

## Walton le Dale High School

### BTEC Tech Award HEALTH AND SOCIAL CARE CURRICULUM MAP – YEAR 10

	TERM 1		TERM 2		TERM 3	
Component and title description	<b>COMPONENT 1 – HUMAN LIFESPAN DEVELOPMENT</b>		<b>COMPONENT 1 – HUMAN LIFESPAN DEVELOPMENT</b>		<b>COMPONENT 2 – HEALTH AND SOCIAL CARE SERVICES AND VALUES</b>	
Knowledge (Components)	<b>Half term 1</b>	<b>Half Term 2</b>	<b>Half Term 3</b>	<b>Half Term 4</b>	<b>Half Term 5</b>	<b>Half Term 6</b>
	<b>A1 Human growth and development across life stages</b> Main life stages Areas of growth and development PIES through Infancy, Early childhood, Adolescence, early adulthood, middle adulthood, later adulthood	<b>A2 Factors affecting growth and development</b> Physical Factors Lifestyle Factors Emotional Factors Social factors Cultural Factors Environmental Factors Economic Factors	<b>B1 Different types of life event</b> Life events Health & Wellbeing Relationship Changes Life Circumstances Coping with life events Character traits Support	<b>B2 Coping with change caused by life events</b> Character traits Sources of support Types of support	<b>A1 – Healthcare Services</b> • Health conditions • Health Services available <b>A2 – Social Care Services</b> • Social care • Social care services • Additional Care	<b>A3 – Barriers to accessing services</b> Definition of barriers Types of barrier
Assessment Opportunities – Component 1 PSA	<b>C1 - Task 1</b>	<b>Task 2</b>	<b>Task 3a</b>	<b>C1 - Task 3b</b>	<b>C1 – Task 3b</b>	<b>C2 – Task 1</b>
Skills (Composite)	Explain PIES growth and development through the life stages	Explore the impact of different factors on PIES growth and development through the life stages	Explain the impact of life events on PIES growth and development	Explain how individuals used different sources of support to adapt to a life event	Explain how individuals in the case studies adapted to their life events	
Literacy	<ul style="list-style-type: none"> <li>• Pupils will read take notes on and write answers which demonstrate their understanding of the different stages in human development</li> <li>• Pupils will ready case studies which encourage them to apply their knowledge of the different stages in human development to relevant scenarios</li> <li>• Pupils will respond to case studies by producing extended writing both in practice PSA’s and real PSA’s</li> <li>• Pupils will produce one Pearson Set assignment on Human Lifespan Development and work towards the second PSA for component 2</li> </ul>					
Quality First Teaching & Adaptive Teaching	Home learning booklets Full revision guides for each topic Various ACTIVATE tasks through lessons Illustrated key terms Extended writing plans Scaffolds for PEELE paragraphs Three part homework Videos to simplify abstract ideas					
Numeracy	Reading data from Health Indicators					
Wider Opportunities	Mental Health Ambassadors, Anti Bullying Ambassadors, NHS Youth Voice					
British Values	<b>Rule of Law</b> - Principles of safeguarding and protection in health and social care Introduction to duty of care in health, social care or children’s and young people’s settings. Understand health and safety in social care settings Understand how to handle information in social care settings <b>Democracy</b> - How have the laws come about, e.g., pressure from the public? Trade union and public pressure for health and safety legislation? <b>Individual Liberty</b> - Choices in terms of education, employment and careers. Limitations on individual liberty, e.g., by complying with employment or training contracts and individual liberty within the law and social expectations <b>Tolerance and Mutual Respect</b> - Principles of diversity, equality and inclusion in adult social care settings, Student code of conduct, Good working relationships.					
Character	Selecting character virtues as a focus for the lesson, looking at Moral, intellectual, civic, performance virtues linking it to careers, H&S Care industry, what values should we have if we work in the H&S Care Sector?					
Careers	Careers Interviews, Careers Fairs, visits to colleges and universities, external speakers,					
SMSC	<b>Spiritual</b> - consider a range of cultures and faiths and how these may impact their health behaviours and access to health and social care services. <b>Moral</b> - Students develop an understanding of concepts related to equality, diversity and rights in health and social care and are able to gain knowledge of discriminatory practice and means of combatting this. • They will also develop an understanding of national initiatives that promote anti-discriminatory practice in health and social care settings <b>Social</b> - Students in HSC are taught that different people hold different views about right and wrong but should always comply with the fundamental British law of this country, particularly when studying relevant HSC legislation and codes of practice. Students are encouraged to develop mutual respect and tolerance of those with different faiths and beliefs					

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<p><b>Cultural</b> - Students will learn how communication is perceived by different cultures and how some methods can be considered a barrier to communication. Students also explore how services need to be made accessible and analyse the impact when communication process fails.</p>
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