

Year 10 Curriculum Overview Plan: Health and Social Care 2020

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:	Key Theme:
Understand human	Investigate how	Component 3 – Exam	Component 3 – Exam	Component 3 – Exam	Component 3 – Exam
growth and	individuals deal with	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing	Health and Wellbeing
development and key	life events.	Treatment tremem.	Trouter and tromboning	Trouter and tromboning	
factors that affect it		Factors affecting	A person – centered	Revision Techniques	Revision Techniques
		health and wellbeing	health and wellbeing	Mock exam practice	Mock exam practice
	Key Concepts,		improvement plans	•	•
	Knowledge & Skills	Physiological	·		
Key Concepts,	to be Embedded:	indicators	Obstacles to		
Knowledge & Skills	Learners study		implementing plan		
to be Embedded:	expected and	Lifestyle Indicators			
Learners explore	unexpected life				
aspects of growth	events. Learners	Key Concepts,	Key Concepts,	Key Concepts,	Key Concepts,
and development,	learn how individuals	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills	Knowledge & Skills
including life stages	adapt to changes in	to be Embedded:	to be Embedded:	to be Embedded:	to be Embedded:
and how PIES	circumstances after	Learners explore how			
development is	life events and the	physical, lifestyle,	Learners explore the	This External	Exam Skills
affected at each life	role of vale and	social, emotional,	features of a health	component builds on	
stage.	support.	cultural, economic	and wellbeing	knowledge,	
Learners are asked to	Learner are now	and environmental	improvement plan,	understanding and	
write a report to	given the	factors can have a	taking into	skills acquired and	
illustrate how people	opportunity to apply	positive or negative	consideration needs,	developed in	
change over different	their knowledge, this	impact on an	wishes and	Components 1 and 2.	
life stages. They	time to two case	individual's health	circumstances.	The design of this	
choose an individual,	studies. Learners	and wellbeing. This	Learners also explore	external assessment	
such as a well-known	identify how the	again builds on	the obstacles that	ensures that there is	



	I	I		I	
person, and carry out	individuals have	previous knowledge	individuals can face	sufficient stretch and	
research to find out	adapted to the life	of PIES development.	when implementing	challenge, enabling	
how they have	event and what		these plans and how	the assessment of	
changed over the	support is available	Learner interpret	they can be	knowledge and	
course of three life	to them and its	indicators that can be	mitigated. Learners	understanding at the	
stages (the life stages	value. Learners could	used to measure	than produce their	end of the learning	
are chosen by the	extend themselves to	physiological health	own health and	period.	
learner) and then use	compare how	and interpret lifestyle	wellbeing		
this to write a report.	individuals adapted	data in relation to	improvement plans		
Learners choose the	and assess how well	risks posed to	using the knowledge		
person that they	the adapted now	physical health.	they have gained		
want to research.	that they have a very		from Component 3		
Learners complete	thorough knowledge				
this assignment,	of PIES and Life				
applying their	events. This shows				
knowledge of PIES	how well they have				
and the factors that	understood and				
may affect their	processed the theory				
individual's growth	from Component 1				
and development.	and how they can				
Learners have the	apply this theory to				
opportunity with this	real scenarios.				
piece of controlled					
assessment to					
develop transferable					
skills such as report					
writing					



Links to Prior	Links to Prior	Links to Prior	Links to Prior	Links to Prior	Links to Prior
Learning: PSHE	Learning:	Learning:	Learning:	Learning:	Learning:
The Characteristics	Builds further onto	Component 3 builds	Component 3 builds	Component 3 builds	Component 3 builds
and evidence of what	PIES Development, as	directly on	directly on	directly on	directly on
constitutes a healthy	well as giving context	components 1 and 2	components 1 and 2	components 1 and 2	components 1 and 2
lifestyle, maintaining	to the factors that	and allows learning	and allows learning	and allows learning	and allows learning
a healthy weight,	affect growth and	to be brought	to be brought	to be brought	to be brought
including the links	development studied	together and related	together and related	together and related	together and related
between an inactive	in Learning Aim A	to a real-life	to a real-life	to a real-life	to a real-life
lifestyle and ill		situation.	situation.	situation.	situation.
health, including					
cancer and		This also provides	This also provides	This also provides	This also provides
cardiovascular ill-		links to GCSE	links to GCSE	links to GCSE	links to GCSE
health		biology/combined	biology/combined	biology/combined	biology/combined
		science content in	science content in	science content in	science content in
		the bioenergetics	the bioenergetics	the bioenergetics	the bioenergetics
		topic	topic	topic	topic
Key Assessment	Key Assessment				
Pieces:	Pieces:	Key Assessment	Key Assessment	Key Assessment	Key Assessment
Paper 1 - Human	Controlled	Pieces:	Pieces:	Pieces:	Pieces:
Lifespan	Assessment for				
Development	Learning Aim B –	Paper 1 – Learning	Paper 2 – Learning	Learners will be given	3 Mock papers to
Paper 2 - Human	Learners are asked to	Aim A&B	Aim C	a case study and will	practice
Lifespan	use a case study on			assess an individual's	
Development	two individuals that			health and wellbeing,	Exam May 2023
	have experienced the			drawing on their	
Controlled	same life event (e.g.			understanding of life	
Assessment for	bereavement) and			events from	
Learning Aim A –	investigate how it			Component 1. They	
Learners will assess	affected them.			will design a health	
how an individual has	Learners gather			and wellbeing	



changed over the	evidence from the		improvement plan	
course of three life	case studies about		that draws on their	
stages. The person	how PIES		knowledge of	
chosen, could be	development was		services and care	
someone they know	affected and what		values from	
or a case study.	support the		Component 2	
Learners must also	individuals received.			
explain how relevant				
factors may have				
affected the growth				
and development of				
the individual.				



