

Curriculum Content Map												
Subject: Health and Social Care Y10												
Month		Term 1				Term 2				Term 3		
		September	October	November	December	January	February	March	April	May	June	July
Units of Work		Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 1 - Human lifespan development	Unit 2 - Health and Social Care services and values	Unit 2 - Health and Social Care services and values	Unit 2 - Health and Social Care services and values
	Substantive knowledge	<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p>Main life stages: infants (birth to 2 years); early childhood (3–8 years); adolescence (9–18 years); early adulthood (19–45 years); middle adulthood (46–65 years); later adulthood (65+ years)</p> <p>PIES growth and development in the main life stages: physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</p> <p>Intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</p> <p>Emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</p> <p>Social development across the life stages</p> <p>Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development, including:</p> <p>Physical events, to include: Accident/injury; ill health</p> <p>Relationship changes, to include: Entering into relationships; marriage; divorce; parenthood; bereavement</p> <p>Life circumstances, to include: Moving house, school or job; exclusion from education; redundancy; imprisonment and retirement</p> <p>Physical factors, to include: Genetic inheritance; experience of illness and disease; diet and lifestyle choices; appearance</p> <p>Social and cultural factors, to include: Culture, e.g. community involvement, religion, gender roles and expectations; educational experiences; the influence of role models; the influence of social isolation; personal relationships with friends and family</p> <p>Economic factors, to include: Income/wealth; material possessions</p> <p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event</p> <p>How individuals adapt to these changes</p> <p>Sources of support: Family, friends, partners, professional carers and services, community groups, voluntary and faith-based organisations</p> <p>Types of support: Emotional, information and advice, practical help, e.g. financial assistance, childcare, transport</p> <p>Health and social care services Learners will explore the health and social care services that are available and why individuals may need to use them</p> <p>Different health care services and how they meet service user needs: Primary care, e.g. GPs, dental care, optometry, community health care, secondary and tertiary care, e.g. specialist medical care, allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians</p> <p>Different social care services and how they meet service user needs: Services for children and young people, e.g. foster care, residential care, youth work o services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health issues), e.g. residential care, respite care, domiciliary care, services for older adults, e.g. residential care, domiciliary care, the role of informal social care provided by relatives, friends and neighbours</p>										
	Disciplinary knowledge	<p><i>The What!</i></p>										
	Sequencing (Flow)	<p><i>The How!</i></p>										
	Retrieval & Extension	Work is further developed in the subsequent topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic	Builds upon knowledge and skills from the previous topic. Is further developed in the next topic
	Summative Assessment		AP1 assessment			AP2 assessment				AP3 assessment		
Personal Empowerment	Virtue	Friendliness and Civility	Justice and Truthfulness	Courage	Generosity	Gratitude	Good speech	Good temper and humour	Self-mastery	Self-mastery	Compassion	Good sense
	Link to Virtue	The opportunity to reflect, make decisions and critically about an issue. Friendliness and civility when promoting equality, diversity and preventing discrimination	The justice and truthfulness of society on ethical issues, legislation and guidance on conflicts	The courage to enable individuals to overcome challenges	The need for generosity for agencies to work together to meet care and support needs	The gratitude for human development and health and well-being	The good speech with regards to self-esteem and the effect this can have on someone's development and health and well-being	The good temper and humour to analyse how these events can have impact on health-wellbeing	Self-mastery to respect the factors that affect development and how they can impact on their health and well-being map	Self-mastery to respect the factors that affect development and how they can impact on their health and well-being map	Explain the importance of compassion in the healthcare industry	Good sense to adopt revision strategies and research strategies to prepare for the coursework element
Preparation for Work	Skill	Listening	Leadership	Problem Solving	Creativity	Staying Positive	Speaking	Speaking	Staying Positive	Aiming High	Speaking	Teamwork
	Link to skill	Listening to one another and appreciating the views of each other	Demonstrating leadership during diagnosing physiological disorders	Problem-solving skills to decide the best method of treatment	Creative solutions when developing treatment plans	Staying positive in the face of political opposition to make your mark.	Speaking to one another positively and sharing ideas when discussing the roles of healthcare professionals	Speaking to one another positively and sharing ideas when discussing the roles of healthcare professionals	Organisations staying positive in challenging times	Organisations demonstrating high standards and ambitions	Students are able to discuss the effects of ageing and the societal effects of an ageing population	Students develop teamwork skills by working collaboratively on the societal effects
Preparation for Citizenship	Skills & British Values	Democracy	Rule of Law	Mutual Respect	Individual Liberty	Tolerance of other beliefs	Democracy	Rule of Law	Mutual Respect	Individual liberty	Tolerance	Democracy