

## Year 10 Curriculum Map : Health and Social Care

	Autumn	Spring	Summer
<b>Assessment Objectives</b>	<p><b>RO33: <u>Supporting individuals through life stages</u></b>                      Topic area 1: Know what the life stages are and explain how an individual's growth and development may be affected by key events.                      Topic area 2: Know a range of life events and the impact that they can have on an individual's physical, intellectual, emotional and social development                      Topic area 3: Know the support available to an individual to meet their needs.</p>	<p><b>RO35: <u>Health promotion campaigns</u></b>                      Topic area 1: Know the importance of a healthy society and what health campaigns there are in place to support this.                      Topic area 2: Know how to lead a healthy lifestyle and the barriers that can affect a healthy lifestyle.                      Topic area 3: Plan and evaluate a health campaign to promote a healthy lifestyles.                      Topic area 4: Deliver and evaluate a health promotion campaign</p>	
<b>Unit Length</b>	September'21 to February'22		February'22 to July'23
<b>Key Learning Outcomes</b>	<p><b><u>TA1: Life stages</u></b></p> <ol style="list-style-type: none"> <li>1. What are the key life stages?</li> <li>2. What are the milestones for the different life stages?</li> <li>3. What does PIES development stand for?</li> <li>4. What are the key factors for each of the PIES development sections?</li> <li>5. How can PIES development affect the different life stages?</li> <li>6. What are the factors that affect growth and development across the life stages?</li> <li>7. How is growth and development affected by physical, emotional, social, economic, cultural and environmental factors.</li> </ol> <p><b><u>TA2: Impacts on life events</u></b></p> <ol style="list-style-type: none"> <li>1. What are expected and unexpected life events?</li> <li>2. What are the impacts that life events can have on an individual?</li> <li>3. How can you identify an individual's needs?</li> </ol>	<p><b><u>TA3: Sources of support</u></b></p> <ol style="list-style-type: none"> <li>1. What sources of support are there to help individuals?</li> <li>2. How can practitioners provide support to individuals?</li> <li>3. How can informal care givers provide support for individuals?</li> <li>4. How can a practitioner meet the individual needs of people to promote/ enable independence, provide respite and give financial support?</li> </ol> <p>How can a practitioner meet the individual needs of people to give advice/guidance and provide medical/ mental health support?</p> <p><b><u>TA1: The importance of a healthy society</u></b></p> <ol style="list-style-type: none"> <li>1. Why is it important for society to lead a healthy lifestyle?</li> <li>2. What current challenges are there to public health?</li> <li>3. What organisations promote public health?</li> <li>4. What are the benefits of current public health campaigns to an individual and society?</li> </ol>	<p><b><u>TA2: Factors influencing health and wellbeing</u></b></p> <ol style="list-style-type: none"> <li>1. How do life choices affect health and wellbeing?</li> <li>2. How do education and socio-economic factors affect health and wellbeing?</li> <li>3. How does access to health service affect health and wellbeing?</li> <li>4. What can individuals do to be healthy?</li> <li>5. What are the benefits of leading a healthy lifestyle? How do these affect PIES?</li> <li>6. What are the barriers to leading a healthy lifestyle?</li> </ol> <p><b><u>TA3: Plan and create a health promotion campaign</u></b></p> <ol style="list-style-type: none"> <li>1. What are the aims of the campaign?</li> <li>2. How do the aims link to PIES?</li> <li>3. What timescale is there on the campaign?</li> <li>4. What resources do you need for the campaign?</li> <li>5. What safety considerations are needed for the plan?</li> <li>6. How will the target audience be engaged to get involved?</li> <li>7. How will feedback be given?</li> </ol> <p><b><u>TA4: Deliver and evaluate a health promotion campaign</u></b></p> <ol style="list-style-type: none"> <li>1. How will you deliver the campaign?</li> <li>2. How have you collected feedback?</li> <li>3. How have you self reflected?</li> </ol>

			4. What would you change if you redelivered the campaign?
<b>Prior knowledge</b>	Science- life stages.	Science- life stages. Fitness- benefits of exercise on health. Food Technology- benefits of a balanced diet. Science- benefits of exercise on the body systems.	Fitness- benefits of exercise on health. Food Technology- benefits of a balanced diet. Science- benefits of exercise on the body systems.
<b>CEIAG Specific careers links</b>	Care worker Physiotherapist Nurse Doctor Psychologist Support worker Social worker	Care worker Physiotherapist Nurse Doctor Psychologist Support worker Social worker	Care worker Physiotherapist Nurse Doctor Psychologist Support worker Social worker
<b>RRSA</b>	Article 28: Right to education Article 29: Goals of education	Article 28: Right to education Article 29: Goals of education	Article 28: Right to education Article 29: Goals of education
<b>Cross curricular links</b>	Personal development- individual's rights Science- life stages	Personal development- individual's rights Science- life stages Personal development- health campaigns, mental health support, sexual health. Food Technology- a balanced diet and how it affects health and wellbeing.	Personal development- health campaigns, mental health support, sexual health. Food Technology- a balanced diet and how it affects health and wellbeing.
<b>Useful websites/videos</b>	<a href="#">Physical, emotional and social wellbeing - Health and wellbeing - WJEC - GCSE Physical Education Revision - WJEC - BBC Bitesize</a>	<a href="#">Eat well - NHS (www.nhs.uk)</a> <a href="#">What are the health risks of smoking? - NHS (www.nhs.uk)</a> <a href="#">Obesity - NHS (www.nhs.uk)</a>	<a href="#">Better Health - NHS (www.nhs.uk)</a> <a href="#">Change4Life - Be Food Smart (pat.nhs.uk)</a> <a href="#">NHS England » NHS launches landmark mental health campaign with 'Help!' from The Beatles</a> <a href="#">NHS Long Term Plan » Obesity</a>
<b>Wider Reading</b>			
<b>Literacy Programme</b>	<ul style="list-style-type: none"> <li>Decode it NOW</li> <li>Guided practice/model answers</li> <li>Deconstruction of model answers</li> <li>Sentence Starters</li> <li>Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Decode it NOW</li> <li>Guided practice/model answers</li> <li>Deconstruction of model answers</li> <li>Sentence Starters</li> <li>Writing strategies</li> </ul>	<ul style="list-style-type: none"> <li>Decode it NOW</li> <li>Guided practice/model answers</li> <li>Deconstruction of model answers</li> <li>Sentence Starters</li> <li>Writing strategies</li> </ul>
<b>Independent Learning Tasks</b>	Knowledge Organiser questions.	Knowledge Organiser questions	Knowledge Organiser questions.