


**Health & Social Care Department – Year 12 Level 3**

 <p><b>Shirley High Curriculum Map</b></p>	<i>The aspiring carer understands in depth the processes of human development and how these are shaped by the sociological structures around them.</i>					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>	<b>Theme/Topic/Skill:</b>
	Introducing Life stages and PIES for unit 1.  Introducing key sociological concepts and primary and secondary socialisation.	Factors affective development.  Sociological Perspectives - the theories.	The effects of ageing.  Biomedical and alternative approaches.	The effect of ageing.  Inequality in healthcare	Application of understanding to exam and NEA tasks.	Application of understanding to exa and NEA tasks.
<b>Why Now?</b>	These two areas will be a basic introduction that will form the foundation of all learning in the subject. Unit 1 will enable learners who have not previously studied HSC access the challenging content. Delivering the introductory content of unit 10 underpins the social development aspects of unit 1 and also introduces fundamental ideas to learners that are vital to grasping the content.	The focus for this term builds upon the foundation of knowledge by exploring the impact of unexpected events or circumstances across both components.	As life progresses the body regresses, learning this will emphasise why the older sections of the population access healthcare services more to contextualise the next aspect of the unit. Once the learners have the underpinning sociological understanding they can begin to explore how sociology and wellbeing interact.	Students build upon the narrow focus of the effects of ageing on individuals and their PIES to explore the wider impact. This allows them to see the whole scale strain on services of lifestyle choices as people age. This is the most inspiring aspect of the sociology unit and will engage the learners ahead of receiving their case study NEA, they will apply their theoretical knowledge to key groups and explore inequality.	Learners apply the cumulative knowledge of the year to their NEA and public examinations. Examination selected at this point to allow time for learners with no prior HSC experience to embed their understanding.	Delivery of unit 5 to begin after public exam, introducing the NEA unit for year 13. Learners need to explore the variety of needs evident in the public in order to understand the complex role healthcare faces and plays. NEA continues to allow learners sufficient time for completion in line with Pearson guidance.
<b>Fundamental Concepts</b>	Unit 1: Understand human growth and development across life stages.  Unit 10: Introducing the part different agents of sociology play in the development of socialisation.	Unit 1: Factors that affect development across PIES  Unit 10: Introduction of sociological perspectives on health and wellbeing	Unit 1: The effects of ageing on PIES  Unit 10: Exploring biomedical and alternative approaches to health and wellbeing	Unit 1: the effects of ageing on society.  Unit 10: Examining how social inequalities, demographic change and patterns and trends affect health and social care delivery	Unit 1 exam practise and retrieval  Unit 10: retrieval and application of sociological perspectives to NEA	Unit 5: Meeting individual care and support needs, examine the principles, values and skills which underpin meeting the care and support needs of individuals.  Unit 10: retrieval and application of sociological perspectives to NEA
<b>Students will...</b>	Learners will explore Main life stages linked to ages, different aspects of growth and development across the life stages using the physical, intellectual, emotional, and social (PIES) classification, use of case studies to demonstrate developmental progress. Research and evaluate Chomsky's model of language acquisition and Piaget's stages of cognitive development. Explore through discussion and case studies theories of attachment and the development of self concept.  Research and explore the positive and negative contributions different family structures make to socialisation. Explore at which life stage different agents of primary and secondary socialisation have a greater impact. Explore through teacher led lessons and personal research the role of norms and deviance in primary and secondary socialisation.	Debate nature v's nurture, Research conditions which are genetic predispositions such as brittle bones, Huntington's and Cystic fibrosis. Investigate environmental factors that affect development and explore the impact including respiratory disorders, and the effect of poor housing conditions. Learners draw upon work within unit 10 in Autumn 1 to make connections between social factors and development. Use case studies and news to examine the impact of economic factors on development. The effects of life events is explored through case studies and celebrity modelling of reactions to predictable and unpredictable events. A part paper PPE is completed.  Learners examine and evaluate the different sociological perspectives that describe how society behaves and how that in turn impacts wellbeing. Research led discovery and critique through discussion and written analysis of Structuralism, functionalism; conflict perspectives including marxism, feminism and social action theory. Application of learning aim A to assessment practice contextualised to the world of work.	Explore the PIES impact of ageing through case studies, reflection on experiences of self and family and research. Through teacher led exploration discover the psychological theories proposed by Cummings and Henry about Social disengagement theory and by Havinghurst about Activity theory. Learners complete retrieval activities to ensure PIES development is embedded. Learners complete a PPE covering Learning aims A and B.  