| Tier 3 Vocabulary |
|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| Vault: | Vault: | Vault: | Vault: | Vault: | Vault: |
| Physical | Physical | Definition of Health | Definition of Health | Physical | Physical |
| Development, | Development, | & Wellbeing, Genetic | & Wellbeing, Genetic | Development, | Development, |
| Intellectual | Intellectual | inheritance, acute | inheritance, acute | Intellectual | Intellectual |
| Development, | Development, | illness, Chronic | illness, Chronic | Development, | Development, |
| Emotional | Emotional | Illness, Substance | Illness, Substance | Emotional | Emotional |
| Development, Social | Development, Social | abuse, social | abuse, social | Development, Social | Development, Social |
| Development, Life | Development, Life | integration, social | integration, social | Development, Life | Development, Life |
| Expectancy, Life | Expectancy, Life | isolation, Economic | isolation, Economic | Expectancy, Life | Expectancy, Life |
| span, Adolescence, | span, Adolescence, | factors, | factors, | span, Adolescence, | span, Adolescence, |
| Gross motor skills, | Gross motor skills, | Environmental | Environmental | Gross motor skills, | Gross motor skills, |
| Fine Motor skills, | Fine Motor skills, | factors, Impact of | factors, Impact of | Fine Motor skills, | Fine Motor skills, |
| Menopause, Abstract | Menopause, Abstract | Life-events, | Life-events, | Menopause, Abstract | Menopause, Abstract |
| thinking, Cognitive | thinking, Cognitive | Bereavement, | Bereavement, | thinking, Cognitive | thinking, Cognitive |
| Development, | Development, | Redundancy, | Redundancy, | Development, | Development, |
| Puberty, Primary | Puberty, Primary | Imprisonment, Self- | Imprisonment, Self- | Puberty, Primary | Puberty, Primary |
| sexual | sexual | esteem, Self-concept | esteem, Self-concept | sexual | sexual |
| Characteristics, | Characteristics, | | | Characteristics, | Characteristics, |
| Secondary Sexual | Secondary Sexual | Pulse rate, Blood | Pulse rate, Blood | Secondary Sexual | Secondary Sexual |
| Characteristics, | Characteristics, | pressure, Peak Flow, | pressure, Peak Flow, | Characteristics, | Characteristics, |
| Milestones, | Milestones, | BMI | BMI | Milestones, | Milestones, |
| Attachment, | Attachment, | | | Attachment, | Attachment, |
| Bonding, Maturation, | Bonding, Maturation, | | | Bonding, Maturation, | Bonding, Maturation, |
| Self-Image, Self- | Self-Image, Self- | | | Self-Image, Self- | Self-Image, Self- |
| Esteem, Self- | Esteem, Self- | | | Esteem, Self- | Esteem, Self- |
| Concept, Genetic | Concept, Genetic | | | Concept, Genetic | Concept, Genetic |
| inheritance | inheritance | | Reading Exposure: | inheritance, | inheritance, |
| | | | Reading tasks | Definition of Health | Definition of Health |
| | | | throughout the | & Wellbeing, Genetic | & Wellbeing, Genetic |
| | | | Component | inheritance | inheritance |



Reading Exposure:	Reading Exposure:	Reading Exposure:		Reading Exposure:	Reading Exposure:
Reading tasks	Reading tasks	Reading tasks	Strategies to enable	Reading tasks	Reading tasks
throughout the	throughout the	throughout the	new concepts,	throughout the	throughout the
Component	Component	Component	knowledge & skills	Component	Component
			to embed in long-		
Strategies to enable	Strategies to enable	Strategies to enable	term memory:	Strategies to enable	Strategies to enable
new concepts,	new concepts,	new concepts,	Do it now tasks to	new concepts,	new concepts,
knowledge & skills	knowledge & skills	knowledge & skills	recap and recall,	knowledge & skills	knowledge & skills
to embed in long-	to embed in long-	to embed in long-	deeper	to embed in long-	to embed in long-
term memory:	term memory:	term memory:	understanding	term memory:	term memory:
Do it now tasks to	Do it now tasks to	Do it now tasks to	through questioning	Do it now tasks to	Do it now tasks to
recap and recall,	recap and recall,	recap and recall,		recap and recall,	recap and recall,
deeper	deeper	deeper	Consistent and	deeper	deeper
understanding	understanding	understanding	progressive success	understanding	understanding
through questioning	through questioning	through questioning	criterion	through questioning	through questioning
Consistent and	Consistent and	Consistent and		Consistent and	Consistent and
progressive success	progressive success	progressive success		progressive success	progressive success
criterion	criterion	criterion		criterion	criterion