



YEAR 12 AUTUMN TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Unit 1 Human Lifespan Development

Curriculum Intent	<p>Pupils will be taught the following this half term with both teachers sharing the topic (schedule to be created each year by the Program Lead- currently SWA)</p> <p>Why do we teach this to students? Core underpinning principles and theories of how humans develop from infancy to later adulthood</p> <p>Why do we teach this now? It is a mandatory topic; this means it must be completed before the optional Unit 14 topic. The knowledge in this topic will underpin their Unit 5 coursework</p>
Skills/National Curriculum Links	<p>Learning Aim A: Human Growth and Development Throughout the Life Stages: What is typical growth and development? How can we expect humans to develop physically, intellectually, emotionally, and socially?</p> <p>Learning Aim B: Factors Affecting Growth and Development: Why might development be atypical? An analysis of physical, social, economic and cultural factors impacting growth + development</p> <p>Learning Aim C: Focus on Later Adulthood: What is typical/atypical development in later adulthood? What are the pros and cons of the UK's aging population?</p>
Cross Curricular Links	<p>SMSC: understanding the impact of social issues such as; bullying, intolerance, crime, and poverty on development</p> <p>British Values: Mutual respect – through understanding that self-respect and respect for others can impact development of self-esteem Tolerance – through understanding how a lack of diversity and equality can impact health and wellbeing Literacy: Tier 3 vocabulary including: congenital defects (and specific examples), genetic predisposition (and specific examples), family dysfunction (and specific examples). Numeracy: Analysis of descriptive statistics and use of growth charts Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p>
Becoming future ready	<p>Personal Skills: As a Health and Social Care student you will develop an in-depth understanding of factors impacting the health and wellbeing of yourself and others. This leads to the understanding and empathy needed to work closely with a diverse population of people in any setting.</p> <p>Careers/Employability: As well as the above personal skills leading to employability, Health and Social Care at BTEC level 3, delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. More specifically, this subject provides the core knowledge needed to work within the Health and Social Care industry e.g., as a nurse, midwife, social worker or teacher.</p>
Adaptation	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <p>By product: differential outcomes using must, could, should.</p> <p>By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support, psychology drop ins, catch up sessions.</p>
QFT/SEND Provision	<p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	<p>Collaborative, detailed and thorough curriculum planning lies at the heart of this department. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going</p>

beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focused on embedding challenge, metacognition, memory techniques, numeracy and literacy into our departmental curriculum.

In Health and Social Care we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice.

To be able to:

H1 I can describe principles of growth and development

H2 I can describe gross and fine motor skills in infancy and early childhood

H3 I can explain the development of secondary sexual characteristics in puberty- including the role of hormones in sexual maturity

H4 I can explain the physical changes involved in pregnancy and lactation

H5 I can explain the developmental changes involved in perimenopause and menopause

H6 I can describe the effects of the ageing process in early, middle and later adulthood

H7 I can describe and evaluate Piaget's cognitive development theory

H8 I can describe and evaluate Chomsky's language acquisition device theory

H9 I can explain cognitive development in early, middle and later adulthood

H10 I can explain theories of attachment including Bowlby and Ainsworth

H11 I can explain types of attachment H12 I can explain the effects of disruption of attachment

H13 I can discuss self-concept (including self-esteem and self-image)

H14 I can describe stages of play I can discuss independence across the life stages of development.

F1 I can explain Gesell's maturation theory

F2 I can explain Bandura's social learning theory

F3 I can explain the stress-diathesis model

F8 I can explain what is meant by genetic predisposition

F9 I can discuss inherited conditions including brittle bone disease, cystic fibrosis, PKU, Huntington's Disease, Downs Syndrome, Klienfelter's Syndrome and Colour Blindness

F10 I can explain susceptibility to certain diseases including cancer, high blood cholesterol and diabetes can affect development

F11 I can explain biological factors impacting development including, foetal alcohol syndrome, congenital defects, maternal infection and lifestyle/diet during pregnancy

F12 I can explain how exposure to pollution affects development (including asthma, respiratory disorders and cardiovascular disorders.)

F13 I can explain how poor housing conditions affects development (including respiratory disorders, cardiovascular problems, hypothermia and anxiety and depression.)

F14 I can explain how access to health and social care services affects development (including availability of transport, opening hours, ability to understand needs and requirements of different services.)

F15 I can discuss family dysfunction (including parenting styles, divorce and sibling rivalry

F16 I can explain the effect of bullying on self-esteem including self harm and suicide

F17 I can explain the effects of culture, belief and religion on development (including the impact on diet and medical intervention)

F18 I can explain how income/expenditure, employment and education affects development

F19 I can explain how lifestyle choices affect development

F20 I can identify predictable and unpredictable life effects and explain their impact on development

E1 I can explain what is meant by cardiovascular disease and discuss risk factors

E2 I can explain how nervous tissue degenerates in old age

E3 I can explain how having osteoarthritis affects development in old age

**Learning
Outcomes
(Knowledge)**



	<p>E4 I can explain how sense organs degenerate in old age</p> <p>E5 I can explain the reduced absorption of nutrients in old age</p> <p>E6 I can explain what is meant by dementia; including Alzheimer's disease</p> <p>E7 I can explain the effects of social change in old age; including loss of a partner, friends, increase in leisure time</p> <p>E8 I can explain how financial concerns affect wellbeing in old age</p> <p>E9 I can explain how culture, religion and belief affect wellbeing in old age</p> <p>E10 I can explain social disengagement theory of ageing and activity theory</p> <p>E11 I can explain the economic effects of an ageing population</p> <p>E12 I can explain health and social care provision for the aged</p>
Current learning to be developed in the future within:	The knowledge in this Unit is needed to inform all future Units; e.g., knowledge of old age (Learning Aim C) is required to understand how staff can effectively support patients in later adulthood in Unit 2, knowledge of the impact of bullying and family dysfunction (Learning Aim A) is required to analyse case studies in Unit 5, and knowledge of genetic disorders (Learning Aim B) is needed for the analysis of physiological disorders in Unit 14.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.