Introduction through teacher led exploration and guided research the biomedical model of health. Learners will evaluate the biomedical approach and explore it's alternatives as a more appropriate way to view and support wellbeing in society. Alternatives will include the social model and complementary medicine. Learners will explore through case studies the key concepts of physical and mental ill-health. Learners will be able to articulate medicalisation and be able to contextualise with case studies or current affairs examples. Learners will retrieve information about functionalism to explore the clinical iceberg and the sick role as viewed in the work of Talcott Parsons.	Learners widen their focus to examine the impact of an ageing population on society, examining the impact studied in the Griffiths report and media coverage of the strain on the NHS. Learners complete a full PPE covering all three learning aims.  Students explore the variation in patterns of ill health in different groups within society through teacher led tasks, flipped learning exploration of sources. Learners will explore data linked to: Social class Race and or ethnic origin Age Gender Disability Sexual orientation Geographic region The information will be applied to the analysis of case studies examining the wellbeing of individuals and contextualised to our local area and the marketisation of healthcare.	Learners focus on strong, confident exam technique through walking talking mocks, the use of the PLC, a variety of revision strategies, targeted intervention sessions focussed on areas for development identified in previous PPE papers.  Completion of NEA pre-approved assignment set by Pearson.	Learners will explore through role play, teacher led discovery, independent research and flipped learning key definitions of diversity and equality and will explore the application of these within the health care services, Learners will explore the impact of discrimination on health and wellbeing. The 6 Cs of compassionate care will be developed through role play and case studies. Key attributes and skills will be explored through discussion and application to case studies including: people skills, communication skills, observational skills, empathy and establishing trust. Learners will explore the triangle of care through flipped learning and will explore with teacher guided research empathy theories of Volkely, Vischer, Scheler and Hoffman.  Completion of NEA pre-approved assignment brief set by Pearson.
<b>Language for Life (Key terms/Vocabulary)</b>	PIES, Adolescence, infancy, Adulthood, development norms, milestone, gross and fine motor skills, abstract logical thinking, egocentric thinking, concrete logical thinking, equilibrium, disequilibrium, accommodation, primary and secondary socialisation, norms, deviance, social stratification, social class, social mobility, nuclear family, extended family,	Nature, nurture, maturation, positive and negative reinforcement, diathesis, genetic predisposition, susceptibility, congenital, neural tube defects, pollutant, cardiovascular, respiratory, hypothermia, dysfunctional, median, lifestyle, values, attitude, life events, gender, morbidity rates, multiculturalism, impairment, disability, disabling environment, social model of disability. statutory, private, independent and not-for-profit sectors.	Degeneration, cartilage, vascular dementia, conflict model, structuralism, functionalism, value consensus, bourgeoisie, capitalist, proletariat, false consciousness, feminism, malestream sociology, patriarchal society, interactionism, interactionists, social dynamics, postmodernism.	Biomedical model of health, sick role, social model, life expectancy, orthodox medical practice, complementary medicine, holistic approach, medicalisation, prejudice, attitudes, stereotype, labelling, discrimination, marginalisation, birth rate, death rate, census, infant mortality rate, perinatal mortality rate, emigration, immigration net migration, incidence, prevalence, inverse care law.	Command words from exam papers and NEA assignment brief: Explain, identify, evaluate, clarify, discuss.	Clarification, philosopher, psychologist imbuing, skill, personal attributes. Link to Unit 10 key terms: beliefs, diversity, culture, multicultural, discrimination, prejudice. Command words from NEA assignment brief: Explain, identify, evaluate, clarify, discuss.
<b>Extended writing Opportunities</b>	Case study reviews for both uits.	Case study reviews for both units..	Extended answers preparing for PPE and practice NEA tasks.	Responses to case studies. Responses to practice paper questions. Practice NEA tasks	Responses to case studies, evaluation of own and others' performance. Essays produced for NEA. Written paper.	Response to case studies.
<b>Maths Across the Curriculum</b>	Use of growth charts, statistical analysis of use of services.	Use of lifestyle measurements such as BMI, peak flow and growth charts	Continued use of lifestyle data.	Continued use of lifestyle data and population demographic data.	Continued use of lifestyle data and population demographic data.	Continued use of lifestyle data and population demographic data.

<b>Links to careers/ aspirations</b>	Exploring different roles for Comp2	Comp2 focus on role and services.	Comp2 focus on roles and services.	Comp1 impact of life events of careers/education. Comp2 learner in role	Comp1 impact of life events of careers/education. Comp2 learner in role	Role plays link to career application.
<b>Cultural Capital</b>	Dementia care workshop	Makaton or Sign language workshop.	Heath service visitor interview and workshop.	Heath service visitor interview and workshop.	Heath service visitor interview and workshop.	Visit from a practitioner to work on the 6 C's of compassionate care.
<b>Practical Application of Skills</b>	Application of understanding to case studies.	Application of understanding to case studies.	Application of understanding to case studies.	Application of understanding to case studies.	Application of understanding to case studies in NEA.	Role plays and application of understanding to NEA.