

# Chapelton Academy Y12 Curriculum Intent Plan

**Subject: Health & Social Care**

**Unit: Unit 1 – Human Lifespan and Development**

**Cohort: HSC Single**

<p><b>PERSONAL DEVELOPMENT</b> <b>Achievement</b></p> <p>HSC Y12 units give learners an externally assessed qualification</p> <p><b>Opportunity</b></p> <p>The completion of individual units will give learners the opportunity to move onto the second year of the diploma. It is essential for progression</p> <p><b>Inspiration</b></p> <p>HSC units will show learners that hard work pays off. It is important as their teacher we inspire them with lesson planning and criteria content so our learners can fulfil their aspirations and their potential.</p>	<p><b>EMBEDDING MATHS/ENGLISH</b></p> <p><b>Maths</b></p> <ul style="list-style-type: none"> <li>• Time Keeping</li> <li>• Starters / energisers / plenaries</li> <li>• Assessment Criteria</li> <li>• Number of Weeks</li> <li>• Assessment Dates (Issue, submission, resubmission)</li> <li>• Timed Tasks</li> <li>• Learner Time Management</li> </ul> <p><b>English</b></p> <p><b>Speaking &amp; Listening</b> - make a range of contributions to discussions in a wide range of contexts.</p> <p><b>Reading</b> - compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions. Researching challenging behaviour and how to deal with it.</p> <p><b>Writing</b> - write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively. Producing extended written documents as evidence of learning, reflecting on skills including strengths and weaknesses.</p> <p><b>Comprehension</b> - demonstrated throughout correct completion of tasks, assignment achievement, targeted Q&amp;A.</p>	<p><b>AfL</b> <b>Differentiation</b></p> <p>Seating Plan</p> <p>Choice of Task/Varied Activities</p> <p>Stretch and Challenge of Tasks/Activities</p> <p>Forming &amp; Framing Questions</p> <p>Think, Pair, Share</p> <p>Know Learning Styles of Each Learner</p> <p>Adaptive Assessment (P/M/D)</p> <p>Small Groups/Peer Learning &amp; Support</p> <p><b>AFL</b></p> <p>Group work and feedback</p> <p>Peer / self assessment</p> <p>Independent work</p> <p>QA</p> <p>Written work</p> <p>Case studies</p> <p>Plenaries</p> <p>In class activities</p> <p>Quizzes</p> <p>Observation</p> <p>Homework</p>
<p><b>British Values</b></p> <p><b>Democracy</b> - tutor and learners treating each other as equals. Ensuring equal opportunities for all learners through differentiated tasks and resources</p> <p><b>The Rule of Law</b> - classroom expectations, appropriate, respectful behaviour /language use</p> <p><b>Individual Liberty</b> - encouraging and developing confidence and self-esteem. Encouraging quieter learners to communicate/contribute to discussion</p> <p><b>Mutual Respect &amp; Tolerance</b> - inclusivity, cultural differences in communicating and interpersonal interactions</p>		

		Assignments
<p><b>LEARNING OUTCOMES – UNIT 1</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</li> <li>• AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</li> <li>• AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</li> <li>• AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</li> </ul>		

**Procedural knowledge** (exam technique, skills etc):

- a. *Answering extended exam questions (8 & 10 markers)*
- b. *Analysing case studies*
- c. *Communication and presentation skills*
- d. *Collaborative skills*
- e. *Research and referencing skills*
- f. *Understanding the key command words.*
- g. *Report writing*
- h. *Summary note-taking skills*
- i. *Organisation and time-management*
- j. *Self-evaluation skills*
- k. *Revision techniques*
- l. *University and employment pathways*
- m. *Literacy, numeracy & IT skills*

WC	Disciplinary Knowledge sequence	Criteria	Disciplinary knowledge, that this interleaves with	Procedural knowledge progression  SKILLS TAUGHT	RS	HW	Assessment (topic and skills assessed)
<b>1</b>	<b>Inset</b>						
<b>2</b>	<b>Induction into Year 12:</b> Course overview, expectations, TEAMS, team building, Unifrog and student handbook	ALL		C,d,f,l,l,m	Join TEAMS Set up folders on one drive	Read student handbook and sign sheet for DS (QN)	
<b>3</b>	<b>Physical development across life stages</b> Infancy (0-2 years) Early Childhood (3-8 years), Adolescence (9-18 years),	A1	principles; growth & development	A,c, d, f, h, l, m	Physical Development	Create leaflet for physical development across the first life stages – up to 18	<b>Assessment question</b>
<b>4</b>	<b>Physical development across life stages</b> Early Adulthood (19-45 years), Middle Adulthood Later Adulthood (65+years)	A1	principles; growth & development	a,c, d, f, h, l, m	Physical Development	Create leaflet for physical development throughout pregnancy	
<b>5</b>	<b>Intellectual development across life stages</b> Chomsky's model of language acquisition	A2	The link between language development and development milestones from A1.	a,c, d, f, h, l, m	Chomsky	Genie and Oxana video questions relating to Chomsky	<b>Assessment question</b>
<b>6</b>	<b>Intellectual development across life stages</b> Piaget's cognitive theory, egocentric Memory loss.	A2	The link between language development and development milestones from A1.	a,c, d, f, h, l, m	Piaget	Make detailed notes on Jean Piaget's theory of cognitive development. Make brief notes on adulthood – page 17	<b>Assessment question</b>
<b>7</b>	<b>Emotional development across life stages –</b> Attachment, Bowlby's theory, Schaffer & Emerson's sequence, importance of self-concept and self-esteem	A3	The link between emotional development and intellectual development.	a,c, d, f, h, l, m	Bowlby	Watch video and make notes on attachment	<b>Assessment question</b>
<b>October Half term</b>							

