

Year 10 Curriculum Map : Health and Social Care

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

			4. What would you change if you redelivered the campaign?
Prior knowledge	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.
CEIAG Specific careers links	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
RRSA	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
Cross curricular links	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.
Useful websites/videos	Physical, emotional and social wellbeing - Health and wellbeing - WJEC - GCSE Physical Education Revision - WJEC - BBC Bitesize	Eat well - NHS (www.nhs.uk) What are the health risks of smoking? - NHS (www.nhs.uk) Obesity - NHS (www.nhs.uk)	Better Health - NHS (www.nhs.uk) Change4Life - Be Food Smart (pat.nhs.uk) NHS England » NHS launches landmark mental health campaign with 'Help!' from The Beatles NHS Long Term Plan » Obesity
Wider Reading			
Literacy Programme	<ul style="list-style-type: none"> Decode it NOW Guided practice/model answers Deconstruction of model answers Sentence Starters Writing strategies 	<ul style="list-style-type: none"> Decode it NOW Guided practice/model answers Deconstruction of model answers Sentence Starters Writing strategies 	<ul style="list-style-type: none"> Decode it NOW Guided practice/model answers Deconstruction of model answers Sentence Starters Writing strategies
Independent Learning Tasks	Knowledge Organiser questions.	Knowledge Organiser questions	Knowledge Organiser questions.