

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

Term / Date(s)	Component 1 LAA (HT1 and HT2)	Component 1 LAB (2 half terms)	Component 2 LAA (2 half terms)
Topic	Human Lifespan Development	Human Lifespan Development	Services and Barriers
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
Pupils will learn...			
Components	<ul style="list-style-type: none"> 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. GToL – Knowledge of the 6 life stages and PIES classification. 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. GToL – Knowledge of how we develop PIES through the different life stages. Students understand the physical, lifestyle, social and cultural, emotional, environmental, and economic factors that can affect development, so that they know what factors can impact development positively or negatively. GtoL – Knowledge of how the factors can impact on PIES development. Cultural capital – 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 	<ul style="list-style-type: none"> 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. GToL – Knowledge of expected and unexpected life events and how they can be categorised. 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. GToL – Knowledge of how people can adapt and react to life events. Students understand about sources of support, so that they know what support is available and where to access these services. GToL – Knowledge of the different sources of support available to people and how to access them. 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. GToL – Knowledge of how the sources of support can be categorised and sourced through different life events. Cultural capital – students will be aware of different life events that can impact/effect an 	<ul style="list-style-type: none"> 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. GToL – Knowledge of the different types of services/professionals available to meet patients needs. 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. GToL – Knowledge of the barriers that can impact someone’s ability to access services. Students are made aware of the Careers available within the health and social care sector and what their job roles are and how these help/support and care for individuals. GToL – Knowledge of the social care sector, what their job roles are and how they can be accessed. Cultural capital – 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.

	factors including, culture, religion, gender roles and expectations.	individuals 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.	
What pupils should already know (prior learning components)	<ul style="list-style-type: none"> KS 3 English Language <p>Reading - wide, varied, and challenging sources of reading. Case studies and specific texts on life span development and factors. Specifically for this component – reading about the life and development of a celebrity and how this has been affected by several factors throughout life stages.</p> <p>Writing - accurate QWC, including understanding of specific command words in coursework responses</p>	Component 1A – Different life stages, understanding of PIES and factors and how people develop over time.	<p>Component 1A – Different life stages, understanding of PIES and factors and how people develop over time.</p> <p>Component 1B Different types of health care services Variety of support available both formal and informal</p>
Transferrable knowledge (skills)	<ul style="list-style-type: none"> 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. Inference – being able to infer that a person has developed in an expected manner – when no evidentiary resources prove as such. Demonstrating a secure understanding of the written language, including Spag. Critical understanding – ability to use sources and critique how factors have had an impact on human development. Analysis – being able to extract and interpret information from websites, texts and other sources. 	<ul style="list-style-type: none"> 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. Inference – being able to infer that a person has developed in an expected manner – when no evidentiary resources prove as such. Demonstrating a secure understanding of the written language, including Spag. Critical understanding – ability to use sources and critique how factors have had an impact on human development and ability to cope. Analysis – being able to extract and interpret information from interviews, websites, texts, and other sources. Comparison – being able to compare how people react differently to life events Evaluation skills – to evaluate how individuals have coped with the life event and who coped better and why? 	<ul style="list-style-type: none"> 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. Demonstrating a secure understanding of the written language, including Spag. 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. Analysis – being able to extract and interpret information from interviews, websites, texts, and other sources. Comparison – being able to compare how people have different needs and circumstances that can affect their ability to access services. Evaluation skills – to evaluate how to overcome barriers?
Key vocabulary pupil will know and learn	Life stages Development Physical Intellectual Emotional Social Puberty Gross motor skills Fine motor skills Impact Religion Genetic inheritance Disease/Illness Appearance Community involvement	Life stages Development Expected events Unexpected events Physical Changes Relationship changes Life circumstances Adapting to change Resilience Accepting change Support	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>Role Models Social isolation Income/Wealth</p>		
Assessment activities	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> ● In response to Task 1, learners will demonstrate their knowledge and understanding of the PIES growth and development through the life stages. ● In response to Task 2, learners will demonstrate their knowledge and understanding of the impact of different factors on PIES growth and development through the life stages <p>Students will have approximately 6 hours to complete the assignments for Component 1a and 1b. This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.</p>	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of four tasks.</p> <ul style="list-style-type: none"> ● In response to Task 3a, learners will demonstrate their knowledge and understanding of the impact of life events on PIES growth and development. ● In response to Task 3b, learners will demonstrate their knowledge and understanding of how individuals adapt to life events. <p>Students will have approximately 6 hours to complete the assignments for Component 1a and 1b. This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.</p>	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of five tasks.</p> <ul style="list-style-type: none"> ● In response to Task 1, learners will demonstrate their knowledge and understanding of how health care services work together to meet the needs of an individual. ● In response to Task 2, learners will demonstrate their knowledge and understanding of how social care services meet the needs of an individual. ● In response to Task 3, learners will demonstrate their knowledge and understanding of barriers an individual could face when accessing services in health or social care. <p>Students will have approximately 6 hours to complete the assignments for Component 2a and 2b. This will be assessed throughout a specified assessment window set by Pearson. These 4-5 tasks need to be completed and marks sent to exam board by a specific date, so that these marks can be externally moderated.</p>
Resources available	<p><u>Shared area lesson resources</u> I:\Curriculum Folders\Health and Social Care\Health & Social Care\Units\Unit 1\New PPTS 2021-22\Component 1 LAA 36 lessons</p> <p>SOL available.</p> <p><u>Human Development Stages from Infancy to Late Adulthood</u> <u>Human Development Stages From Infancy to Late Adulthood - Video & Lesson Transcript Study.com</u></p>	<p><u>Share area lesson resources</u> I:\Curriculum Folders\Health and Social Care\Health & Social Care\Units\Unit 1\New PPTS 2021-22\Component 1 LAB 10 Lessons</p> <p>SOL available</p>	<p>ActiveTeach: https://www.activeteachonline.com/product/view/id/900/page/4/mode/dps</p> <p>Shared area lesson resources: I:\SMSC\Health Social Care</p> <p>SOL available</p>
Notes Why this topic is important...	<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. 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>