



Year 12 Health and Social Care Curriculum Overview

The Year 12 Health and Social Care curriculum aims to provide students with a knowledge of how individuals grow and develop across the different life stages; Physically, Intellectually, Emotionally and Socially, including the factors affecting development and the promotion, prevention and treatment for the health and social care across the different life stages. Year 12 also looks to develop a knowledge and understanding the organisation of the human body, body systems and disorders of the body and effect on body systems. Application to case studies will be regular to provide real life contexts and to support with both transferable skills in the knowledge of the sector and the personal skills and attributes required for the sector. Students study two units in Year 12; Unit 1 Human Lifespan development & Unit 2 Human Health and Biology which will both be examined at the end of Yr 12, contributing to 50% of their overall Alevel qualification. The personal skills we strive for students to develop empathy skills to able to effectively communicate and support more vulnerable members of society and transferrable knowledge and attributes which will facilitate them entering the health and social sector if they wish. The academic skills developed by students is to demonstrate knowledge and understanding of how to write evaluative and analytical arguments in their examination unit and conduct independent research in their coursework unit. Students will be able to write coherently, sensitively and logically. Finally students will be able to apply their knowledge and understanding to a range of case studies in order to develop their skills of application.

Length of Time	Outline- Brief information about the specific:	Assessment/Teacher Feedback Opportunities	Homework and Literacy resources
Autumn 1	<p><u>Unit 1: Human Lifespan Development</u> <i>Human growth and development through the life stages, prevalent health conditions & health and social care promotion and prevention.</i></p> <p>Students will examine the physical, intellectual, emotion and social growth and development across the human lifespan focusing specifically on the six life stages of infancy, early childhood, adolescence, early adulthood, middle adulthood, late adulthood and later adulthood. The prevalent health conditions for each life stage will also be explored. Finally the will begin to look at health and social care promotion and prevention specific to life stages beginning with vaccinations.</p>	<p>The assessment framework is based on the following: AO1: Demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> Physical, intellectual, emotional and social development across the human lifespan. Factors affecting human growth and development. Prevalent health conditions Roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. <p>AO2: Demonstrate an understanding of the above knowledge.</p>	<p>Homework</p> <ul style="list-style-type: none"> Fortnightly consolidation activities in the students' Knowledge Booklet Assessment preparation for a 9 mark question Produce revision resources for content learnt this half term (using the revision checklist) <p>Resources:</p> <ul style="list-style-type: none"> Digital learning hub resources 'Make a point, evidence, application, link' writing frame – a combination of sentence starters, key words and tips to support with the structure of 9m exam questions 'Physical, intellectual, emotional and social' grid – to support pupils with specialist terminology specific to health and social care Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology

		<p>A03: Demonstrate application of the above knowledge.</p> <p>A04a: Analyse how factors, health inequalities and prevalent health condition interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the role responsibilities of those working in health and social care meet the needs of the individuals.</p> <p>A04b: Evaluate how factors, health inequalities and prevalent health condition interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the role responsibilities of those working in health and social care meet the needs of the individuals.</p> <p>Students will complete two 9 mark questions using the command verb of either 'discuss, assess or evaluate'. Students will have 13.5 minutes to complete the assessment.</p> <p>Students will be required to demonstrate the skills of knowledge, understanding, application, analysis and evaluation to a question on the physical, intellectual, emotional and</p>	<p>Optional homework & literacy resources:</p> <ul style="list-style-type: none"> • <u>Book</u> – Genie: A scientific tragedy by Russ Rhymer • <u>News article</u> – Medical News Today 'What are Piaget's stages of development, and what are examples of each?' By Z Sherrell 2023 https://www.medicalnewstoday.com/articles/325030 • <u>Podcast</u> – BBC Sounds – A History of Ideas: Barry Smith on Noam Chomsky and Human Language https://www.bbc.co.uk/sounds/play/b04ykk50 • <u>Documentary</u>- One born every minute, Channel 4 https://www.channel4.com/programmes/one-born-every-minute • <u>Film</u> – Project Nim (2011) https://www.amazon.co.uk/Project-Nim-Chimpsky/dp/B07N162Y24/ref=sr_1_1?crid=PPMQ1MI6EJFW&keywords=project+nim&qid=1687344497&srefix=project+nim%2Caps%2C270&sr=8-1
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		social development across a specific life stage.	
	<p>Unit 2: Human Biology and Health <i>Organisation of the human body, body systems & the main disorders of the body systems.</i></p> <p>Students will examine the structure and normal physiological functioning of the cardiovascular system. They will explore the biological organisation of the human body into cells and tissues by looking at the structure of animal cells and function of the organelles. In addition tissue structure, location in organs and organ systems and the family function of main tissues will also be examined. Finally the main disorders of the cardiovascular system will be explored to include coronary heart disease and dementia.</p>	<p>The Assessment Outcomes for this unit are:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it. • AO2 Demonstrate understanding (why) of the structure, organisation and function of the human body and common disorders that affect it. • AO3 Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems. • AO4 Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems 	<p>Homework: Homework will be set after each lesson to complete Knowledge Organiser type activities in the students' Knowledge Booklet. These activities will support students in organising their knowledge and applying it to exam style questions. Each homework will be assessed either through self-assessment, peer-assessment or teacher assessment so that areas for development can be identified.</p> <p>Optional homework and literacy resources: Use the YouTube links directed in lessons and Digital Learning Hub resources to further develop your understanding of the structure, organisation and function of the human body and common disorders that affect it.</p>