8	<b>Emotional development across life stages</b> – Attachment, Bowlby’s theory, Schaffer & Emerson’s sequence, importance of self-concept and self-esteem	A3	The link between emotional development and intellectual development.	a,c, d, f, h, l, m	Self esteem	Make notes on self-esteem, self-image and Maslow.	<b>Assessment question</b>
9	<b>Social development across life stages</b> – Stages of play, importance of friendship, relationships, development of independence and expectations.	A4	How does social development impact other areas of development	a,c, d, f, h, l, m	Play	Make notes on social development	<b>Assessment question</b>
10	<b>Social development across life stages</b> – Stages of play, importance of friendship, relationships, development of independence and expectations.	A1-4	How does self-esteem impact social development	A,c, d, f, h, l, m	Independence	assessment Practice – Jane, Anna and Sam	<b>Assessment question</b>
11	<b>LAA film</b>	A1-4	Theory into practice	b	<b>End of LAA assessment</b>		<b>LAA TEST</b>
12	<b>B1 Nature/Nurture</b> Intro to the key theories: Gesell’s Maturation Theory, compare to Piaget’s theory, Bandura’s Social Learning Theory	B1	How the theories so far fit in with the Nature/Nurture debate	a,c, d, f, h, l, m	Nature Nurture	Read Fred and Rose West material	<b>Hand in LAA test</b>
13	Stress Diathesis Nature Versus Nurture Class Debate – Fred and Rose West	B1		A,d,e,f	Green Pen LAA test	Who was David Reimer?	<b>Assessment question AND green pen LAA test</b>
14	<b>B2 Genetic factors that affect development</b> – predisposition to health conditions, affects in pregnancy which impact on babies and children.	B2	Link in stress-diathesis model.	c, d, f, h, l, m	Genetic factors Read dementia article	Maternal lifestyle leaflet	<b>Assessment question</b>
15	Christmas week – Elf and Social Care			C,d,i	Exam Question		<b>Assessment question</b>
<b>Christmas Break</b>							
16	<b>B3 Environmental factors that affect development</b> – Pollution health issues, Poor housing conditions, Access to health services	B5	Where you live affects who you are	c, d, f, h, l, m	Environmental factors	Access to services	<b>Assessment question</b>

17	<b>B4 Social factors that affect development</b> – Family dysfunction impacts, bullying consequences, effects of culture, religion and beliefs on individuals.	B3	Linking these factors to the nature/nurture debate.	c, d, f, h, l, m	Bullying table Exam question	Social Factors – including Bandura	<b>Assessment question</b>
18	<b>B5 Economic factors that affect development</b> – Income and expenditure, employment status, education and lifestyle factors and choices.	B4	Linking these factors to the nature/nurture debate.	c, d, f, h, l, m	Economic Factors	Complete the Holmes-Rahe social readjustment rating scales ready for next lesson	<b>Assessment question</b>
19	<b>B6. Major life events that affect development</b> – Predictable events and unpredictable events, Holmes-Rahe social readjustment rating scales	B6	How events on the HR Scale would impact the stress diathesis model.	c, d, f, h, l, m	Life events Stress worksheet Michael case study	Celebrity group work on LAB	<b>Assessment question</b>
20	<b>LAB film</b>	LAB	Theory into practice	b	End of LAB assessment		LAB TEST

**February Half term**

21	<b>The physical effects of ageing</b> Illness and degeneration	C1		c, d, f, h, l, m	Illness and degeneration		Green pen
22	<b>The psychological effects of ageing</b> Self-esteem, social change and financial concerns	C2		c, d, f, h, l, m	Psychological effects of ageing	Green pen end of LAB assessment	<b>Assessment question</b>
23	<b>The psychological effects of ageing</b> Social disengagement theory and Activity theory	C2	Links directly to the PIES development for later stage of life.	c, d, f, h, l, m	Theories	Case study / Exam question	<b>Assessment question</b>
24	<b>The Societal and economic effects of an aging population</b> Health care, social care, community equipment Economic impact, health care provision, future issues	C3	Links directly to the PIES development for later stage of life.	c, d, f, h, l, m	Social disengagement theory and Activity theory	Assessment Practice 1.3 - page 69	<b>Assessment question</b>
25	<b>Case study</b> Analyse a service user using LAA - C knowledge	LAC		A,b,c,d,f,l,m	The Societal and economic effects of an aging population	complete case studies and revision point	<b>Assessment question</b>

26	LAC film Cocoon	LAC	Theory into practice	b	End of LAC assessment	Revision	LAC test
<b>Easter Break</b>							
27	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Green pen end of LA assessment	Exam Revision	Green pen
28	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers
29	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers
30	<b>May Day</b>						
31	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers
32	Revision – to include LA Recap, knowledge gaps, past paper model answers and walking Talking Mocks	ALL	Exam revision	A, b, f, h, j, k, m	Exam revision	Exam revision	Mock papers
<b>Spring Bank</b>							
33	<i>Exam - TBC</i>						
34	Year 13 Exploration of units 2 and 14						
35							

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<b>39</b>	