

Key Stage 3		HT1	HT2	HT3	HT4	HT5	HT6
YEAR 9	Key content & skills	<p>HSC careers project; Step into NHS</p> <p>HSC – the basics component 1</p> <ul style="list-style-type: none"> <li>Life stages; students learn the life stage names and age ranges</li> <li>PIES; students learn the definitions of Physical, intellectual, emotional and social development</li> <li>Students can identify and describe expected PIES development in each life stage</li> </ul>	<p>HSC – the basics comp 1/3</p> <ul style="list-style-type: none"> <li>Factors affecting G&amp;D (a selection from the specification) to include; diet, exercise, stress, economic and financial factors and environmental factors – students should be able to identify and discuss the positive and negative impacts on growth and development</li> </ul>	<p>HSC – the basics comp 2</p> <ul style="list-style-type: none"> <li>Healthcare conditions; students understand the impact of the health conditions and how they can be managed - arthritis, CHD/CVA, T2 diabetes, obesity, respiratory conditions, additional needs</li> </ul>	<p>HSC – the basics comp 2</p> <ul style="list-style-type: none"> <li>H&amp;SC services; students differentiate between health and social care services and can describe they can meet the needs of service users.</li> </ul>	<p>HSC – the basics comp 2</p> <ul style="list-style-type: none"> <li>Barriers to access</li> </ul>	<p>HSC – the basics comp 2</p> <ul style="list-style-type: none"> <li>Physiological indicators; resting HR, HR recovery, BP, BMI</li> <li>The risks of high or low or 'out of normal range' indicators</li> </ul>
		<p>Life stages</p> <p>PIES development</p> <p>The ability to differentiate between types of growth and development.</p>	<p>The ability to form a balanced argument &amp; identify risks and benefits of certain lifestyle choices</p>	<p>An understanding of a range of medical conditions and associated tier 3 vocabulary</p>	<p>Students will refer back to their initial introductory work on health and social care and PIES needs.</p>	<p>Students require a maturity of thinking an empathy to put themselves in the shoes of people who face barriers.</p>	<p>Students will rely on skills developed in maths and science to take measurements, readings and plot graphs</p>
	Assessment	<p><b><u>Assessment for Learning Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Feedback in books</p>	<p><b><u>Assessment for Learning Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Mock PSA/exam questions</p> <p>Feedback in books</p>	<p><b><u>Assessment for Learning Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Mock PSA questions</p>	<p><b><u>Assessment for Learning Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Mock PSA questions</p> <p>Feedback in books</p>	<p><b><u>Assessment for Learning Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Mock PSA questions</p> <p>Feedback in books</p>	<p><b><u>Assessment for Learning Formal Assessment</u></b></p> <p>Quizzes &amp; tests</p> <p>Mock PSA questions</p> <p>Feedback in books</p>