

Long Term Plan: Y9 Health and Social Care

Term 1	W/B 10/09	W/B 17/09
	<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <ul style="list-style-type: none"> • Main life stages: <ul style="list-style-type: none"> o infants (birth to 2 years) o early childhood (3–8 years) o adolescence (9–18 years) o early adulthood (19–45 years) o middle adulthood (46–65 years) o later adulthood (65+ years). 	<p>Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <ul style="list-style-type: none"> • Main life stages: <ul style="list-style-type: none"> o infants (birth to 2 years) o early childhood (3–8 years) o adolescence (9–18 years) o early adulthood (19–45 years) o middle adulthood (46–65 years) o later adulthood (65+ years).
Term 2	W/B 31/12	W/B 07/01
	A Understand human growth and development across the life stages	
	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward
Term 3	W/B 29/04	W/B 06/05
	B.2D2 Assess how well two individuals adapted to a life event and the role and value of support in this.	Assessment lessons continued, including resubmission and feedforward

W/B 24/09	W/B 01/10	W/B 08/10
Component 1: Human Lifespan Development (A Understand human g		
<ul style="list-style-type: none"> • PIES growth and development in the main life stages: <ul style="list-style-type: none"> o 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 o intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall 	<ul style="list-style-type: none"> • PIES growth and development in the main life stages: <ul style="list-style-type: none"> o 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 o intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall 	<p>emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</p> <ul style="list-style-type: none"> o social development across the life stages, including the formation of relationships with others and the socialisation process.
W/B 14/01	W/B 21/01	W/B 28/01
ss life stages and the factors that affect it		
Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	<p>B1 Different types of life event</p> <p>Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <ul style="list-style-type: none"> • Physical events, to include: <ul style="list-style-type: none"> o accident/injury o ill health.
W/B 13/05	W/B 20/05	W/B 03/06
Learning aim B: Investigate how individuals de		
Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward

W/B 15/10	W/B 29/10	W/B 05/11	W/B 12/11
growth and development across life stages and the factors that affect it)			
Learners 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. <ul style="list-style-type: none"> Physical factors, to include: <ul style="list-style-type: none"> genetic inheritance experience of illness and disease diet and lifestyle choices appearance. 	Social and cultural factors, to include: <ul style="list-style-type: none"> culture, e.g. community involvement, religion, gender roles and expectations educational experiences the influence of role models the influence of social isolation personal relationships with friends and family. 	<ul style="list-style-type: none"> Economic factors, to include: <ul style="list-style-type: none"> income/wealth material possessions. 	A.1P1 Identify aspects of growth and development for a selected individual. A.1P2 Identify factors that have had an effect on growth and development of a selected individual.
W/B 04/02	W/B 11/02	W/B 25/02	W/B 04/03

Learning aim B: Investigate how individ

<ul style="list-style-type: none"> Relationship changes, to include: <ul style="list-style-type: none"> entering into relationships marriage divorce parenthood bereavement. 	<ul style="list-style-type: none"> Life circumstances, to include: <ul style="list-style-type: none"> moving house, school or job exclusion from education redundancy imprisonment retirement. 	B2 Coping with change caused by life events Learners 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. <ul style="list-style-type: none"> How individuals adapt to these changes. 	<ul style="list-style-type: none"> Sources of support: <ul style="list-style-type: none"> family, friends, partners professional carers and services community groups, voluntary and faith-based organisations.
W/B 10/06	W/B 17/06	W/B 24/06	W/B 01/07

deal with life events

Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward
--	--	--	--

For information on assessments see additional assessment guidance



W/B 19/11	W/B 26/11	W/B 03/12	W/B 10/12	W/B 17/12
A.1M1 Outline different aspects of growth and development across three life stages for a selected individual. A.1M2 Outline the ways that different factors have affected growth and development of a selected individual.	A.2P1 Describe growth and development across three life stages for a selected individual. A.2P2 Explain how different factors have affected growth and development of a selected individual.	A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual.	A.2D1 Assess the changing impact of different factors in the growth and development across three life stages of a selected individual.	Assessment lessons continued, including resubmission and feedforward
W/B 11/03	W/B 18/03	W/B 25/03	W/B 01/04	W/B 08/04
uals deal with life events				
<ul style="list-style-type: none"> Types of support: <ul style="list-style-type: none"> o emotional o information and advice o practical help, e.g. financial assistance, childcare, transport. 	B.1P3 Identify relevant information about a life event experienced by two individuals. B.1P4 Identify sources of support that were available to two individuals experiencing a life event.	B.1M3 Outline the impact of a life event on the development of two individuals. B.1M4 Outline what support was given to two individuals experiencing a life event.	B.2P3 Explain the impact of a life event on the development of two individuals. B.2P4 Explain how two individuals adapted to a life event, using support.	B.2M2 Compare the ways that two individuals adapted to a life event and the role that support played.
W/B 08/07	W/B 15/07			
Assessment lessons continued, including resubmission and feedforward	Assessment lessons continued, including resubmission and feedforward			