

KS4 Curriculum Plan 2025-26

| | | LP1 | LP2 | LP3 | LP4 | LP5 |
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| Year 10 | TOPIC | Component 1: Human Lifespan Development - Internal coursework unit | Component 1: Human Lifespan Development - Internal coursework unit | Component 1: Human Lifespan Development - Internal coursework unit | Component 1: Human Lifespan Development - Internal coursework unit | Component 2 - Health and Social Care Services and Values – Internal coursework unit |
| | Knowledge | Learning aim A: Understand human growth and development across life stages and the factors that affect it. Students will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification. | Learning aim A: Understand human growth and development across life stages and the factors that affect it. Students will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development. | Learning aim B: Investigate how individuals deal with life events. Students will learn about if events are expected or unexpected events that occur in an individual's life. Students will explore the different events that can impact on people's physical, intellectual, emotional and social development. | Learning aim B: Investigate how individuals deal with life events. Students will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of event. | Learning aim A: Understand the different types of health and social care services and barriers to accessing them. Students will explore the health and social care services that are available and why individuals may need to use them. |
| | Skills | . Students will write a report to illustrate how people change over different life stages. Students will research and gather the required evidence for their coursework/case study task. Students will use case studies and learn to interpret what care needed are needed the individual within their coursework task. Students will assess how two individuals have coped with the same type of life event. ICT skills - Students will carry out re-search to find local services that meet their needs. Students will carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by Students) and then use this to write a report. Students will use computers to create their evidence as a written report for a care-based manager wanting an up-to-date case study. Coursework will be completed individually, using computers and report writing skills. | | | | |
| Key Vocab | Physical, intellectual, emotional, social, development, growth, external factors, inherited factors, education, family circle, health needs and self-esteem. | Infancy, childhood, adolescence, early adulthood, middle adulthood, menopause, puberty and final stages of life. | Expected life events, unexpected life events, planned, unplanned, illness, marriage, divorce, university, employment, starting a family and redundancy. | Case studies, health needs, Life experiences, life choices, career choices, care needs and lifestyle. | Local, the national health service, local authority, services, barriers to health care and lack of resources. | |

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| Year 11 | TOPIC | Component 3 - Health and Wellbeing – External Synoptic | Component 3 - Health and Wellbeing – External Synoptic | Component 3 - Health and Wellbeing – External Synoptic | Component 3 - Health and Wellbeing – External Synoptic | Component 3 - Health and Wellbeing – External Synoptic |
| | Knowledge | Learning Aim A: Factors that affect health and wellbeing Students will explore how factors can affect an individual's health and wellbeing positively or Negatively. | Learning Aim B: Interpreting health indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. | Learning Aim B: Interpreting health indicators Students will interpret indicators that can be used to measure physiological health, interpreting data using published guidance. | Learning Aim C: Person-centred health and wellbeing improvement plans Students will explore the features of health and wellbeing improvement plans. | Revision for Final Synoptic exam. |
| | Skills | Students will be able to categorise examples into positive and negative factors that can affect health and wellbeing. Students will enhance their numeracy skills and interpret health indicators and data provided from their examination content and past papers. Students will design a person-centred health and wellbeing improvement plan. Students must be given the opportunity to demonstrate care values in one or more simulated or real situations. <u>ICT skills</u> Students will use computers to create their evidence as a written report and carry out their research. Students will create a written review of their own performance, along with feedback received. | | | | |
| Key Vocab | Physical, emotional, social, health, well-being, care, service user, settings, professional help and guidance. | Legislation, data, government guidance, health indicators and health statistics. | Legislation, data, government guidance, health indicators and health statistics. | Person-centred approach to care, health improvement plans, medication, treatments and social needs. | Person-centred approach to care, health improvement plans, medication, treatments and social needs. | |