

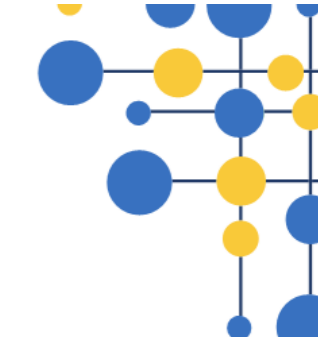


Subject: HSC (Health and Social Care) Year: 10 Ability: Mixed

Term / Date(s)	Component 1 A1 (HT1 and HT2)	Components 1 - B1 (HT3 and HT4)	Component 2 A2 (HT5 and HT6)
<b>Topic</b>	Human Lifespan Development A1	Human Lifespan Development B1	Services and Barriers A2
Topic overview	Understand human growth and development across life stages and the factors that affect it	Understand how individuals deal with life events.	Students will explore the health and social care services available and why individuals may need to use them Students will be able to explain what barriers prevent people from accessing services and how these barriers can be overcome
<b>Pupils will learn...</b>			
<b>Components</b>	<ul style="list-style-type: none"> <li>Students understand the main life stages such as the different aspects of growth and development across the life stages using physical, intellectual, emotional, and social (PIES) classification; so that they know if a person is under or over developed.</li> <li>Students understand the physical growth, intellectual/cognitive development, emotional development, and social development across all life stages, so that they know expected levels of development and how these can impact decision making and behavioural changes.</li> <li>Students understand the physical, social and cultural, and economic factors that can affect development, so that they know what factors can impact development positively or negatively.</li> <li><b>Cultural capital</b> – students being aware of how individuals develop and what factors may affect this in theirs and others lives allows them to be well rounded members of society. Students will learn about social and cultural factors including, culture, religion, gender roles and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Students understand that life events are expected or unexpected events that occur in an individual's life linking to PIES. These can be classified as physical events, Relationship changes, and Life circumstances so they know how individuals are impacted by these life events.</li> <li>Students understand how individuals can adapt or be supported through changes by life events, so that they know how people react and adapt to changes. This will be needed for students to be able to discuss the impact of life events for their PSA work and as part of the external exam: Component 3</li> <li>Students understand about sources of support, so that they know what support is available and where to access these services.</li> <li>Students understand the types of support that can be given/sought; including formal and informal sources of support, so that they are aware of the support they can get during different life events.</li> <li><b>Cultural capital</b> – students will be aware of different life events that can impact/effect an individual's life and their development through a particular life stages. This will include physical events, like broken limbs, relationship changes – such as marriage and life circumstance such as bereavement.</li> </ul>	<ul style="list-style-type: none"> <li>Students need to be able to explain the range of barriers there are to accessing services. This will enable them to identify specific barriers that individuals are facing and how these can be overcome</li> <li>Students are made aware of the <b>Careers</b> available within the health and social care sector and what their job roles are and how these help/support and care for individuals.</li> <li><b>Cultural capital</b> – Students are aware of the services available and how these might be used to support clients and how a persons protected characteristics can affect how and when they use these services.</li> <li>Students will learn about the range of health care services/professionals available so that they can explain how they can meet a service-user's needs.</li> </ul>
<b>What pupils should already know (prior learning components)</b>	<p><b>KS 3 English Language</b></p> <p><b>Reading</b> - wide, varied, and challenging sources of reading. Case studies and specific texts on life span development and factors.</p> <p><b>Writing</b> - accurate QWC, including understanding of specific command words in coursework responses</p>	<p><b>Component A1</b> – Different life stages, understanding of PIES and factors and how people develop over time.</p>	<p><b>Component A1</b> – Different life stages, understanding of PIES and factors and how people develop over time.</p> <p><b>Component B1</b> Different types of health care services Variety of support available both formal and informal</p>



