

**Barnsley Academy – (10HSC) Curriculum
Scheme of Work – 2023-24**

Term 1 – Weeks 1-15				
	1	2	3	4
Lesson Focus	Component 1 – A1: What are life stages and PIES – Infancy 0-2 years linking to PIES.	Component 1 – A1: Early Childhood 3-8 years linking to PIES.	Component 1 – A1: Adolescence 9-18 years linking to PIES.	Component 1 – A1: Early Adulthood 19-45 years linking to PIES.
Prerequisite Knowledge	<p>Fine motor skills - involve small muscles working with the brain and nervous system to control movements in areas such as the hands, fingers, lips, tongue, and eyes. Developing fine motor skills helps children do things like eating, writing, manipulating objects and getting dressed.</p> <p>Gross motor skills - Gross motor skills are the skills that children develop using their whole body. You can see this from a baby’s earliest efforts to move and travel, to young children coordinating whole body movements. By using their whole bodies children become increasingly confident, agile and flexible.</p>	<p>Relationships and child development - Loving, reliable, and responsive relationships are fundamental to child development. Through relationships, children learn how to think, understand, communicate, behave, express emotions, and develop social skills.</p> <p>Independence – Children starting to do more by themselves in the life stage.</p>	<p>Puberty - When a child's body begins to develop and change as they become an adult.</p> <p>Self-image – how a person sees themselves.</p> <p>Self-esteem – based on self-image and is how much they value their own worth and abilities.</p> <p>Formal – people who are paid and trained such as teachers and doctors.</p> <p>Informal – people who are not paid such as Friends, family members</p>	<p>Relationship changes – the building or breakdown of friendships or relationships</p> <p>Career – the series of jobs a person has throughout their life.</p>
Core Knowledge	<p>PIES -</p> <p>Physical Development – describes growth patterns and changes in mobility of the large and small muscles in the body that happen throughout life. E.g., infants begin to walk around 13 months and can pick up small objects. By 3 years they can pedal a tricycle and draw shapes.</p> <p>Intellectual Development – how people develop their thinking skills, memory, and language. E.g., being able to learn, remember and recall information.</p> <p>Emotional Development – how people develop their identity and cope with feelings. E.g., develop confidence to try new things and learn to adapt to change.</p> <p>Social development – how people develop friendships and relationships. E.g., develop confidence and skills to join and participate in a group situation.</p> <p>Infancy – begins from birth to 2 years.</p> <p>Milestones – a significant change in development</p>	<p>Early childhood – growth and development from 3-8 years</p> <p>Creative thinking/abstract thought – involves your imagination and ability to think about and imagine things that you haven’t observed.</p> <p>Memory/recall – involves storing information connecting information to what we already know and recalling information to use later.</p> <p>Problem solving – involves using the brain to use logic to think through problems, come up with new ideas and predict what might happen.</p> <p>Language development – involves being able to think through and express ideas.</p>	<p>Adolescence – growth and development from 9-18 years</p> <p>Primary sexual characteristic – characteristics present from birth but so not mature until sex hormones are released.</p> <p>Secondary sexual characteristics - characteristic and signs that indicate the change from childhood towards adulthood e.g., females developing breasts and pubic hair growing for males.</p>	<p>Early adulthood – growth and development from 19-45 years</p> <p>Peri menopause – early menopause where female notice a slowing down of their menstrual periods meaning their fertility is beginning to decline.</p> <p>Physical maturity – when the body has fully grown</p>
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to work through course overview and what is expected through lesson work and homework. - Teacher to introduce infancy and work through PIES. - Teacher to provide expert model for each PIES and get students to annotate in books. 	<ul style="list-style-type: none"> - Teacher to introduce early childhood and work through PIES. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. - Teacher to provide expert model for each PIES and get students to annotate in books. 	<ul style="list-style-type: none"> - Teacher to introduce adolescence and work through PIES. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. - Teacher to provide expert model for each PIES and get students to annotate in books. - Students to complete we do tasks with support for those that need it. 	<ul style="list-style-type: none"> - Teacher to introduce early adulthood and work through PIES. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. - Teacher to provide expert model for each PIES and get students to annotate in books.