		This half term, students will complete two assessments which will cover content on the cardiovascular system. Feedback will be offered after each assessment to support students in closing any gaps in knowledge or understanding.	
Autumn 2	<p><u>Unit 1: Human Lifespan Development</u> <i>Factors affecting Human growth and development.</i></p> <p>Students will examine the interaction between biological and social factors in health and wellbeing. They will explore how the different factors can positively and negatively affect an individual's holistic growth and development. They will look at the biological factors of genetic disorders and the social factors of; diet, exercises, alcohol, tobacco, quality of sleep, oral health and pregnancy.</p>	<p>Students will complete a full paper constituting of 80 marks and taking 1.5 hours. Students will complete a range of questions including 1-9 mark questions.</p> <p>Students will be required to demonstrate the skills of knowledge, understanding, application, analysis and evaluation to a question on the physical, intellectual, emotional and social development across specific life stages, health conditions at specific life stages and prevention treatment.</p>	<p>Homework</p> <ul style="list-style-type: none"> • Fortnightly consolidation activities in the students' Knowledge Booklet • Produce revision resources for content learnt this half term (using the revision checklist) <p>Resources:</p> <ul style="list-style-type: none"> • Digital learning hub resources • 'Make a point, evidence, application, link' writing frame – a combination of sentence starters, key words and tips to support with the structure of 9m exam questions • 'Physical, intellectual, emotional and social' grid – to support pupils with specialist terminology specific to health and social care • Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology <p>Optional homework & literacy resources:</p> <ul style="list-style-type: none"> • <u>Book</u> – A storm of strawberries (2017) by Jo Cotterill <ul style="list-style-type: none"> ○ Recommended by a health and social care student: 'a novel that showcases the impacts of living with a sibling with downs syndrome. I found this book interesting because it

			<p>allowed me to have further insight into the affects that downs syndrome has on the individual's development, as well as those around them (siblings).'</p> <ul style="list-style-type: none"> • <u>Documentary</u>- Philip's Story: Independent Living With A Learning Difficulty (YouTube). https://www.youtube.com/watch?v=WdIGfhxY50s • <u>Youtube</u> – XXY: Men talking about having Klinefelter Syndrome https://www.tutor2u.net/hsc/blog/klinefelter-syndrome
	<p><u>Unit 2: Human Biology and Health</u> <i>Organisation of the human body, body systems & the main disorders of the body systems.</i></p> <p>Students will examine the structure and normal physiological functioning of the respiratory system. They will explore the structure and function of trachea and lungs and ventilation. The main disorders of the respiratory system will be explored to include chronic obstructive pulmonary disorder, asthma and lung cancer. The second half of autumn 2 will examine the nervous system including the central nervous system, peripheral nervous system and autonomic nervous system. The disorders of the nervous system will be reviewed looking at acquired brain injuries. Finally students will explore the structure and function of homeostatic mechanisms, endocrine and real systems and the associated disorders of this body system to include type 1 & 2 diabetes.</p>	<p>The <u>Assessment Outcomes</u> for this unit are:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it. • AO2 Demonstrate understanding (why) of the structure, organisation and function of the human body and common disorders that affect it. • AO3 Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of 	<p>Homework: Homework will be set after each lesson to complete Knowledge Organiser type activities in the students' Knowledge Booklet. These activities will support students in organising their knowledge and applying it to exam style questions. Each homework will be assessed either through self-assessment, peer-assessment or teacher assessment so that areas for development can be identified.</p> <p>Optional homework and literacy resources: Use the YouTube links directed in lessons and Digital Learning Hub resources to further develop your understanding of the structure, organisation and function of the human body and common disorders that affect it.</p>

