

Year 10 Curriculum Sequencing Grid 2021-2022 KEL			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Component 1: Human Lifespan Development (Assignment 1)	Component 1: Human Lifespan Development (Assignment 1) Component 1: Human Lifespan Development (Learning Aim B)	Component 1: Human Lifespan Development (Learning Aim B) Component 2: Health and Social Care services and values (Assignment 1)
Key Retainable Skills <i>(required for Y11) What... How... Why...</i>	<ul style="list-style-type: none"> - Describing growth and development across three life stages for a selected individual. - Explaining how different factors have affected growth and development of a selected individual. -Comparing the different factors that have affected growth and development across three life stages for a selected individual. - Assessing the changing impact of different factors in the growth and development across three life stages of a selected individual. 	<ul style="list-style-type: none"> - Describing growth and development across three life stages for a selected individual. - Explaining how different factors have affected growth and development of a selected individual. -Comparing the different factors that have affected growth and development across three life stages for a selected individual. - Assessing the changing impact of different factors in the growth and development across three life stages of a selected individual. 	<ul style="list-style-type: none"> - Explaining the impact of a life event on the development of two individuals. - Explaining how two individuals adapted to a life event, using support. - Comparing the ways that two individuals adapted to a life event and the role that support played. - Assessing how well two individuals adapted to a life event and the role and value of support in this. - Explaining how health and social care services meet the needs of individuals in a given scenario

		<ul style="list-style-type: none"> - Explaining the impact of a life event on the development of two individuals. - Explaining how two individuals adapted to a life event, using support. - Comparing the ways that two individuals adapted to a life event and the role that support played. - Assessing how well two individuals adapted to a life event and the role and value of support in this. 	<ul style="list-style-type: none"> - Explaining how barriers could affect the use of one health or social care service for an individual in a given scenario - Analysing the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome - Assessing the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome
<p>Key Retainable Knowledge (required for Y11) <i>What... How.... Why....</i></p>	<ul style="list-style-type: none"> - Main life stages of individuals - PILES development in the main life stages - Factors affecting growth and development 	<ul style="list-style-type: none"> - Main life stages of individuals - PILES development in the main life stages - Factors affecting growth and development - Expected and unexpected life events that occur in an individual's life - How individuals can adapt or be supported through changes caused by life events 	<ul style="list-style-type: none"> - Expected and unexpected life events that occur in an individual's life - How individuals can adapt or be supported through changes caused by life events - Health and social care services - Barriers to accessing services - Care values
<p>Key Technical Vocabulary <i>To be modelled and</i></p>	<ul style="list-style-type: none"> Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood 	<ul style="list-style-type: none"> Infancy Early childhood Adolescence Early adulthood Middle adulthood Later adulthood 	<ul style="list-style-type: none"> Life circumstances Expected life events Unexpected life events Sources of support Types of support



<p><i>deliberately practiced in context.</i></p>	<p>Physical development Intellectual development Language development Emotional development Social development Physical factors Social/cultural factors Economic factors Physical events Relationship changes Life circumstances Sources of support Types of support</p>	<p>Physical development Intellectual development Language development Emotional development Social development Physical factors Social/cultural factors Economic factors Physical events Relationship changes Life circumstances Sources of support Types of support</p> <p>Life circumstances Expected life events Unexpected life events Sources of support Types of support</p>	<p>Primary care Secondary care Tertiary care Allied health professionals Social care Physical barrier Sensory barrier Social barrier Language barrier Geographical barrier Intellectual barrier Resource barrier Financial barrier</p>
<p>Opportunities for reading</p>	<p>NHS website BTEC Tech Award Health and Social Care student book</p>		
<p>Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i></p>	<p>Applying the essential skills and knowledge to a celebrity of the students choice</p>	<p>Applying the essential skills and knowledge to a celebrity of the students choice</p> <p>Interviewing friends and family as to how a life event has affected them and how they adapted to it</p>	<p>Interviewing friends and family as to how a life event has affected them and how they adapted to it</p> <p>Services that provide primary, secondary and tertiary care (location of them , services they provide, how they meet service user needs) and barriers to accessing and how they can be overcome</p>



<p>Authentic Connections – Cross Curricular Links</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships</p>	<p>Physical Education – Genetic inheritance, ill health, diet, exercise, lifestyle choices, puberty, pregnancy Science – Genetic inheritance, ill health, diet, exercise Life Skills – Diet, exercise, lifestyle choices, accessing support, finances, relationships, accessing support for life changes</p>	<p>Life Skills –accessing support for life changes Physical Education – Genetic inheritance, ill health, diet, exercise, substance use/misuse, personal hygiene Science – Genetic inheritance, ill health, diet, exercise, personal hygiene Life Skills – Diet, exercise, substance use/misuse, accessing support</p>
<p>Key Assessment</p>	<p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS4 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>		