	<ul style="list-style-type: none"> - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development in infancy. <p>Point (Definition) = At birth, infants' brains are already well developed. They use their senses; touch, smell, taste and hearing to learn about the world around them. By the time infants are 12 months old their brains will have doubled in size.</p> <p>Explain (The intellectual development) = Infancy is a time of rapid intellectual development. At 3 months old, infants can remember routines and show excitement, for example, when they hear the bath being prepared. At the ages of 9 to 12 months, infants develop their memory. If you hide a toy under a blanket, they will know it is still there and look for it.</p> <p>Example (Give a specific age-related example) Additionally, an example of intellectual development during infancy is, at 12 months old infants learn by watching and remembering what they can do. For example, they will press buttons on toys to make them work.</p>	<ul style="list-style-type: none"> - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development in early childhood. - PEE expert models will be prewritten on PPTs or delivered live in the lesson. 	<ul style="list-style-type: none"> - Teacher to share websites / resources with students where they may find additional support for growth and development in adolescence. - PEE expert models will be prewritten on PPTs or delivered live in the lesson. 	<ul style="list-style-type: none"> - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development in early adulthood. - PEE expert models will be prewritten on PPTs or delivered live in the lesson.
Independent Practice	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support.
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice.
Resources	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • Brain-development-scans-1-5.pdf • Emotional-Development-poster.pdf • Factors-and-life-stages.pdf • Gross-and-Fine-Motor-skills-activity.pdf • Life-stages-revisited-key-terms-teachers.pdf 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • PIES-impact-vocabulary.pptx • Literacy-support-handout.pdf 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • Changes-in-adolescence.docx • Teenage-bullying-advice.pdf 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • HSC - Exemplar standardisation material - High mark 56 (1).pdf • HSC - Exemplar standardisation material - Low mark 8 (1).pdf • HSC - Exemplar standardisation material - medium mark 37 (1).pdf
Specific SEN(D)/EAL support	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice

**Barnsley Academy – (10HSC) Curriculum
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Term 1 – Weeks 1-15				
	5	6	7	8
Lesson Focus	Component 1 – A1: Middle adulthood 46-65 years linking to PIES.	Component 1 – A1: Later adulthood 65+ years linking to PIES.	Component 1 – A2: Physical Factors linking to PIES	Component 1 – A2: Lifestyle factors linking to PIES
Prerequisite Knowledge	<p>Retirement – when people stop working to have more time for themselves.</p> <p>Decision making – lots of life experience and build up knowledge and this will help them to make complex decisions e.g., learn from their mistakes.</p>	<p>Bereavement – older adults may experience the death of their partner or friend leading to grief.</p> <p>Aging process – changes that happen to individuals in this life stage e.g., wrinkles and loss of muscle tone.</p>	<p>Dominant – faulty gene passes from only one parent.</p> <p>Recessive – faulty gene passes from both parents.</p> <p>Disabilities – there are 3 types – physical (epilepsy, muscular dystrophy), developmental (Dyslexia and Dyspraxia) and behaviour (ADHD, ASD)</p> <p>Stress – is the body’s response to feeling under pressure.</p> <p>Anxiety – is a feeling of unease, worry or fear about something that is about to happen.</p>	<p>Healthy and unhealthy diets – making sure that your diet include the right amount of each food group.</p> <p>Physical activity – making sure you do at least 150 mins of moderate activity, or 75 mins vigorous intensity activity.</p> <p>Substance misuse – is when people use illegal drugs, alcohol, or medication dangerously.</p>
Core Knowledge	<p>Middle adulthood – growth and development from 46-65 years</p> <p>Menopause – where females stop being able to get pregnant and suffer hormone changes causing different side effects.</p> <p>Emotional development – this is based on attachment, security and contentment received from their relationships and their job.</p> <p>Social Development – during this life stage individuals have more time so able to socialise more often and travel more.</p>	<p>Later Adulthood – growth and development from 65+ years</p> <p>Cognitive ability – may decline, meaning they take longer to respond to situations and decision making.</p> <p>Independence – may become dependent on others to take care of them e.g., lack of mobility taking them to the shops</p>	<p>Inherited Conditions</p> <p>Sickle cell disease – a recessive condition which affects red blood cells.</p> <p>Cystic fibrosis – recessive condition that causes mucus to build up in the lungs and digestive system.</p> <p>Muscular dystrophies – a group of conditions cause the muscles to gradually weaken.</p> <p>Marfan syndrome – dominant condition the affects body’s connective tissue (abnormally long limbs, fingers, and toes)</p> <p>Huntington’s disease – a dominant condition that causes damage to nerve cells in the brain causing clumsiness and difficulty concentrating.</p> <p>Physical ill health</p> <p>Cardiovascular disease – affects the heart or blood vessels can result in angina, stroke, or heart attacks.</p> <p>Obesity – when a person becomes very overweight and leads to other health problems.</p> <p>Type 2 diabetes – cause blood sugar levels to become too high and can cause further problems to eyes, feet tiredness and unexpected weight loss.</p> <p>Sensory impairments – looking at visual and hearing impairments which can happen in any life stage.</p>	<p>Malnourished – not getting enough nutrients in your body. Can lead to tiredness and difficulty focusing.</p> <p>Eat well guide - The Eatwell Guide is a visual representation of how different foods and drinks can contribute towards a healthy balanced diet.</p>
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to introduce middle adulthood and work through PIES. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. 	<ul style="list-style-type: none"> - Teacher to introduce later adulthood and work through PIES. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. 	<ul style="list-style-type: none"> - Teacher to introduce factors and specifically look at physical factors and all the subcategories e.g., inherited conditioned, physical ill health, disabilities, mental ill health, and sensory impairments. 	<ul style="list-style-type: none"> - Teacher to look at lifestyle factors and all the subcategories e.g., unhealthy diets, regular physical activity, drug, smoking, alcohol, and substance misuse. - Teacher to play relevant videos from YouTube to physically show some of the

