

**Scheme of Work 2020 - 2021**  
**Subject: Health and Social Care**

**Year Group: Year 12**  
**Specification: BTEC National Level 3 Extended Certificate - Unit 1**

<b>Lesson No</b>	<b>Topic &amp; Objectives</b>	<b>Big Question – What will students learn?</b>	<b>Key Activities &amp; Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)</b>	<b>Planned Assessment</b>	<b>Homework or flipped learning resources</b>	<b>Lit Num SMSC Codes</b>
1 - 3	<b>Physical development</b>	How individuals physically develop.	Principles of growth and development. The development of gross motor skills and fine motor skills. Primary and secondary sexualisation, puberty, peri-menopause and menopause.	Recall of key terms.	Exam questions on physical development in different life stages	
4 - 5	<b>Intellectual Development</b>	How individuals intellectually develop from birth to 65+ years, with links to theory.	Piaget's model of logic and reasoning. Chomsky's model of language acquisition (LAD). The effects of ageing on memory function.	Explanation and application of theories to exam questions.		
6-7	<b>Emotional Development</b>	How individuals emotionally develop from birth to 65+ years, with links to theory	Attachment in infancy and early childhood. Theories of attachment. The development of self-concept.	Explanation and application of theories to exam questions.	Exam questions on emotional development in different life stages	
8	<b>Social Development</b>	How individuals socially develop from birth to 65+ years, with links to theory.	Stages of play, the development of friendships and relationships.	Recall of key terms and age categories.	Exam questions on social development in different life stages.	

9	<b>Assessment</b>	How to apply knowledge to exam.	Mock paper to be completed of Learning Aim A questions.	Mock paper		So5
10	<b>Nature v Nurture Debate</b>	How may individuals development be affected by nature or nurture.	Nature v Nurture debate linking to three theories: Gesell's maturation theory, Bandura's social learning theory and the stress diathesis model.	Understanding of theory and link to side of the debate.	Creating notes that explain the theories and plan for long answer question.	
<b>Fortnightly assessment:</b> Using questions provided which cover content area covered students are to read the questions and plan answers. They are to use exam question structure provided and should not use the specification. Once they have planned the questions, they are to answer the questions using/following the plan.						
11	<b>Biological factors</b>	How biological factors affect health and wellbeing.	Foetal alcohol syndrome, effects of maternal infection, congenital defects and lifestyle/diet during pregnancy.	Explanation of biological factors and their impact.		
12	<b>Genetic Predispositions</b>	How genetic predispositions affect health and wellbeing.	Cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington's disease, Klinefelter's syndrome, Down's syndrome, colour blindness, Duchenne muscular dystrophy.	Recall key information about genetic predispositions and conditions.	Reading section of revision guide.	
13	<b>Environmental factors</b>	How environmental factors affect health and wellbeing.	Exposure to pollution. Poor housing conditions. Access to health and social care services.	Explanation of environmental factors and their impact.		
14-15	<b>Social Factors</b>	How social factors affect development.	Family dysfunction. Bullying. Effects of culture, religion and belief.	Explanations of social factors and their impact.		
16-17	<b>Economic Factors</b>	How economic factors affect development.	Income and expenditure. Employment status. Education. Lifestyle	Discussing the impact of economic factors on PIES.	Exam questions focusing on content covered.	

18	<b>Life Events</b>	How life events affect health and wellbeing.	Predictable life events. Unpredictable life events. The effects of life events on health. Holmes-Rahe social readjustment rating scale.	Identify and explain different types of life events and where they fit on the SRRS.		
19	<b>Assessment</b>	How to apply knowledge to exam.	Mock to be completed of Learning Aim B questions	Mock paper		So5
20 - 21	<b>Physical changes of ageing</b>	How age physically impacts an individual.	Cardiovascular disease. The degeneration of the nervous tissue. Osteoarthritis. Degeneration of the sense organs. The reduced absorption of nutrients. Dementia, to include Alzheimer's disease. Effects of illnesses that are common in ageing.	Explanation of how adults physically change due to ageing.		
<b>Fortnightly Assessment:</b> Students are to complete the Assessment Practice 1.2 on Page 56.						
22 - 23	<b>Psychological changes of ageing</b>	How age psychological affects an individual.	Effects on confidence and self-esteem. Effects of social change. Financial concerns. Effects of culture religion and beliefs. Social disengagement theory. Activity theory.	Explanation of the effects of psychological changes.		
23	<b>Societal effects of ageing population</b>	The impact of an ageing population on provision and economics.	Health and social care provision for the aged. Economic effects of an ageing population.	Apply knowledge to current society and impact.		
24	<b>Assessment</b>	How to apply knowledge to exam.	Mock to be completed of Learning Aim C questions.	Mock paper		So5
25 – 28	<b>Independent Revision</b>		Students to be provided with tasks to complete or to revise independently with their own tasks.	Work to be reviewed and developed to achieve higher grades.		Sp5
29 - 30	<b>Mock Paper</b>	How to apply knowledge to exam.	Full test paper on all Learning Aims, answers to be given in second lesson for students to peer and/or self-mark.	Mock paper		So5
<b>Fortnightly Assessment:</b> Students are to RAG rate the exam content and complete test paper questions on <b>RED</b> areas. They are to plan any 8 to 10 mark questions before they write them.						

## October Half Term

31 - 35	<b>Learning Aim A Revision</b>	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim A.	Engagement in lesson and exam responses.	Independent revision	
36	<b>Mock Paper</b>	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
37 – 41	<b>Learning Aim B Revision</b>	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim B.	Engagement in lesson and exam responses.	Independent revision	

**Fortnightly Assessment:** Complete Learning Aim C Assessment Practice (1.3 Page 69)

42	<b>Mock Paper</b>	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
43 - 45	<b>Learning Aim C Revision</b>	Applying targeted work to exam	Full class, guided and independent revision to focus on Learning Aim C.	Engagement in lesson and exam responses.	Independent revision	
46 - 47	<b>Mock Paper</b>	How to apply knowledge to exam.	Full test paper on all Learning Aims.	Mock paper		So5
48 - 50	<b>Guided exam questions and exam structure recap</b>	How to apply knowledge to exam.	Guided support on exam structure and format. Questions to be provided to the class and carousel working.	Engagement in lesson and confidence in completing exam questions with structure.		

**Fortnightly Assessment:** Create exam question plans for 8 – 10-mark questions. Once the plans have been written students are to answer the questions using the plan.

50 - 60	<b>Independent revision</b>		Students to complete tailored independent revision based on areas of consistent irregular answers or mistakes.	Work to be reviewed and developed to achieve higher grades.		Sp5
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**Fortnightly Assessment:** Students to complete knowledge organiser. From this they are to create revision resources for any missing information.

## Christmas Half-Term

Students to complete the exam within the first 2 weeks of January, the return after the break is to be spent with silent revision until exam.