

## Curriculum Map

### Subject: Health and Social Care

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Year 10</b>	<b>Content, Knowledge &amp; Skills</b>	Component one- Human Lifespan Development LOA- Understand human growth and development across life stages and the factors that affect it A1- Human growth and development across life stages A2- Factors that affect growth and development	Component one- Human Lifespan Development LOA- Understand human growth and development across life stages and the factors that affect it A2- Factors that affect growth and development B1- Different types of life event	Component one- Human Lifespan Development LOB-Understand how individuals deal with life events B2- Coping with change caused by life events	Component two- Health and Social Care services and Values LOA- Understand the different types of health and social care services and barriers to accessing them A1- Healthcare services A2- Social care services	Component two- Health and Social Care Values LOA- Understand the different types of health and social care services and barriers to accessing them A2- Social care services A3- Barriers to accessing services	Component two- Health and Social Care Values LOB- Understand the skills, attributes and values to give care B-Skills and attributes in health and social care B2-Values in health and social care B- The obstacles individuals requiring care may face
	<b>Prior Knowledge</b>	Students are learning about new concepts and using real life case studies to explore suitability of need. Students are encouraged to draw on individual experiences. Some basic prior knowledge on topics will be developed in years 7-9 through PSHE program (Life Skills)					
	<b>Assessment</b>	Formative assessment- Q and A	Formative assessment- Q and A	Internally assessed summative assessment- Component one PSA	Formative assessment- Q and A	Formative assessment- Q and A	Formative assessment- Q and A
	<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>➤ Growth</li> <li>➤ Development</li> <li>➤ Physical Development</li> <li>➤ Intellectual Development</li> <li>➤ Emotional Development</li> </ul>	<ul style="list-style-type: none"> <li>➤ Security</li> <li>➤ Contentment</li> <li>➤ Relationships</li> <li>➤ Independence</li> <li>➤ Emotional Wellbeing</li> <li>➤ Primary Sexual Characteristics</li> </ul>	<ul style="list-style-type: none"> <li>➤ Menopause</li> <li>➤ Memory</li> <li>➤ Retirement</li> <li>➤ Ageing Process</li> <li>➤ Bereavement</li> <li>➤ Inherited Conditions</li> <li>➤ Cystic Fibrosis</li> </ul>	<ul style="list-style-type: none"> <li>➤ Primary Care</li> <li>➤ Secondary Care</li> <li>➤ Tertiary Care</li> <li>➤ Allied Health Professionals</li> <li>➤ Multidisciplinary Team</li> </ul>	<ul style="list-style-type: none"> <li>➤ Coronary Heart Disease</li> <li>➤ Cerebral Vascular Accident</li> <li>➤ Type 2 Diabetes</li> <li>➤ Dementia</li> </ul>	<ul style="list-style-type: none"> <li>➤ Foster Care</li> <li>➤ Residential Care</li> <li>➤ Respite Care</li> <li>➤ Youth Work</li> <li>➤ Domiciliary Care</li> <li>➤ Informal Care</li> </ul>