		<p>common disorders on those body systems.</p> <ul style="list-style-type: none"> • AO4 Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems <p>This half term, students will complete one assessment which will cover content on the respiratory system. Feedback will be offered after each assessment to support students in closing any gaps in knowledge or understanding.</p>	
Spring 1	<p><u>Unit 1: Human Lifespan Development</u> <i>Factors affecting Human growth and development & Health and social care promotion and prevention.</i></p> <p>Students will continue the examination of factors affecting human growth and development across the life stage reviewing health inequalities across socioeconomic groups, gender, race, ethnicity. Students will also explore environmental exposures, economic factors and occupational related health conditions as examples of further health inequalities. Finally the health promotion and prevention will be explored in relation to the health inequalities examined in order to reduce these inequalities in future.</p>	<p>Students will complete a 9 mark question using the command verb of either 'discuss, assess or evaluate'. Students will have 13.5 minutes to complete the assessment. Students will be required to demonstrate the skills of knowledge, understanding, application, analysis and evaluation to a question on the factors affecting human growth and development across the life stages.</p> <p>Students will also complete a full paper constituting of 80 marks and taking 1.5 hours. Students will</p>	<p>Homework</p> <ul style="list-style-type: none"> • Fortnightly consolidation activities in the students' Knowledge Booklet • Assessment preparation for a 9 mark question • Produce revision resources for content learnt this half term (using the revision checklist) <p>Resources:</p> <ul style="list-style-type: none"> • Digital learning hub resources • 'Make a point, evidence, application, link' writing frame – a combination of sentence starters, key words and tips to support with the structure of 9m exam questions • 'Physical, intellectual, emotional and social' grid – to support pupils with specialist terminology specific to health and social care

