LATHOM HIGH SCHOOL

Glenburn Road, Skelmersdale, Lancashire WN8 6JN

Tel: 01695 725653

Headteacher: Mr P Livelsley

KS4 Curriculum Outline
Health and Social Care

	Autumn Term	Spring Term	Summer Term
Y10	**Component 1: Human Lifespan Development** **Learning Outcome A: Human growth and development across life stages and factors affecting development** **<u>Knowledge:</u>** *What is Health and Social Care?* *What is PIES development?* *How do people grow and develop physically, intellectually, emotionally and socially?* *What are the main life stages from infancy to later adulthood?* *What are gross and fine motor skills?* *How does development change during infancy, early childhood, adolescence and adulthood?* *What physical and lifestyle factors can affect growth and development?* *How can disability and sensory impairment affect development?* *How can culture, relationships, environment and economic circumstances affect growth and development?* *How do these factors affect PIES development across different life stages?* **<u>Key skills:</u>** Using specialist Health and Social Care vocabulary Describing and explaining PIES development Applying knowledge to vocational case studies Explaining the impact of factors on growth and development Using examples to support written explanations Developing extended written responses **<u>Assessment:</u>** Low-stakes retrieval and vocabulary checks	**Component 1: Human Lifespan Development / Component 2: Health and Social Care Services and Values** **Learning Outcome B, Component 1 PSA and Component 2 Learning Outcome A** **<u>Knowledge:</u>** *What are expected and unexpected life events?* *What are health and wellbeing life events?* *How can relationships and life circumstances change?* *How do people adapt to life events?* *What formal and informal support can help people through change?* *How do character traits affect the way people respond to life events?* *What types of healthcare services are available?* *What is the difference between primary, secondary and tertiary care?* *What are allied health professionals?* *What types of social care services are available?* *How do services meet individual needs?* **<u>Key skills:</u>** Explaining short-term and long-term effects Comparing how individuals adapt to life events Selecting appropriate support Writing in a vocational report style Managing time under supervised assessment conditions Identifying appropriate health and social care services Applying services to case studies **<u>Assessment</u>**	**Component 2: Health and Social Care Services and Values** **Learning Outcome A/B: Barriers, skills, values and PSA readiness** **<u>Knowledge:</u>** *What is multi-agency and multidisciplinary working?* *What barriers might prevent people from accessing services?* *How can physical, sensory, social, cultural, psychological and language barriers be overcome?* *What skills and attributes are needed by health and social care practitioners?* *Why are care values important?* *Why are dignity, respect, confidentiality, safeguarding and person-centred care important?* *How do services, skills, attributes and values benefit service users?* *How do practitioners promote independence, dignity and empowerment?* *How should knowledge be applied to Pearson-style vocational scenarios?* **<u>Key skills:</u>** Explaining barriers and ways to overcome them Using vocational terminology accurately Explaining the importance of care values Developing empathy and professional judgement Scenario analysis Independent application Extended written communication Linking services, barriers, skills and values together Preparing for formal assessment conditions **<u>Assessment</u>**

	Short applied written tasks Component 1 formative practice using non-live scenarios	Pearson-set Component 1 PSA Tasks 1, 2, 3a and 3b completed under supervised conditions Internally assessed and externally moderated Low-stakes Component 2 retrieval and service-selection tasks	Scenario-based formative practice Case-study analysis Component 2 readiness activities using non-live formative tasks Preparation for the Pearson-set Component 2 PSA in Year 11
Y11	**Component 2 PSA and Component 3 Learning Outcome A** **<u>Knowledge:</u>** *How do health and social care services meet individual needs?* *How can barriers to accessing services be overcome?* *How do skills, attributes and care values benefit service users?* *How should knowledge be applied to Pearson-set vocational scenarios?* *What factors affect health and wellbeing?* *How can physical, lifestyle, social, cultural, emotional and economic factors influence health?* *How can life events affect a person's health and wellbeing?* *How can individual circumstances affect health choices and outcomes?* **<u>Key skills:</u>** Applying Component 2 knowledge to vocational case studies Selecting appropriate services and support Explaining barriers and ways to overcome them Using care values accurately in written responses Working independently under supervised assessment conditions Identifying factors that influence health and	**Learning Outcome B and C: Health indicators and health improvement plans** **<u>Knowledge:</u>** *What are physiological health indicators?* *How can blood pressure, pulse, BMI and peak flow indicate health risks?* *What are lifestyle indicators?* *How can diet, activity levels, smoking, alcohol and substance use affect health?* *How can health data be interpreted?* *What is a health and wellbeing improvement plan?* *How are targets and recommendations created for an individual?* *How can barriers prevent someone from improving their health?* *How can barriers to health improvement be overcome?* **<u>Key skills:</u>** Interpreting physiological and lifestyle data Using case-study information accurately Identifying health risks Explaining links between lifestyle choices and health outcomes Creating appropriate health improvement recommendations Setting short-term and long-term targets	**Revision and Examinations** **Component 3 external assessment and final preparation** **<u>Knowledge:</u>** *How do factors, indicators and health improvement plans connect across Component 3?* *How should case-study information be used in exam answers?* *How are command words interpreted in the examination?* *How can pupils improve accuracy, detail and timing in extended responses?* *What are the key areas of knowledge needed for the Component 3 external examination?* **<u>Key skills:</u>** Retrieval of key Component 3 knowledge Applying knowledge to unfamiliar case studies Interpreting data accurately Using command words correctly Planning extended written responses Writing clearly under timed conditions Reviewing and improving exam answers Independent revision and exam preparation **<u>Assessment</u>** Component 3 external examination

	wellbeing Applying health and wellbeing knowledge to realistic case studies Explaining positive and negative effects on health **<u>Assessment</u>** Pearson-set Component 2 PSA completed under supervised conditions Internally assessed and externally moderated Low-stakes Component 3 retrieval and vocabulary checks Exam-style questions on factors affecting health and wellbeing	Explaining barriers to improvement Justifying advice using evidence from a case study Developing exam technique **<u>Assessment</u>** Component 3 mock examination Past paper practice Exam-style questions on health indicators and improvement plans Teacher and self-assessed exam responses	Final mock / walking-talking mock where appropriate Targeted revision tasks Past paper practice and exam feedback