

Health and social care Department

Long-term sequencing Year 12 Level 3 National Extended Certificate

Broad introduction that gives learners transferable knowledge and skills. The curriculum for this stage of students' education has been designed to allow students to have access to a broad and balanced curriculum which is differentiated to meet students' learning needs and style. Students are taught topics allowing them to draw links between subjects. Students will explore a variety of internal and external assessed topics, academically challenging them through the broadness of the curriculum. Students will face a wide range of real life scenarios that will help to prepare them for future careers. The Health and Social care curriculum is designed to develop and build new skills and subject knowledge. The curriculum plans for lots of opportunities for repetition in order to fully embed knowledge, increasing the chance of information recall.

<p>TERM 1: (September till October)</p> <p>STUDENTS MUST KNOW:</p> <p><u>Human lifespan development (External assessment)</u></p> <ul style="list-style-type: none"> Human growth and development through the life stages (Infancy, Early Childhood, Adolescence, Early adulthood, Middle adulthood and Later adulthood). Physical development across the life stage, such as development of gross and fine motor skills in infancy. Milestones set for the development of the infant- Sitting up, standing, cruising and walking. Intellectual development across the life stages, such as the effects of age on the functions of memory. Emotional development across the life stages, such as attached to care-giver in infancy and early childhood Social development across the life stages, such as staves of play in infancy and early childhood. Factors affecting human growth and development <ul style="list-style-type: none"> Nature/nurture debate related to factors Genetic factors that affect development Environmental factors that affect development <p><u>Key theories or models</u></p> <ul style="list-style-type: none"> Piaget's cognitive theory Piaget's theory on development of schema Chomsky's language acquisition model Bowlby's attachment theory Ainsworth secure attachment theory Schaffer and Emerson's attachment theory Gesell's maturation theory Bandura's social learning theory Stress-diathesis model 	<p>TERM 2: (October till December)</p> <p>STUDENTS MUST KNOW:</p> <p><u>Human lifespan development (External Assessment)</u></p> <ul style="list-style-type: none"> Factors affecting human growth and development <ul style="list-style-type: none"> Social factors that affect development Economic factors that affect development Major life events (predictable and unpredictable events) that affect development. Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health. Effects of ageing <ul style="list-style-type: none"> Physical changes of ageing The psychological changes of ageing The societal effects of an ageing population. <p><u>Key theories or models</u></p> <ul style="list-style-type: none"> Holmes-Rahe Social readjustment rating scale Social disengagement theory Activity theory 	<p>TERM 3: (January till February)</p> <p>STUDENTS MUST KNOW:</p> <p><u>Psychological perspectives (Internal assessment)</u></p> <ul style="list-style-type: none"> Examine how psychological perspectives (Behaviourist, Social Learning Theory, Psychodynamic, Humanistic, Cognitive and Biological) contribute to the understanding of human development and behaviour <ul style="list-style-type: none"> Principals psychological perspectives as applied to the understanding of development and behaviour. Such as Behaviourist: role of reinforcement, conditioning, e.g. Pavlov. Application of psychological perspectives to health and social care practice. Such as Behaviourist, e.g. changing/shaping behaviour by operant conditioning Contribution of psychological perspectives to the understanding of specific behaviours. Such as Perspectives: application of complementary and contrasting psychological theories to the understanding of specific behaviours <p><u>Key theorist/ models or studies</u></p> <ul style="list-style-type: none"> Pavlov classical conditioning Bandura social learning theory Freud psychodynamic Maslow's hierarchy of needs Piaget's cognitive theory Gesell's' maturation theory Beck's cognitive theory <p>How this will be assessed: Knowledge tests, scenario-based questions, and journal articles will be given to analyse.</p>
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<p>TERM 4: (February till April) STUDENTS MUST KNOW: <u>Psychological perspectives (Internal Assessment)</u></p> <ul style="list-style-type: none"> ● Examine the contribution of psychological perspectives to the management and treatment of service users' specific behaviours <ul style="list-style-type: none"> ○ Factors that affect human development and specific behaviours. Such as Social, cultural and emotional. ○ Contribution of psychological perspectives to the management of behaviours. Such as Social learning theory, e.g. use of positive role models, treatment of eating disorders ○ Contribution of psychological perspectives to the treatment of behaviour such as ethical issues. <p><u>Key theorist/ models or studies</u></p> <ul style="list-style-type: none"> ● Pavlov classical conditioning ● Bandura social learning theory ● Freud psychodynamic ● Maslow's hierarchy of needs ● Piaget's cognitive theory ● Gesell's' maturation theory ● Beck's cognitive theory <p>How this will be assessed: Knowledge tests, scenario-based questions, and journal articles will be given to analyse. Students will complete their internal assessment for Learning Aim B. Using Pearson assignment brief.</p>	<p>TERM 5: (April till May) STUDENTS MUST KNOW: <u>Psychological perspectives (Internal Assessment)</u></p> <ul style="list-style-type: none"> ● Examine how psychological perspectives are applied in health and social care settings <ul style="list-style-type: none"> ○ Behaviours of service users in health and social care settings. Such as the concept of role. ○ Practices in health and social care settings. Such as the value base of care. <p><u>Key theorist/ models or studies</u></p> <ul style="list-style-type: none"> ● Asch's conformity study ● Milgram's obedience study ● Zimbardo's Stanford Prison Experiment ● Festinger's cognitive dissonance theory ● Frustration-aggression hypothesis <p>How this will be assessed: Knowledge tests, scenario-based questions, and journal articles will be given to analyse. Students will complete their internal assessment for Learning Aim C. Using Pearson assignment brief.</p>	<p>TERM 6: (May till July) STUDENTS MUST KNOW: <u>Working in health and social care</u></p> <ul style="list-style-type: none"> ● The roles and responsibilities of people who work in the health and social care sector <ul style="list-style-type: none"> ○ The roles of people who work in health and social care settings such as doctors. ○ The responsibilities of people who work in health and social care settings. Such as following policies and procedures in place in the health and social care setting in which they work. ○ Specific responsibilities of people who work in health and social care settings. Such as promoting anti-discriminatory practice. ○ Multidisciplinary working in the health and social care sector ○ Monitoring the work of people in health and social care settings. <p>How this will be assessed: Knowledge tests, exam questions (short and long extended questions), scenario-based questions, data (graphs and tables), and reports will be given to analyse.</p> <p>Students will sit an external exam in January.</p>
<p>Home learning set will consist of a combination of: Exam question, analysing journal articles, wider reading and completing theory sheets, and academic reading.</p>		