

Year 11	T1	T2	T3	T4	T5	T6
Content / Topic for Term	<p>Introduction lesson</p> <p>Baseline test</p> <p>Component 3: health and wellbeing</p> <ul style="list-style-type: none"> • Learning aim A: Factors that affect health and wellbeing 	<p>Component 3: health and wellbeing</p> <ul style="list-style-type: none"> • Learning aim A: Factors that affect health and wellbeing • Learning aim B: Interpreting health indicators 	<p>Component 3: health and wellbeing</p> <ul style="list-style-type: none"> • Learning aim C: Person-centred health and wellbeing improvement plans • Learning aim A: Factors that affect health and wellbeing • Learning aim B: Interpreting health indicators • Exam February 	<p>Introduction lesson</p> <p>Level 3 Health</p> <ul style="list-style-type: none"> • Unit 1 – human lifespan development • A human growth and development through the life stages 	<p>Component 3: Health and wellbeing</p> <ul style="list-style-type: none"> • Revision for learning aim A, B and C • Resit Exam May 	
Key Knowledge for acquisition, recall and application in	<p>A1 Factors affecting health and wellbeing</p> <p>Health and wellbeing</p>	<p>A1 Factors affecting health and wellbeing</p> <p>Economic factors</p>	<p>C1 Health and wellbeing improvement plans</p>	<p>A1 Physical development through the life stages</p> <p>Growth and development</p>		

<p>assessment or exam</p>	<p>Physical and lifestyle factors</p> <ul style="list-style-type: none"> ○ ill health ○ diet ○ exercise ○ substance use ○ personal hygiene <p>Social, emotional and cultural factors</p> <ul style="list-style-type: none"> ○ social interactions ○ Stress ○ willingness to seek help 	<ul style="list-style-type: none"> ○ financial resources ● Environmental <ul style="list-style-type: none"> ○ environmental conditions ○ housing ● Impact of life events <p>B1 Physiological indicators</p> <ul style="list-style-type: none"> ● Physiological indicators: <ul style="list-style-type: none"> ○ pulse ○ blood pressure ○ peak flow ○ BMI <p>Using published guidance</p> <p>Abnormal readings and risk to health</p> <p>B2 Lifestyle indicators</p> <ul style="list-style-type: none"> ○ smoking ○ alcohol consumption 	<p>The importance of person-centred approach</p> <p>Information for plan</p> <ul style="list-style-type: none"> ○ recommended actions ○ short-term and long-term targets ○ sources of support <p>C2 Obstacles to implementing plans</p> <ul style="list-style-type: none"> ○ emotional ○ time constraints ○ availability of resources ○ unachievable targets ○ lack of support ○ problems specific to individual <p>Barriers to accessing service</p>	<ul style="list-style-type: none"> ○ principles of development ○ principles of growth <p>Infancy</p> <ul style="list-style-type: none"> ○ development of gross motor ○ development of fine motor skills ○ milestones <p>Early childhood</p> <ul style="list-style-type: none"> ○ gross and fine motor skills <p>Adolescence</p> <ul style="list-style-type: none"> ○ physical strength peaks ○ perimenopause 		
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Key skills to apply in assessment or exam	<ul style="list-style-type: none"> • Assess • Describe • Explain • Give • Interpret • Justify • Obstacles • Rationale • Recommend • Realistic • Review • Targets 			<ul style="list-style-type: none"> • Describe • Discuss • Evaluate • Explain • Identify • Justify • Outline • To what extent • Which 		
Title of Knowledge Organiser	<ul style="list-style-type: none"> • A1 Factors affecting health and wellbeing 	<ul style="list-style-type: none"> • A1 Factors affecting health and wellbeing • B1 Physiological indicators 	<ul style="list-style-type: none"> • A1 Factors affecting health and wellbeing • B1 Physiological indicators • C1 Health and wellbeing improvement plans 	<ul style="list-style-type: none"> • A1 Physical development through the life stages 		