	<ul style="list-style-type: none"> - Teacher to provide expert model for each PIES and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development in middle adulthood. 	<ul style="list-style-type: none"> - Teacher to provide expert model for each PIES and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development in later adulthood. 	<ul style="list-style-type: none"> - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development during these factors. - Teacher to provide expert model for PIES related to these specific factors and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for physical factors. <p>Point (Definition) Explain (impact of growth and development on factor) Example (Give a specific age-related example linking to PIES)</p>	<p>changes to growth and development during these factors.</p> <ul style="list-style-type: none"> - Teacher to provide expert model for PIES related to these specific factors and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for physical factors.
Independent Practice	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support.
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice.
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Specific SEN(D)/EAL support	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's. - Scaffolding used to support independent practice

**Barnsley Academy – (10HSC) Curriculum
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Term 1 – Weeks 1-15				
	9	10	11	12
Lesson Focus	Component 1 – A2: Emotional factors linking to PIES	Component 1 – A2: Social Factors Linking to PIES	Component 1 – A2: Cultural Factors linking to PIES.	Component 1 – A2: Environmental factors linking to PIES
Prerequisite Knowledge	<p>Grief/bereavement – is the experience of losing someone close to you and grief is the sadness caused by the loss.</p> <p>Anxiety and worry – feel or cause to feel anxious or troubled about actual or potential problems tend to be in the mind. Anxiety is Anxiety being a feeling of unease, such as worry or fear, that can be mild or severe. Everyone has feelings of anxiety at some point in their life.</p>	<p>Relationships – these are important with social growth and development. They can be formal with colleges or informal with friends and family.</p> <p>Role model – someone a person admires and strives to be like.</p>	<p>Religion – how a person’s development can be influenced by religion both positively and negatively affecting a person’s behaviour and choices.</p>	<p>Environment – is the surroundings and conditions in which we live, our home, the area around us, the air we breathe.</p>
Core Knowledge	<p>Fear – an unpleasant emotion caused by the threat of danger, pain, or harm.</p> <p>Upset/sadness – Affects individuals negatively through PIES.</p> <p>Happiness/contentment – happy where you are in life at the minute can lead to positive things.</p> <p>Security – is closely linked to attachment – strong attachments can help a person feel more secure.</p> <p>Attachment – is an emotional connection to another person.</p>	<p>Supportive and unsupportive relationships – how these types of relationships can affect the growth and development through all life stages.</p> <p>Social inclusion and exclusion – inclusion is where you are part of a group. Exclusion is where you are left out from a group.</p> <p>Bullying – is behaviour that aims to hurt someone and can happen through different forms e.g., face to face, online cyber bullying.</p> <p>Discrimination – is when people are treated unfairly. This is against the law, but individual’s still experience this due to their race, age, gender, disability, or sexual orientation.</p>	<p>Gender roles – are how a person is expected to behave in society e.g., women stay at home and men go out to work.</p> <p>Gender identity – is a person’s own sense of their gender e.g., transgenders, non-binary, gender fluid.</p> <p>Sexual orientations – is who a person is attracted to e.g., straight, bisexual, lesbian, gay, asexual.</p> <p>Community participation – is a group of people with something in common e.g., school, club’s neighbourhood.</p> <p>Race – looking at how people can be treated differently due to their race.</p>	<p>Housing needs, condition, location – looking at different conditions and locations and how this can positively or negatively affect a person growth and development.</p> <p>Housing environment – living with high levels of parental conflict or abuse. Infants, children, adolescence, and adults who need extra care are particularly at risk of abuse because they rely heavily on other people for their needs.</p> <p>Exposure to pollution – this is the introduction of something into the environment that can harm life looking specifically at Air, noise, and light pollution.</p>
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to introduce emotional factors and how they link to PIES looking at all the following categories fear, grief/bereavement, anxiety/worry, upset/sadness, happiness/contentment, security, and attachment. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. - Teacher to provide expert model for each PIES and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for emotional factors. 	<ul style="list-style-type: none"> - Teacher to introduce social factors and how they link to PIES looking at supportive and unsupportive relationships, social inclusion, and exclusion, bullying and discrimination. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. - Teacher to provide expert model for each PIES and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for social factors. 	<ul style="list-style-type: none"> - Teacher to introduce cultural factors and specifically look at religion, gender roles, gender identity, sexual orientation, community participation and race. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development during these factors. - Teacher to provide expert model for PIES related to these specific factors and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for cultural factors. 	<ul style="list-style-type: none"> - Teacher to look at environmental factors and all the subcategories e.g., housing, home environment and pollution. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development during these factors. - Teacher to provide expert model for PIES related to these specific factors and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for environmental factors.
Independent Practice	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for infancy writing this up on PPT/word document to support with PSA when released.

