeks)</b>	<b>Summer 2 (7 weeks)</b>
<b>KNOWLEDGE</b>	<p><b>Development across infancy, childhood and adolescence</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• The development of Infants – including physical, intellectual, social and emotional development.</li> <li>• The development of children – including physical, intellectual, social and emotional development.</li> <li>• The development of adolescence – including physical, intellectual, social and emotional development.</li> </ul>	<p><b>Growth and development across adulthood</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• The development of early adulthood – including physical, intellectual, social and emotional development.</li> <li>• The development of middle adulthood – including physical, intellectual, social and emotional development</li> <li>• The development of late adulthood – including physical, intellectual, social and</li> </ul>	<p><b>Factors affecting development.</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• The factors that affect development including:               <ul style="list-style-type: none"> <li>- physical factors</li> <li>- social and cultural factors</li> <li>- economic factors</li> <li>- relationship and isolation factors</li> <li>- lifestyle factors (diet, smoking, drugs, alcohol, appearance)</li> </ul> </li> </ul>	<p><b>Coping with Life</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• to explore the physical events that can impact on people’s physical, intellectual, emotional and social development</li> <li>• to explore the relationship events that can impact on people’s physical, intellectual, emotional and social development</li> <li>• to explore life circumstances that can impact on people’s physical, intellectual,</li> </ul>	<p><b>How individuals deal with different life events</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• how individuals deal with different life events</li> <li>• the formal, informal and voluntary support available to different individuals</li> <li>• how different individuals deal with the same life event differently and how different support can help</li> </ul>	<p><b>Health and Social care Project</b></p> <p>Students will learn:</p> <ul style="list-style-type: none"> <li>• To apply their knowledge and understanding of the physical, relationship, life circumstances that can affect a person’s growth and development.</li> <li>• How to effectively communicate and listen by presenting their project to the class via an oral and written presentation</li> </ul>



# CHS South: CURRICULUM

		emotional development		emotional and social development		
<b>SKILLS</b>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Identify, select and break down key information</li> <li>Define terminology related to nutrition.</li> <li>Enhance exam technique by applying knowledge to a range of 'Big questions'</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Identify and describe key development points.</li> <li>Enhance exam techniques through application of knowledge to exam style questions.</li> <li>analyse case studies</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Identify and describe key development points.</li> <li>Enhance exam techniques through application of knowledge to exam style questions.</li> <li>analyse case studies</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Apply their knowledge and understanding</li> <li>Research skills</li> <li>Identify and describe Physical, relationship and life circumstances factors affecting growth and development</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Apply their knowledge and understanding</li> <li>Research skills</li> <li>Identify and describe Physical, relationship and life circumstances factors affecting growth and development</li> </ul>	<p>Skills:</p> <ul style="list-style-type: none"> <li>Communication skills: understanding and putting into practice the different communication skills.</li> <li>Develop verbal/nonverbal communication skills</li> <li>Communication skills through discussion.</li> <li>Application of knowledge to coursework style questions.</li> </ul>
<b>ASSESSMENTS</b>	<p><b>SMP 1</b> Explain the physical, intellectual, emotional and social development during adolescence (8 marks)</p>	<p><b>SMP 2 Low Stakes Testing</b> Describe the physical, emotional, intellectual and social development during early adulthood (8 marks)</p> <p><b>SMP 3 Progress Test:</b> This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks. (50 marks)</p>	<p><b>SMP 1</b> Explain 2 factors affecting growth and development (8 marks)</p>	<p><b>SMP 2</b> Extended question on how individuals deal with different life events. (8 marks)</p> <p><b>SMP 3 Progress Test:</b> This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks. (50 marks)</p>	<p><b>SMP 1</b> Compare and contrast the different types of support (formal, informal and voluntary) (8 marks)</p>	<p><b>SMP 2 Classwork piece: project:</b> written presentation of the physical, relationship, life circumstances that can affect a person's growth and development.</p> <p><b>SMP 3 Progress Test:</b> This will formally assess students' knowledge and understanding of work covered across the year (50 marks)</p>



# CHS South: CURRICULUM

<b>Homework</b>	1. The development of infants (Autumn 1, wk. 2) 2. The development of children (Autumn 1, wk. 4) 3. The development of adolescence (Autumn 1, wk. 6)	1. The development during early adulthood (Autumn 2, wk. 2) 2. The development during middle adulthood (Autumn 2, wk. 4) 3. The development during late adulthood (Autumn 2, wk. 6)	1. Physical and lifestyle factors affecting development. (Spring 1, wk. 1) 2. Social and cultural factors affecting development (Spring 1, wk. 3) 3. Economic and relationship factors affecting development (Spring 1, wk. 5)	1. Expected and unexpected life events (Spring 2, wk. 1) 2. Relationship events affecting development (Spring 2, wk. 3) 3. Life circumstances affecting development (Spring 2, wk. 5)	1. Dealing with life events (Summer 1, wk. 2) 2. Formal types of support (Summer 1, wk. 4) 3. Informal types of support (Summer 1, wk. 6)	1. Voluntary types of support (Summer 2, wk. 2) 2. Revision (Summer 2, wk. 4) 3. Revision (Summer 2, wk. 6).
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