		<p>complete a range of questions including 1-9 mark questions. Students will be required to demonstrate the skills of knowledge, understanding, application, analysis and evaluation to a question on the physical, intellectual, emotional and social development across specific life stages, health conditions at specific life stages, prevention treatment and factors affecting development.</p>	<ul style="list-style-type: none"> • Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology <p>Optional homework & literacy resources:</p> <ul style="list-style-type: none"> • <u>Web link</u> – Cost of living crisis and malnutrition https://www.tutor2u.net/hsc/blog/the-cost-of-living-crisis-and-malnutrition • <u>Book</u>- Invisible women. Exposing Data Bias in a World Designed for Men. Caroline Criado Perez. • <u>Youtube</u> - Britain's Elderly: The Forgotten Poor (Poverty Documentary) Real Stories https://www.bing.com/videos/search?q=elderly+&view=detail&mid=3375197CF0E67D45C0B93375197CF0E67D45C0B9&&FORM=VRD GAR&ru=%2Fvideos%2Fsearch%3Fq%3Delderly%2B%26FORM%3DHDRSC6 • <u>Web link</u> - Age UK research lays bare the drastic impact of the pandemic on our older population's health and morale https://www.ageuk.org.uk/latest-press/articles/2020/10/age-uk--research-into-the-effects-of-the-pandemic-on-the-older-populations-health/ • <u>Academic Article</u> – The Long Arm of Childhood Intelligence on Terminal Decline: Evidence From the Lothian Birth Cohort 1921 https://psycnet.apa.org/manuscript/2020-35651-001.pdf
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	<p>Unit 2: Human Biology and Health <i>Organisation of the human body, body systems & the main disorders of the body systems.</i></p> <p>Students will examine the structure and normal physiological functioning of the other body systems to include muscular, lymphatic, and reproductive and digestive systems.</p>	<p>The Assessment Outcomes for this unit are:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it. • AO2 Demonstrate understanding (why) of the structure, organisation and function of the human body and common disorders that affect it. • AO3 Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems. • AO4 Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems <p>This half term, students will complete one assessment which will cover content on the nervous system. Feedback will be offered</p>	<p>Homework: Homework will be set after each lesson to complete Knowledge Organiser type activities in the students' Knowledge Booklet. These activities will support students in organising their knowledge and applying it to exam style questions. Each homework will be assessed either through self-assessment, peer-assessment or teacher assessment so that areas for development can be identified.</p> <p>Optional homework and literacy resources: Use the YouTube links directed in lessons and Digital Learning Hub resources to further develop your understanding of the structure, organisation and function of the human body and common disorders that affect it.</p>
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		after each assessment to support students in closing any gaps in knowledge or understanding.	
Spring 2	<p>Unit 1: Human Lifespan Development <i>Health and social care professionals & personalised care and multi-disciplinary working</i></p> <p>Student will examine different care professionals involved in the care and treatment of individuals. They will explore the role of nurses, midwives, doctors, allied professions, dentists, social work, dietician, care and support workers, psychologist, counsellor, youth worker and social prescriber. They will explore how the health care professional work together to provide effective care. This will include examining the role of person-centred approach to care and integrated care systems and how they meet individual needs.</p> <p>Career link – Occupational therapy assistant & Nurse – Students shared more information about careers in nursing and occupational therapy as part of their curriculum links to health and social care professionals.</p>	n/a	<p>Homework</p> <ul style="list-style-type: none"> Fortnightly consolidation activities in the students' Knowledge Booklet Produce revision resources for content learnt this half term (using the revision checklist) in preparation for a practise 'Full Paper' <p>Resources:</p> <ul style="list-style-type: none"> Digital learning hub resources 'Make a point, evidence, application, link' writing frame – a combination of sentence starters, key words and tips to support with the structure of 9m exam questions 'Physical, intellectual, emotional and social' grid – to support pupils with specialist terminology specific to health and social care Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology <p>Optional homework & literacy resources:</p> <ul style="list-style-type: none"> <u>Video Clip</u>- Integration: clinical commissioning groups and long-term conditions (Social Care Institute of

			<p>excellence)- https://www.scie.org.uk/socialcare/v/video-player.asp?v=clinical_commissioning</p> <ul style="list-style-type: none"> • Video Clip- Working in Multi-disciplinary Teams (YouTube)- https://www.youtube.com/watch?v=JblugUsV0
	<p>Unit 2: Human Biology and Health <i>Organisation of the human body, body systems & the main disorders of the body systems</i></p> <p>Students explore the main disorders of the following systems; reproductive and digestive to include breast cancer and bowel cancer. They will also examine the organisation of energy in the human body by exploring energy metabolism, cellular respiration and the uses of energy in the body.</p>	<p>The Assessment Outcomes for this unit are:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it. • AO2 Demonstrate understanding (why) of the structure, organisation and function of the human body 	<p>Homework: Homework will be set after each lesson to complete Knowledge Organiser type activities in the students' Knowledge Booklet. These activities will support students in organising their knowledge and applying it to exam style questions. Each homework will be assessed either through self-assessment, peer-assessment or teacher assessment so that areas for development can be identified.</p> <p>Optional homework and literacy resources: Use the YouTube links directed in lessons and Digital Learning Hub resources to further develop your</p>