<p><b>Transferrable knowledge (skills)</b></p>	<ul style="list-style-type: none"> <li>Real life awareness - Students will develop an understanding of how humans develop. They can use this knowledge to understand why people emotionally react to different situations and what different people go through developmentally in real life.</li> <li>Inference – being able to infer that a person has developed in an expected manner – when no evidentiary resources prove as such.</li> <li>This knowledge will be required to successfully complete the PSAs for Components A1 and B1.</li> <li>Demonstrating a secure understanding of the written language, including SPAG.</li> <li>Critical understanding – ability to use sources and critique how factors have had an impact on human development.</li> <li>Analysis – being able to extract and interpret information from websites, texts and other sources.</li> </ul>	<ul style="list-style-type: none"> <li>Real life awareness - Students will develop an understanding of how humans develop. They can use this knowledge to understand why people emotionally react to different situations, what different people go through developmentally in real life and how life events affect people's ability to cope.</li> <li>Inference – being able to infer that a person has developed in an expected manner – when no evidentiary resources prove as such.</li> <li>Demonstrating a secure understanding of the written language, including Spag.</li> <li>Critical understanding – ability to use sources and critique how factors have had an impact on human development and ability to cope.</li> <li>Analysis – being able to extract and interpret information from interviews, websites, texts, and other sources.</li> <li>Comparison – being able to compare how people react differently to life events</li> <li>Evaluation skills – to evaluate how individuals have coped with the life event and who coped better and why?</li> </ul>	<ul style="list-style-type: none"> <li>Real life awareness - Students will develop an understanding of how services can help and support people. They can use this knowledge to understand what service a client may need to access for their ailments/issues.</li> <li>Demonstrating a secure understanding of the written language, including SPAG.</li> <li>Critical understanding – ability to use sources and critique how services can help an individual and what barriers may happen to stop them being able to access these services.</li> <li>Analysis – being able to extract and interpret information from interviews, websites, texts, and other sources.</li> <li>Comparison – being able to compare how people have different needs and circumstances that can affect their ability to access services.</li> <li>Evaluation skills – to evaluate how to overcome barriers?</li> </ul>
<p><b>Key vocabulary pupil will know and learn</b></p>	<p>Life stages Development Physical Intellectual Emotional Social Puberty Gross motor skills Fine motor skills Impact Religion Genetic inheritance Disease/Illness Appearance Community involvement Role Models Social isolation Income/Wealth</p>	<p>Life stages Development Expected events Unexpected events Physical Changes Relationship changes Life circumstances Adapting to change Resilience Accepting change Support</p>	<p>Service-user, service provider, primary care, secondary care, tertiary care, allied health professionals Physical Barriers Sensory Barriers Cultural Barriers Psychological Barriers Language Barriers Geographical Barriers Resources Barriers Financial Barriers</p>
<p><b>Assessment activities</b></p>	<ul style="list-style-type: none"> <li>Students will complete a PSA released mid-February 2023 based on the Assignment Brief produced by the exam board. 6 supervised hours for students to complete divided between 4 tasks</li> <li>1. The process of growth and development through three, different life stages showing how growth and development changes over time.</li> </ul>	<ul style="list-style-type: none"> <li>Students will complete a PSA released mid-February 2023 based on the Assignment Brief produced by the exam board. 6 supervised hours divided between 4 tasks</li> <li>1. The actual life event and the impact of this on each of the individuals</li> <li>2. How everyone adapted to the life event.</li> </ul>	<p>Students will complete a PSA released mid- October 2023 based on the Assignment Brief of 6 supervised hours divided by 5 tasks. Students are required to assess the services available to these clients, stating how they will help/support the clients. They also need to assess the barriers that these clients may face for accessing these services and how to overcome them.</p>



	<p>2. The factors that have influenced each of the three, different life stages.</p> <p>3. How the impact of the several factors has changed across the different life stages for your chosen individual.</p>	<p>3. The role that supports played in helping them to adapt and the value of the support to the individuals</p> <p>Students should also compare the ways in which everyone adapted to the changes brought about by the life event.</p>	
<b>Resources available</b>	<p><u>SharePoint lesson resources</u> <a href="#">HT1</a> Active Teach online - teacher book: <a href="https://www.activeteachonline.com/product/view/id/900/page/-/8/mode/dps">https://www.activeteachonline.com/product/view/id/900/page/-/8/mode/dps</a> <u>Human Development Stages from Infancy to Late Adulthood</u> <a href="#">Human Development Stages From Infancy to Late Adulthood - Video &amp; Lesson Transcript   Study.com</a></p>	<p><u>SharePoint lesson resources</u> <a href="#">Year 10 - Documents - All Documents (sharepoint.com)</a> Active Teach online - teacher book <a href="https://www.activeteachonline.com/product/view/id/900/page/-/8/mode/dps">https://www.activeteachonline.com/product/view/id/900/page/-/8/mode/dps</a></p>	<p><b>ActiveTeach:</b> <a href="https://www.activeteachonline.com/product/view/id/900/page/4/mode/dps">https://www.activeteachonline.com/product/view/id/900/page/4/mode/dps</a> <u>SharePoint lesson resources</u> <a href="#">Year 10 - Documents - All Documents (sharepoint.com)</a></p>
<b>Notes</b>  <b>Why this topic is important...</b>	<p>This topic teaches students how humans are expected to develop and gives them an understanding of what they may have gone through in all life stages. They also gain an insight into their future life stages and gives them an understanding of what individuals are going through physically, intellectually, emotionally, and socially.</p> <p>This topic gives them a tolerance and a satisfactory level of empathy for how human development and certain factors can impact a person's life choices.</p>	<p>This topic teaches students how an individual's development can be affected by major life events; including how these events can affect human development learnt in the previous unit. Students will start to understand how people react and cope with these life events and how one person's way of coping may be completely different to another person's ability to cope. Students will also begin to find out the diverse types and sources of support that can help them to cope with these life events.</p>	<p>Students need to know what care services are available in order to advise which are the most appropriate services to support individuals, identified in the set scenario. The barriers to access must also be thoroughly understood so that clear guidelines and support can be given to overcome barriers for a successful outcome.</p>