

Curriculum Plan Unit 1 Topics B and C (examined unit)

Department/subject:

**Autumn Health and Social Care Year 13 BTEC Extended Certification (Equivalent to one A Level)**

Our Vision: **We take opportunities and aspire to excellence**

Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a ‘web of knowledge’
- Gaps in knowledge and skills are identified and addressed quickly

Year	Spring 1	Spring 2
<p><b>Knowledge to be taught</b></p>	<p><b><u>Factors affecting Human Growth and Development- Topic B</u></b></p> <ul style="list-style-type: none"> <li>● Is development across the lifespan more a result of genetic or inherited factors? Gesell’s maturation theory versus Bandura’s social learning theory</li> <li>● How useful is the stress diathesis model in understanding mental ill health?</li> <li>● Biological factors that affect development – foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.</li> <li>● Genetic predispositions to particular conditions</li> <li>● How do environmental factors affect development? Exposure to pollution – respiratory disorders, cardiovascular problems, allergies, poor housing conditions.</li> <li>● How can family dysfunction affect development? Parental divorce or separation, sibling rivalry, parenting style.</li> <li>● How can bullying effect self-esteem and what are the links between bullying, self-harm &amp; suicide?</li> <li>● How can culture, religion and belief affect development? How might beliefs prevent medical intervention?</li> <li>● What role do economic factors play in the development of an individual?</li> </ul>	<p><b><u>Examined unit -The effects of ageing - Topic C</u></b></p> <ul style="list-style-type: none"> <li>● To what extent is the physical experience of ageing affected by lifestyle and genetic factors?</li> <li>● How much variety is there in the psychological experience of ageing?</li> <li>● How useful are the social disengagement theory and the activity theory in understanding the experience of growing older?</li> <li>● What are the economic implications of an ageing population?</li> <li>● How should the health and social care sector respond to an increasingly ageing population?</li> </ul>

	<ul style="list-style-type: none"> <li>• How do predictable and unpredictable life events affect development?</li> <li>• How useful is the Holmes-Rahe scale in understanding the experience of stress?</li> </ul>			
<b>Key Words</b>	<ul style="list-style-type: none"> <li>• Maturation</li> <li>• Bandura</li> <li>• Stress diathesis model</li> <li>• Cystic fibrosis</li> <li>• Brittle bone disease,</li> <li>• Phenylketonuria (PKU),</li> <li>• Huntington’s disease,</li> <li>• Klinefelter’s syndrome</li> <li>• Down’s syndrome,</li> <li>• Colour blindness</li> <li>• Duchenne muscular dystrophy,</li> <li>• High blood cholesterol</li> <li>• Diabetes.</li> </ul>	<ul style="list-style-type: none"> <li>• respiratory disorders, cardiovascular problems, allergies.</li> <li>• Family dysfunction</li> <li>• Bullying</li> <li>• Self harm</li> <li>• Culture, religion and belief</li> <li>• Economic Factors</li> <li>• Predictable and Unpredictable life events</li> <li>• Holmes-Rahe social readjustment rating scale</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiovascular disease</li> <li>• Degeneration of the nervous tissue.</li> <li>• Osteoarthritis.</li> <li>• Degeneration of the sense organs.</li> <li>• Reduced absorption of nutrients.</li> <li>• Dementia</li> <li>• Alzheimer’s disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Psychological</li> <li>• Ageing population</li> <li>• Economic and social factors</li> </ul>
<b>Links to prior knowledge</b>	There are also links between previously covered content about discrimination and empowerment and the factors that impact on development (topic B). Students draw upon this knowledge to explore the connections between life chances and physical, intellectual, social and emotional development through the lifespan.			
<b>How knowledge is assessed</b>	Externally assessed by one 90 minute examination at the end of year 13			
<b>How gaps will be addressed</b>	<ul style="list-style-type: none"> <li>- Hands down questioning used to assess students’ understanding and address misconceptions</li> <li>- Verbal feedback and support given by teachers throughout lessons</li> <li>- Paired and group discussion allows students to work together to develop their understanding</li> <li>- Careful tracking of homework assignments</li> <li>- Time allocated for recapping and consolidating knowledge</li> <li>- Specific skills lessons for exam questions</li> </ul>			
<b>Cultural Capital</b>	<ul style="list-style-type: none"> <li>- What is the role of resilience in human development? Why do some people cope better than others with significant challenges in life?</li> <li>- Globally, which societies provide excellent care for people in the later years of life? What implications does this provision have for the younger population and does the UK need adjust its approach to an ageing population?</li> </ul>			



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