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Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.
Resources	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • Beliefs-and-Differences-Activity-A3.pdf 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • Pollution-Ajay-PIES-Activity.pdf • Factors-and-life-stages.pdf
Specific SEN(D)/EAL support	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s. - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s. - Scaffolding used to support independent practice

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Term 1 – Weeks 1-15			
	13	14	15
Lesson Focus	Component 1 – A2: Economic factors linking to PIES	Component 1 – A2: closing the gap life stages and factors Linking to PIES	Component 1 – B1. Introduction to life events – Health and Wellbeing
Prerequisite Knowledge		All content cover in life stages and Factors to be called up on students to look at a mock set up of the PSA and how this needs to be set out.	Physical illness – links to factors on week 7
Core Knowledge	<p>Financial resources – income, inheritance, and savings</p> <p>Employment situation – looking as if they have benefits other than income. Can also refer to if they have a job or not.</p>	<ul style="list-style-type: none"> - Reteach to any student who are missing information on any factors and life events. - Content from week 1-13 to be looked at for any student who has gaps in learning. 	<p>Accident – accidents are events that happen unexpectedly and usually result in physical injury e.g., car accident.</p> <p>Injury – minor injuries have temporary effect on growth and development whereas some more serious injuries can have lifelong effects on development e.g., loss of a limb.</p> <p>Mental and emotional health and wellbeing – looking at mental health.</p>
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to introduce economic factors and how they link to PIES looking at all categories employment situations and financial resources looking specifically at income, inheritance, and savings. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development. - Teacher to provide expert model for each PIES and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development with economic factors. - 	<ul style="list-style-type: none"> - Teacher to provide expert model for each PIES and get those students who need it to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development in all life stages and factors. 	<ul style="list-style-type: none"> - Teacher to introduce life events and specifically look at health and wellbeing looking at how accidents and injuries, physical illness and mental and emotional health and wellbeing can affect a person growth and development. - Teacher to play relevant videos from YouTube to physically show some of the changes to growth and development during these life events. - Teacher to provide expert model for PIES related to these life events for health and wellbeing and get students to annotate in books. - Students to complete we do tasks with support for those that need it. - Teacher to share websites / resources with students where they may find additional support for growth and development for life events. -
Independent Practice	<ul style="list-style-type: none"> - Students to use note and research further PIES for economic factors writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Filling in any gaps from previous weeks on life stages and factors making sure they have explained PIES for all writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support. 	<ul style="list-style-type: none"> - Students to use note and research further PIES for health and wellbeing in life events, writing this up on PPT/word document to support with PSA when released. - Support sheet provided with key words and sentence starters for anyone that needs support.
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice.
Resources	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • Financial-lifestage-PIES-notes.pdf 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide • PSA-Task-1-2-Mock-Progress-tracking-test.pdf • PSA-Task-1-Application-worksheet.docx 	<ul style="list-style-type: none"> • Pearson BTEC Teach Award Level 1 / 2 (2022) Health and Social Care student book. • CGP BTEC Tech Award Health and Social Care Revision Guide

Specific SEN(D)/EAL support	<ul style="list-style-type: none">- Teaching assistants used to support students with EHCP's.- Scaffolding used to support independent practice	<ul style="list-style-type: none">- Teaching assistants used to support students with EHCP's.- Scaffolding used to support independent practice	<ul style="list-style-type: none">- Teaching assistants used to support students with EHCP's.- Scaffolding used to support independent practice
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