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| Stage 1 – Desired Results | |
| **Established Goals: (Statement(s) of Conceptual Understanding)**  Injustice and inequality exist in a range of contexts. (Humanities WM5) | |
| **Understandings:**   * Organisations and governments decisions impact on people, their rights and the environment. (Hums5) * Decisions, behaviours and actions are influenced by a range of factors (Hums5) * I can make decisions, identify opportunities and plan appropriate action to make my voice heard (Hums5) | **Essential Questions:** |
| Learners will know and be able to…..  Knowledge:  Maslow’s Hierarchy of Health  Causal factors affecting health i.e. diet, housing, environment, wealth, exercise, education, family, community healthcare provision, demography, identify/culture  Beverage Report, Black Report, Welsh Government Report  Development of the NHS in UK and Wales  Long-term underlying health issues  International Health laws and policies including UNCRC + Rights of Persons with Disabilities,  Health Boards and Community Health Councils.  *Skills:*  *Catagorising factors* | Learners will be become ……. |
| Stage 2 – Assessment Evidence | |
| **Performance Tasks:**  Students to plan and take action to address Health issues at one of a range of scales i.e. personal, school, community, nationally | **Other Evidence:** |
| Stage 3 – Learning Plan | |
| Learning Activities:   * Group discussion around what Health means to the learners (what do you think of when you think of Health) * Using Maslow’s hierarchy, learners will provide examples of components of a healthy life mapped to Maslow’s categories of needs: learners will then use the SEEI to express their understanding of the concept of Health * Learners will categories examples of components of a healthy life to identify factors that impact upon health: this can be used to identify inequalities in communities * Learners will consider the role of schools in supporting their health needs * Jigsaw approach to reading of four health reports and group analysis of common themes * Learners will examine data which will explain why the underlying health issues in Wales have not been successfully addressed. As part of this a brief study of the development of healthcare and the NHS is needed i.e. Tredegar Miners and Aneurin Bevan, Thatcher and marketisation, the Miner’s Strike creating poverty, devolution (to address inequalities created by applying an English system to Wales). * Learners will engage with laws and policies at a range of scales to consider what can be done to effect meaningful change (international, governmental, local [Health Board], community and individual scales) * Learners will decide what action they can take, and at what scale, to effect meaningful change either personally, at school level, or within the community. | |

Understanding by Design Planning Template (CfW’22 Version)