

Year 12 Diploma in Health and Social Care Curriculum Sequencing Grid 2021-2022 Mrs Jones			
Subject: Health and Social Care	Term One	Term Two	Term Three
Unit <i>(Tablet in 39 week plan)</i>	Unit 1: Human Lifespan Development	Unit 1: Human Lifespan Development	Unit 1: Human Lifespan Development Unit 19: Nutritional Health
Key Retainable Skills <i>(required for Y12)</i> <i>What... How... Why...</i>	<p>AO1: Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p>	<p>AO1: Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p>	<p>AO1: Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO2 Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing</p> <p>AO3 Analyse and evaluate information related to human development theories/models and factors affecting human growth and development</p> <p>AO4 Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing</p> <p>Unit 19 LAA: Understand concepts of nutritional health and characteristics of essential nutrients</p>
Key Retainable Knowledge <i>(required for Y12)</i> <i>What... How.... Why....</i>	<ul style="list-style-type: none"> -Physical development across the life stages -Intellectual development across the life stages -Emotional development across the life stages 	<ul style="list-style-type: none"> -The nature/nurture debate related to factors -Genetic factors that affect development -Environmental factors that affect development -Social factors that affect development -Economic factors that affect development -Major life events that affect development 	<p>Exam units - Revision of all key retainable skills from throughout term one and term two.</p> <ul style="list-style-type: none"> -The physical changes of ageing -The psychological changes of ageing

	-Social development across the life stages		-The societal effects of an ageing population -Nutritional measures and recommended - dietary intakes -Characteristics of essential nutrients -Dietary needs of individuals -Factors affecting nutritional health -Factors affecting dietary intake
<p>Key Technical Vocabulary <i>To be modelled and deliberately practiced in context.</i></p>	<ul style="list-style-type: none"> -Growth and development -Infancy -Fine motor skills -Gross motor skills -Early Childhood -Adolescence -Puberty -Primary and secondary sexual characteristics -Early adulthood -Perimenopause -Middle adulthood -Menopause -Later adulthood -Ageing -Piaget's model -Chomsky's theory -Memory -Attachment -Bowlby's theory -Self-concept/esteem/image -Stages of play 	<ul style="list-style-type: none"> -Nature/nurture -Gesell's maturation theory -Bandura's social learning theory -Stress diathesis model -Genetic disorders/predispositions -Biological factors -Pollution -Housing conditions -Access to services -Family dysfunction -Bullying -Culture/religion/beliefs -Income and expenditure -Employment status -Education -Lifestyle -Predictable life events -Unpredictable life events -Holmes-Rahe social readjustment rating scale 	<p>Revision of all key technical vocabulary from throughout term one and term two.</p> <ul style="list-style-type: none"> -Cardiovascular disease -Osteoarthritis -Dementia/Alzheimer's disease -Confidence/self-esteem -Social change -Social disengagement theory -Activity theory -Ageing population/provision <ul style="list-style-type: none"> -Balanced diet -Malnutrition -Nutritional issues -BMI -Growth charts -Essential nutrients -Dietary needs -Factors
<p>Opportunities for reading</p>	<p>NHS website Simply Psychology BTEC National Health and Social Care student textbook Revise BTEC National Health and Social Care Revision Guide and workbook NHS Digital https://digital.nhs.uk</p>		

	<p>Childhood obesity articles ONS Medical journals Pre-release material articles Eatwell guide British Nutrition Foundation http://explorefood.foodafactoflife.org.uk/ https://www.nutritionvalue.org/ https://www.nutritionvalue.org/ https://www.nutritionvalue.org/</p>
<p>Developing Cultural Capital <i>Essential knowledge and skills of educated citizens.</i></p>	<p>Applying the essential skills and knowledge to case studies/celebrities/authentic contexts.</p>
<p>Authentic Connections – Cross Curricular Links</p>	<p>Psychology – intellectual, emotional and social development, factors affecting development, Eating Behaviours Sociology – Factors affecting health, socio-economic factors, demographic data, health policy, Physical education –Nutritional health, RDIs, dietary needs, factors affecting health, nutritional health plan Science – Physical development, Essential nutrients</p>
<p>Key Assessment</p>	<p>Assessments scheduled following each topic completed. Each assessment includes assessment on the previous topic completed to hone long-term memory. Each assessment is standardised with another member of staff in department.</p> <p>Once the assignment is completed by the student, it is then marked by the teacher. A percentage of this marking is then internally verified by another KS5 Health and Social Care teacher to ensure that assessment is accurate. Students have 15 working days to then resubmit their assignment to a higher standard. This is then again, marked by the teacher and internally verified to ensure accuracy of assessment.</p>