		<ul style="list-style-type: none"> <li>➤ Social Development</li> <li>➤ Infancy</li> <li>➤ Early Childhood</li> <li>➤ Adolescence</li> <li>➤ Early Adulthood</li> <li>➤ Middle Adulthood</li> <li>➤ Later Adulthood</li> <li>➤ Gross Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>➤ Secondary Sexual Characteristics</li> <li>➤ Self-image</li> <li>➤ Self-esteem</li> <li>➤ Formal Relationships</li> <li>➤ Informal Relationships</li> </ul>	<ul style="list-style-type: none"> <li>➤ Huntington's Disease</li> <li>➤ Stress / Anxiety</li> <li>➤ Sensory Impairments</li> <li>➤ Healthy Diet</li> <li>➤ Lifestyle Factors</li> <li>➤ Physical Activity</li> <li>➤ Social Exclusion</li> <li>➤ Social Inclusion</li> <li>➤ Discriminatory Behaviour</li> <li>➤ Religion</li> </ul>	<ul style="list-style-type: none"> <li>➤ Health Conditions</li> </ul>	<ul style="list-style-type: none"> <li>➤ Obesity</li> <li>➤ Asthma</li> <li>➤ Chronic Obstructive Pulmonary Disease</li> <li>➤ Arthritis</li> <li>➤ Physical Impairments</li> <li>➤ Sensory Impairments</li> <li>➤ Learning Disability</li> </ul>	<ul style="list-style-type: none"> <li>➤ Formal Care</li> </ul>	
	<b>Enrichment/ Co-Curricular offer</b>							
<b>Year 11</b>	<b>Content, Knowledge &amp; Skills</b>	<p>Component two- Health and Social Care Values</p> <p>LOB- Understand the skills, attributes and values to give care</p> <p>B3- The obstacles individuals requiring care may face</p> <p>B4- The benefits to individuals of the skills, attributes and values in health and social care practice</p>	<p>Component three- Health and Wellbeing</p> <p>LOA- Factors that affect health and wellbeing</p> <p>A1- Factors affecting health and well-being</p> <p>LOB- Interpreting health indicators</p> <p>B1- Physiological indicators</p>	<p>Component three- Health and Wellbeing</p> <p>LOB- interpreting health indicators</p> <p>B1- Physiological indicators</p> <p>B2- lifestyle indicators</p>	<p>Component three- Health and Wellbeing</p> <p>LOC- Person-centred approach to improving health and wellbeing</p> <p>C1- Person-centred approach</p> <p>C2- Recommendations and actions to improve health and wellbeing</p> <p>C- Barriers and obstacles to following recommendations</p>	<p>Component three- Health and Wellbeing</p> <p>LOA-Factors that affect health and wellbeing</p> <p>LOB- interpreting health indicators</p> <p>LOC- Person-centred approach to improving health and wellbeing</p> <p>Revision</p>		
	<b>Prior Knowledge</b>	Students are learning about new concepts and using real life case studies to explore suitability of need. Students are encouraged to draw on individual experiences						
	<b>Assessment</b>	Formative assessment- Q and A Past exam questions	Q and A Past exam questions	Mock external assessment	Formative Assessment- Q and A Past exam questions	External Assessment		



	Summative Assessment- Component 2 PSA		Summative Assessment- Component 1 re-sit opportunity			
<b>Key Vocabulary</b>	<ul style="list-style-type: none"> <li>➤ Physical Barriers</li> <li>➤ Sensory Barriers</li> <li>➤ Social &amp; Cultural Barriers</li> <li>➤ Language Barriers</li> <li>➤ Geographical Barriers</li> </ul>	<ul style="list-style-type: none"> <li>➤ inherited conditions – sickle cell disease, cystic fibrosis</li> <li>➤ physical ill health – cardiovascular disease, obesity, type 2 diabetes</li> <li>➤ mental ill health – anxiety, stress</li> <li>➤ physical abilities</li> <li>➤ sensory impairments.</li> <li>➤ Social inclusion and exclusion</li> <li>➤ BMI</li> </ul>	<ul style="list-style-type: none"> <li>➤ nutrition – the Eat-well Guide</li> <li>➤ physical activity – UK Chief Medical Officers’ Physical Activity Guidelines</li> <li>➤ smoking – UK Chief Medical Officers’ Smoking Guidelines</li> <li>➤ alcohol – UK Chief Medical Officers’ Alcohol Guidelines</li> <li>➤ substance misuse</li> </ul>	<ul style="list-style-type: none"> <li>➤ Informal/ formal support</li> <li>➤ Geographical barriers</li> <li>➤ Physical barriers</li> <li>➤ Resource barriers</li> <li>➤ Obstacles</li> </ul>	➤	
<b>Enrichment/ Co-Curricular offer</b>						