

Curriculum Plan Unit 1 Topic A (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	Autumn 1	Autumn 2
Knowledge to be taught	<p><u>Examined unit - Human Lifespan Development - Topic A</u></p> <ul style="list-style-type: none"> • What is the difference between growth and development? To what extent are milestones a useful tool for professionals when assessing growth and development? • What do infants need in order to develop their gross and fine motor skills and why are these early skills so important to longer term development? • How can children be supported to embrace taking measured risks and tackling physical challenges so that their physical development continues as they move through childhood? • What is the role of sex hormones in adolescence? • How might the perimenopause vary between women? How and why is lived experience of the perimenopause so different? 	<p><u>Examined unit - Human Lifespan Development - Topic A</u></p> <ul style="list-style-type: none"> • Why does love and predictable care matter so much in the earliest years of life? • How can positive relationships be nurtured and developed within families to provide optimal emotional development for infants? • How can disordered attachment be treated later on? • Theories of attachment • How do play development in normal human development? How can children be encouraged to move on from solo, to parallel and then to cooperative play? • What do teenagers need in order to navigate the demands of increasing independence and peer pressure? • How can young adults expect to develop socially and emotionally as they move through adulthood? • Why are strong social connections so important at all stages of life?

Key Words	<ul style="list-style-type: none"> ● Growth ● Development ● Fine motor skills ● Gross motor skills ● milestones ● Puberty ● Primary and secondary sexual characteristics ● Infancy ● Adolescence ● Early adulthood ● Middle adulthood ● Menopause and perimenopause ● Later adulthood 	<ul style="list-style-type: none"> ● Cognitive development ● Schemas ● Tests of conservation ● Piaget ● Chomsky and innate ability ● Virtuous errors ● Language Acquisition Device ● Self esteem ● Self image ● Attachment ● Disordered attachment ● Ainsworth and Rutter ● Friendship and play ● Peer pressure
Links to prior knowledge	<p>This unit builds upon previous taught knowledge around holistic care and specific and individual needs. Students make connections between what they already know about individual care and planning needs and this unit where how people develop over a lifespan is explored in more depth. Previously taught content in year 12 around individual needs is built upon so that students have a deeper understanding of physical, intellectual, emotional and social development through the life course.</p>	
How knowledge is assessed	<p>Practice examinations / mini mock exams throughout the term focused on specific topics. Externally assessed by one 90 minute examination at the end of year 13</p>	
How gaps will be addressed	<ul style="list-style-type: none"> - Hands down questioning used to assess students' understanding and address misconceptions - Verbal feedback and support given by teachers throughout lessons - Paired and group discussion allows students to work together to develop their understanding - Careful tracking of homework assignments - Time allocated for recapping and consolidating knowledge - Specific skills lessons for exam questions 	
Cultural Capital	<ul style="list-style-type: none"> - How might education and public health campaigns play a role in improving the experience of development over the life course for the population in general and specific groups? - What do parents need in order to support them in providing an environment for infants and children to lay down firm foundations for healthy long term development? - Why is it important for professionals to draw upon theory as well as experience when assessing the development of an individual? 	