



## St Mary's CE High School Curriculum Map 2023-24

### YEAR 10 Health Studies

**Year 10 Health Studies** is the second year of the three year GCSE course. At the end of KS4, students should have a Level 1/Level 2 qualification in Health & Social Care. Students are taught using the OCR specification.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Content</b>	<b>R035</b> 1.1, 1.2, 1.3 (O) Working on Task 1  <b>Current public health issues and the impact on society:</b> In this unit students will research health promotion campaigns and learn about their benefits to society. Students are introduced to the OCR-set assignment task 1a and 1b and the marking criteria. Using	<b>R035</b> 2.1, 2.2, 2.3 (O) Working on Task 2  <b>Factors influencing health:</b> In this unit students will look at factors that have an impact on health and wellbeing. Students will also explore the benefits of leading a healthy lifestyle. Introduce Students start the OCR-set assignment task 2 and the	<b>R035</b> 3.1, 4.1, 4.2 (O) Working on Task 3 and 4  <b>Plan and create a health promotion campaign:</b> In this unit students learn how to plan a health promotion campaign. This will be done by exploring the aims and purposes of health promotion campaigns. Students will analyse the methods used in	<b>R035</b> 4.1, 4.2 Working on Task 4  <b>Campaign delivery:</b> In this unit students will then deliver and evaluate a health promotion campaign.	<b>R035</b> amendments	<b>R035</b> NEA submission



	notes and displays students choose a public health challenge that they would like to create.	marking criteria is used to support their learning. They begin to outline their reasons for choosing the public health challenge and why this challenge is important to a healthy society.	campaign delivery and how these methods can be used effectively for different audiences.			
<b>Skills</b>	To be able to understand 'What is a healthy lifestyle'. To be able to understand public health issues and what the WHO organisation contributes to Healthy living. To be able to understand the impact that negative lifestyles have on individuals and society. To	To be able to understand factors and barriers that contribute to a healthy lifestyle. To be able to explain the different methods of presentation to meet a campaign audience. To be able to outline their reasons for choosing the public health challenge and	To be able to use campaign methods effectively to communicate to a target audience. To be able to evaluate campaigns from other students.	To be able to deliver their health promotion campaigns. To be able to review feedback and update and improve work.		



	explain why some individuals might choose unhealthy lifestyle activities. To understand the OCR-set assignment and the reason for their choice of health promotion campaign.	why this challenge is important to a healthy society.				
<b>Key Questions</b>	What is a healthy society? Are there any patterns emerging? How can health be improved through health promotion campaigns? How does an unhealthy society impact society and individuals?	What do we mean by physical health?  What do we mean by mental health?  What effect might education and socio-economic income have on lifestyle choices? What effect does having access to services make to	What is a campaign aim? What do they want to change? What impact might their campaign have on PIES? What is a timescales? How do you identify resources needed? What safety considerations do you need to make? What			



	<p>What lifestyle choices might be encouraged to change? What might be difficult to change?</p> <p>What is public health? What is the role of the World Health Organisation? (WHO) What is their role in public health? How do they define health? How is public health affected by lifestyle? Why is a healthy society important? What is a public health challenge? Who is impacted by the challenge?</p>	<p>a healthy lifestyle? What health promotion campaigns are available in your local area to help people make healthy lifestyle choices? How are health promotion campaigns used? What types of media is used? Could they have taken a different approach? what prevents individuals from being healthy to include:</p> <ul style="list-style-type: none"><li>- Advertising/media</li><li>-Peer pressure</li><li>-Lack of support</li><li>-Cost.</li></ul>	<p>methods of communication? How is your campaign appropriate for your target audience? How they will engage the audience and how they will get feedback?</p>			
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<b>Assessment</b>	OCR-set assignments. NEA Task 1 (guided learning hours 3) Centre-assessed, OCR moderated	OCR-set assignments. NEA Task 2 (guided learning hours 3) Centre-assessed, OCR moderated	OCR-set assignments. NEA Task 3 and 4 (guided learning hours 3) Centre-assessed, OCR moderated	NEA Assessment Task 4 (guided learning hours 3)	Additional time for student health promotion campaigns	
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