

Yr9 and 10 Health and Social Care (theory yr9 and coursework yr10)

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Life stages and PIES	1	<ul style="list-style-type: none"> Main life stages linked to ages Areas of growth and development across main life stages using PIES classification 	life stages and PIES BTEC tech award Health and Social Care student book p4-7	CEIAG – All lessons link to health and social care professionals who would use information on PIES to help make decisions on an individuals development; like health visitors, GP's, nurses, social workers etc	Some tasks are differentiated and provide scaffolding for SEND or stretch and challenge for the more able. When it comes to the coursework assignment the criteria are split into Pass, Merit and Distinction so differentiated for the different abilities.	All lessons have a factual recall task at the start. Self and peer feedback on tasks Levelled tasks (Pass, merit and distinction)
Physical development	3	<ul style="list-style-type: none"> Physical development: gross and fine motor skills Physical development: infancy and early childhood, gross and fine motor skills and growth patterns Physical development in adolescence and early adulthood: growth patterns and primary and secondary sexual characteristics Physical development in middle and later adulthood: menopause, loss of mobility, muscle tone/strength and skin elasticity 	Physical lesson 1 Physical lesson 2 Physical lesson 3 BTEC tech award Health and Social Care student book p8-15			
Intellectual development	2	<ul style="list-style-type: none"> Intellectual/cognitive development: problem solving, abstract and creative thinking, 	Intellectual lesson 1			

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		<p>development/loss of memory and recall</p> <ul style="list-style-type: none"> • Intellectual/cognitive development: language development 	<p>Intellectual lesson 2</p> <p>BTEC tech award Health and Social Care student book p16-19</p>			
Emotional development	2	<ul style="list-style-type: none"> • Emotional development in infancy and early childhood including bonding and attachment, security and independence • Emotional development in adolescence and adulthood: independence, security, contentment, self-image and self-esteem 	<p>Emotional lesson 1</p> <p>Emotional lesson 2</p> <p>BTEC tech award Health and Social Care student book p20-23</p>			
Social development	2	<ul style="list-style-type: none"> • Social development in infancy and early childhood: formation of relationships with others and socialisation process • Social development in adolescence and stages of adulthood: formation of relationships with others and socialisation process 	<p>Social development</p> <p>BTEC tech award Health and Social Care student book p24-27</p>			
Assessment	1	<ul style="list-style-type: none"> • Main life stages linked to ages • Areas of growth and development across main life stages using PIES classification • Physical development: gross and fine motor skills 	<p>test for lesson 1-9</p>			Multiple choice and short answer questions on Lessons 1-9

		<ul style="list-style-type: none">• Physical development: infancy and early childhood, gross and fine motor skills and growth patterns• Physical development in adolescence and early adulthood: growth patterns and primary and secondary sexual characteristics• Physical development in middle and later adulthood: menopause, loss of mobility, muscle tone/strength and skin elasticity• Intellectual/cognitive development: problem solving, abstract and creative thinking, development/loss of memory and recall• Intellectual/cognitive development: language development• Emotional development in infancy and early childhood including bonding and attachment, security and independence• Emotional development in adolescence and adulthood: independence, security, contentment, self-image and self-esteem• Social development in infancy and early childhood: formation of relationships with others and socialisation process• Social development in adolescence and stages of adulthood: formation of				
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		relationships with others and socialisation process				
Physical factors	3	<ul style="list-style-type: none"> Physical factors that affect growth and development: genetic inheritance, experience of illness and disease Physical factors that affect growth and development: diet and lifestyle choices, and appearance 	<p>BTEC tech award Health and Social Care student book p28-31</p> <p>Physical factors lesson 1</p> <p>Physical factors lesson 2</p>	<p>CEIAG – All lessons link to health and social care professionals who would use information on factors affecting PIES to help make decisions on an individuals development; like health visitors, GP's, nurses, social workers etc</p>		
Social and cultural factors	2	<ul style="list-style-type: none"> Social and cultural factors that affect human growth and development: culture, religion, community involvement, gender roles and expectations and educational experiences Social and cultural factors that affect human growth and development: the influence of role models, social isolation and personal relationships with friends and family 	<p>BTEC tech award Health and Social Care student book p32-35</p> <p>Social and cultural factors lesson 1</p> <p>Social and cultural factors lesson 2</p>			
Economic factors	2	<ul style="list-style-type: none"> Economic factors that affect human growth and 	<p>BTEC tech award Health and Social Care</p>			

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		development: income/wealth and material possessions	student book p36-37 Economic factors			
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Types of life events	4	<ul style="list-style-type: none"> Types of life events: physical, relationship changes and life circumstances Types of life events through the life stages that may be expected or unexpected. Types of life events: physical events to include accident and injury and ill health 	BTEC tech award Health and Social Care student book p40-47 types of life events	CEIAG – All lessons link to health and social care professionals who would help individuals deal with life events; like counsellors, career advisers, occupational		

