

# EPCHS Art and Technology Department: Year 9 Programme of Study

## *BTEC Tech Award Health and Social Care*

Year/Term	Unit of Work	Intent
Overall		<p>To deliver lessons that cover a variety of skills and knowledge that will allow the students to have an understanding of the subject of Health and Social Care.</p> <ul style="list-style-type: none"> <li>The intention is to start with the life stages and the PIES because both of these subject areas allow them to gain an understanding of the subject content of Health and Social Care</li> <li>The content that is delivered in year nine will be as a grounding for when they do their coursework components in year ten.</li> </ul>
Autumn Term 1	Human growth and development across life stages	<p><b>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</b></p> <p><b>Main life stages:</b></p> <ul style="list-style-type: none"> <li>infants (birth to 2 years)</li> <li>early childhood (3–8 years)</li> <li>adolescence (9–18 years)</li> <li>early adulthood (19–45 years)</li> <li>middle adulthood (46–65 years)</li> <li>later adulthood (65+ years).</li> </ul> <p><b>PIES growth and development in the main life stages:</b></p> <ul style="list-style-type: none"> <li>physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</li> <li>intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</li> <li>emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</li> <li>social development across the life stages, including the formation of relationships with others and the socialisation process.</li> </ul>
Autumn Term 2	Factors affecting growth and development	<p><b>Learners will explore the different factors that can affect an individual's growth and development.</b></p> <p><b>Physical factors</b>, to include:</p> <ul style="list-style-type: none"> <li>genetic inheritance</li> <li>experience of illness and disease</li> <li>diet and lifestyle choices</li> <li>appearance.</li> </ul>
Spring Term 1	Factors affecting growth and development	<p><b>Learners will explore the different factors that can affect an individual's growth and development</b></p> <p><b>Social and cultural factors</b>, to include:</p> <ul style="list-style-type: none"> <li>culture, e.g. community involvement, religion, gender roles and expectations</li> <li>The influence of role models</li> <li>The influence of social isolation</li> <li>Personal relationships with friends and family</li> </ul> <p><b>Economic factors</b>, to include:</p> <ul style="list-style-type: none"> <li>income/wealth and material possessions.</li> </ul>
Spring Term 2	Different types of life events	<p><b>Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</b></p> <p><b>Physical events</b>, to include: accident/injury or ill health.</p>

		<p><b>Relationship changes</b>, to include: entering into relationships/marriage /divorce/parenthood/bereavement</p> <p><b>Life circumstances</b>, to include: moving house, school or job or exclusion from education or redundancy/ imprisonment/retirement</p>
<b>Summer Term 1</b>	<b>Coping with change caused by life events</b>	<p><b>Learners will explore how individuals can adapt or be supported through changes caused by life events.</b></p> <p>People may react very differently to the same type of event. How individuals adapt to these changes.</p> <ul style="list-style-type: none"> <li>• Sources of support: family, friends, partners, professional, carers</li> <li>• services o community groups, voluntary and faith-based organisations.</li> <li>• Types of support: emotional, information and advice or practical help, e.g. financial assistance, childcare, transport.</li> </ul>
<b>Summer Term 2</b>	<b>Memory and Retrieval</b>	<p>For the class to carry out a mini assessment study on a set based scenario. This will allow them to have some understanding of what is expected from them when they move into year ten. At the start of year ten the group will start on component one of the coursework where they will embed all of their knowledge from year nine.</p>