

HT	Unit Title	Key knowledge/ content to learn and retain	Essential skills to acquire (subject and generic)	Link to subject intent and ethos	Anticipated misconceptions	Link to previous KS	Link to Future KS	Opportunity to stretch higher attainers	SMSC & British Values	Cultural Capital	Career Link
1	Life stages & expected growth and development	<p>Growth & development in the main life stages:</p> <p>Infancy Early Childhood Adolescence Early Adulthood Middle Adulthood Later Adulthood</p> <p>The types of development:</p> <p>Physical Intellectual Emotional Social</p>	<p>Differentiate between types of growth and development.</p> <p>Recognise the sequential nature of development Use of case studies</p> <p>Research skills</p> <p>Evaluating the importance of different factors</p>	<p>Lays the foundations for studying health and social care at any level.</p> <p>Students reflect on their own development and that of those around them.</p>	<p>Students may confuse elements of physical, intellectual, and emotional development and struggle to determine which category they fit into e.g., that cognitive decline occurs because of physical changes in the brain it has physical, intellectual and emotional impacts.</p>	<p>Students have a secure understanding of puberty when studying adolescence developed from science and personal development.</p>	<p>In KS4 they will develop this further and complete the component 1 PSA.</p> <p>Analysis of data and case studies.</p>	<p>Independent research and sharing of wider knowledge and understanding.</p> <p>Encourage them to make links between different areas of development e.g., how physical changes in adolescence have a social and emotional impact.</p> <p>Skills of empathy & understanding.</p>	<p>The life span is examined in chronological order. Discuss the characteristics associated with 'later adulthood' as the basis for ageism.</p> <p>Recognising that deviation from the expected may make us 'different'.</p>	<p>Students are equipped with an understanding and empathy 'beyond their years'.</p> <p>The specialized vocabulary to describe a range of 'ordinary experiences' e.g., the use of cognitive decline to explain the slowing down of the brain as we age.</p>	<p>Lifespan development is the basic underpinning knowledge and understanding applied in all health and social care job roles and careers.</p> <p>Activities coordinator: using the job description and research students plan a week of activities for residents in a care home.</p>
2	Factors affecting growth and development	<p>Factors affecting growth and development to include; diet, exercise, smoking, alcohol, stress, economic and financial factors and environmental factors.</p> <p>Students should be able to identify and discuss the positive and negative impacts on growth and development</p>	<p>Identifying positive and negative and short- and long-term effects.</p> <p>Use of case studies.</p> <p>Research skills.</p> <p>The ability to form a balanced argument & identify risks and benefits of certain lifestyle choices</p>	<p>Students begin to understand the factors which may make us different or require more help and support than others.</p>	<p>Environmental factors - we broaden the definition to include the factors around us that influence our development</p>	<p>Students have a secure understanding of diet, exercise, smoking and alcohol.</p>	<p>In KS4 students will be required to analyse the impact of these factors on an individual and make suggestions for how they can improve their lifestyle.</p>	<p>Encourage them to explore the physiological impacts of lifestyle factors in greater depth.</p> <p>Introduce the cycle of deprivation</p>	<p>Building tolerance & mutual respect for those who might live different lives to us.</p> <p>The impact of the protected characteristics on growth and development.</p>	<p>Maturity: students are encouraged to understand why individuals may make 'poor' decisions, without judgement.</p> <p>Students begin to consider the nature/nurture debate</p>	<p>Case study activities during which students practice giving advice to individuals.</p> <p>Careers in the NHS</p>
3	Healthcare conditions	<p>The impact of the health conditions and how they can be managed - arthritis, CHD/CVA, T2 diabetes, obesity, respiratory conditions, and additional needs.</p>	<p>Research skills.</p> <p>An understanding of a range of medical conditions and associated tier 3 vocabulary</p>	<p>Providing precise and expert knowledge on a variety of healthcare conditions students may have some familiarity with or</p>	<p>Students may not fully grasp the complex nature of obesity due to misinformation in the media.</p>	<p>Students rely on their understanding of the cardiovascular and skeletal system developed in KS2 and 3 sciences.</p>	<p>In KS4 students will be required to develop this knowledge and understanding further including how the conditions can be managed.</p>	<p>Use of more specialized tier 3 vocabulary and terminology.</p> <p>Research and discussion of the physiological basis of the conditions.</p>	<p>Individual liberty & the importance of autonomy when making lifestyle decisions.</p> <p>The rule of law in respect to the rights of patients</p>	<p>An understanding of genetic inheritance, predisposition and environmental factors that contribute to health and wellbeing allow</p>	<p>Practitioners involved in the care of individuals with healthcare conditions.</p>

				general knowledge of.					and the responsibilities of care providers	students to debate contentious issues and make informed lifestyle decisions.	
4	Health & Social Care Services	Students differentiate between health and social care services and can describe they can meet the needs of service users and examine a range of job roles in the health and social care sector	Students will refer back to their initial introductory work on health and social care and PIES needs and build on this, learning about how those needs can be met.	This topic allows students an insight into the services, service providers and job roles in the sector.	Students ay struggle to understand some of the complex issues around assessment and funding of services.	This is largely new and specialized content.	In KS4 students will be required to have a detailed knowledge and understanding of how health and social care practitioners can support service users with a range of health and social care needs.	Students may be encouraged to use job adverts and specifications from 'real life' to research job roles.	PC: support for people who need additional help and support BV: protecting individual liberty & mutual respect when providing health & social care	Students develop a greater understanding of the services available to them and the notion of fir access. Understanding the roles, responsibilities and rights of healthcare practitioners and the individuals empowers young people in their own healthcare journeys. Students may be encouraged to explore job roles and careers for themselves.	Health & social care services & job roles
5	Barriers to Access	Definition of barriers. Types of barriers and how they can be overcome by the service providers or users.	Students require a maturity of thinking an empathy to put themselves in the shoes of people who face barriers.	Not only does this provide 'soft' skills such as empathy and understanding but develops critical thinking and problem solving.	It may take some students longer than others to understand the complex notion of barriers and the difficulties people face.	This is largely new and specialized content.	Students will develop this knowledge and understanding further in KS4 and will be required to suggest realistic ways in which barriers can be overcome.	Students may be directed to examine policy and legislation that underpins the right to fair access	PC & BV: ensuring those who face barriers are provided with means to overcome them. Anti-discriminatory practice. An understanding of why not everyone has access to things most of us take for granted	Understanding barriers and the responsibilities of service providers to support individuals to overcome them will be beneficial to students' own experiences of healthcare and will allow them to advocate for others.	Lesser-known job roles such as advocates & interpreters
6	Physiological indicators	Physiological indicators; resting HR, HR recovery, BP, BMI The risks of high or low or 'out of	The ability to read a variety of graphs, charts & interpret the data they present.	This topic provides students with the technical skills required in health and social care roles.		Students will rely on skills developed in maths and science to take measurements,	Students are required to interpret lifestyle and physiological data in KS4 and suggest current	Examine the physiological causes of high or low measurements and how these	Tolerance and mutual respect for all, regardless of lifestyle choices.	Supporting students' numeracy skills.	Specific technical skills reading graphs and charts.

		normal range' indicators				readings and plot graphs	and future risks to health.	could be improved.			An opportunity to use specialist equipment including sphygmomanometers, peak flow tests, height, weight and pulse rate.
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