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		<ul style="list-style-type: none"> Types of life events: relationship changes, entering into relationships, marriage, divorce, parenthood and bereavement Types of life events: life circumstances, moving house, starting school, new job, exclusion from education, redundancy, imprisonment, retirement and impact on PIES 		therapists and voluntary organisations etc		
Coping with change caused by life events	2	<ul style="list-style-type: none"> How people may react differently to the same life events How individuals can adapt to changes caused by life events 	<p>BTEC tech award Health and Social Care student book p48-51</p> <p>coping with change caused by life events</p>			
Types of support	4	<ul style="list-style-type: none"> Types of support: emotional, information and advice, and practical help, e.g. financial assistance, childcare, transport Informal sources of support: family, friends, partners and types of support they can provide Formal sources of support: professional carers and services and types of support they can provide Sources of voluntary support: community groups, voluntary services and faith-based 	<p>BTEC tech award Health and Social Care student book p52-61</p> <p>types of support</p>			

		organisations and types of support they can provide				
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		<ul style="list-style-type: none"> Sources of voluntary support: community groups, voluntary services and faith-based organisations and types of support they can provide 																												
<p>Coursework assignment example</p>	<p>12</p>	<p>Produce a report on the physical, intellectual, emotional and social (PIES) growth and development that occurs in the life stages of early childhood and early adulthood.</p> <p>Your report must include:</p> <ul style="list-style-type: none"> how an individual's PIES characteristics grow and develop through the life stages of early childhood and early adulthood how the PIES characteristics change from early childhood to early adulthood. <p>Produce a report on how specific factors can affect the PIES growth and development of individuals in the life stages of early childhood and early adulthood.</p> <p>Your report must include:</p> <ul style="list-style-type: none"> how the factors of religion and hearing impairment impact the PIES growth and development of individuals in early childhood and early adulthood the reasons why there is a difference in the impact of the factors between the given life stages. <p>Read the case studies on James and Alisha.</p>		<p>Literacy – proper sentence / paragraph construction of the information</p>	<p style="text-align: right;">Component 1: Human Lifespan Development</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #008080; color: white;">Mark Band 0</th> <th style="background-color: #008080; color: white;">Mark Band 1</th> <th style="background-color: #008080; color: white;">Mark Band 2</th> <th style="background-color: #008080; color: white;">Mark Band 3</th> <th style="background-color: #008080; color: white;">Mark Band 4</th> </tr> </thead> <tbody> <tr> <td colspan="5" style="text-align: center;">Task 2: Impact of different factors on PIES growth and development through the life stages</td> </tr> <tr> <td colspan="5" style="text-align: center;">Learning outcome A: Understand human growth and development across life stages and the factors that affect it</td> </tr> <tr> <td style="text-align: center;">0 marks</td> <td style="text-align: center;">1 – 3 marks</td> <td style="text-align: center;">4 – 6 marks</td> <td style="text-align: center;">7 – 9 marks</td> <td style="text-align: center;">10 – 12 marks</td> </tr> <tr> <td style="text-align: center;">No rewardable material</td> <td> <p>Limited application of knowledge and understanding of how specific factors affect PIES growth and development in the specified life stages. Evidenced through:</p> <ul style="list-style-type: none"> a superficial account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is generic with few links made between each of the specified factors and PIES at each life stage simplistic reasons for the difference in the impact of the specified factors between specified life stages, with few accurate links made to the PIES at each life stage. </td> <td> <p>Adequate application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. 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Evidenced through:</p> <ul style="list-style-type: none"> a mostly detailed account of how the specified factors impact the PIES classifications in the given life stages; information on the impact is mostly specific with substantial links made between each of the specified factors and PIES at each life stage mostly developed reasons for the difference in the impact of the specified factors between specified life stages, with mostly accurate links made to the PIES at each life stage. </td> <td> <p>Comprehensive application of knowledge and understanding of how factors affect PIES growth and development in the specified life stages. 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		<p>Produce a report that considers how each of their life events has impacted on their growth and development physically, intellectually, emotionally and socially.</p> <p>Produce a report on how James and Alisha, have adapted to life events.</p> <p>Your report must include:</p> <ul style="list-style-type: none">• the different sources and types of support James and Alisha accessed to adapt to their life events• the character traits that influenced how James and Alisha coped with their life events• a comparison of the ways that James and Alisha adapted to their life events and the role that support played• an additional source of support for each individual that is not already mentioned in the case studies and reasons why these sources might be appropriate to James' and Alisha's life events.			
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