		<p>and common disorders that affect it.</p> <ul style="list-style-type: none"> • AO3 Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems. • AO4 Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems <p>This half term, students will complete mock examinations for all subjects so there will be no in class assessments.</p>	<p>understanding of the structure, organisation and function of the human body and common disorders that affect it.</p>
Summer 1	<p><u>Unit 1: Human Lifespan Development</u></p> <p>The focus of this term will be revision for the real exam that pupils will sit in May of this year and giving pupils as many opportunities to sit full exam papers.</p> <p>In-class revision will continue and there will be a focus on exam skills, such as using specific examples and evidence to support answers in short-answer questions and considering alternate</p>	<p>Students will complete a full paper constituting of 80 marks and taking 1.5 hours. Students will complete a range of questions including 1-9 mark questions.</p> <p>Students will be required to demonstrate the skills of knowledge, understanding, application, analysis and evaluation to a question on the physical, intellectual, emotional and social development across specific</p>	<p>Homework</p> <ul style="list-style-type: none"> • Fortnightly consolidation activities in the students' Knowledge Booklet • Produce revision resources for content learnt this half term (using the revision checklist) in preparation for final exam <p>Resources:</p> <ul style="list-style-type: none"> • Digital learning hub resources • 'Make a point, evidence, application, link' writing frame – a combination of sentence starters, key

	<p>arguments when evaluating theories and models in the longer mark responses.</p>	<p>life stages, health conditions at specific life stages, prevention, treatment, promotion and factors affecting development.</p> <p>Students will also complete their Alevel paper for Unit 1 during this half term. The paper will sat in exam conditions and consist of 80 marks taking 1.5 hours. The paper will consist of the skills and knowledge as cited above.</p>	<p>words and tips to support with the structure of 9m exam questions</p> <ul style="list-style-type: none"> • 'Physical, intellectual, emotional and social' grid – to support pupils with specialist terminology specific to health and social care • Model answers – these will be given in class for a variety of short- and long- answered questions to support pupils with exam skills and specialist terminology <p>Optional homework & literacy resources:</p> <p>It is now the expectation that students should be doing additional exam questions during their own time in topic areas they don't feel as confident in and bringing these to their teacher to be marked.</p>
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	<p><u>Unit 2: Human Biology and Health</u></p> <p>The focus of this term will be revision for the real exam that pupils will sit in May of this year and giving pupils as many opportunities to sit full exam papers.</p> <p>In-class revision will continue and there will be a focus on exam skills, such as using specific examples and evidence to support answers in short-answer questions and considering alternate arguments when evaluating theories and models in the longer mark responses.</p>	<p>The <u>Assessment Outcomes</u> for this unit are:</p> <ul style="list-style-type: none"> • AO1 Demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it. • AO2 Demonstrate understanding (why) of the structure, organisation and function of the human body and common disorders that affect it. • AO3 Demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems. • AO4 Make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems <p>This half term, students will complete one assessment which will cover content on the reproductive and digestive systems before</p>	<p>Homework:</p> <p>Homework will be set after each lesson to complete Knowledge Organiser type activities in the students' Knowledge Booklet. These activities will support students in organising their knowledge and applying it to exam style questions. Each homework will be assessed either through self-assessment, peer-assessment or teacher assessment so that areas for development can be identified.</p> <p>Optional homework and literacy resources:</p> <p>Use the YouTube links directed in lessons and Digital Learning Hub resources to further develop your understanding of the structure, organisation and function of the human body and common disorders that affect it.</p>
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		<p>completing their final assessment prior to the exam on energy use in the body. Feedback will be offered after each assessment to support students in closing any gaps in knowledge or understanding.</p>	
<p>Summer 2</p>	<p>Unit 3: Principles of Health and Social Care Practice <i>Learning Aim A: Understand the principles of health and social Care practice which underpin meeting the care and support needs of individuals.</i></p> <p>Student will be going to examine the values and care approaches in the health and social care sector. They will explore the NHS Core values, skills for care values and the 6Cs. Concepts such as dignity, compassion and competence will be explored to ensure the patients receive quality care.</p>	<p><i>Pearson set Assignment: Learning Aim A</i></p> <p>Students will be preparing the class notes to facilitate the completion of the Pearson set assignment in Autumn 1 of Yr 13.</p> <p>Students report must: Prepare materials on the challenges in providing person centred care, using effective communication and responding to safeguarding concerns.</p> <p>A.P1 Explain the values and skills necessary for professionals caring for two individuals with different needs. A.P2 Explain how effective communication can be used by professionals to build relationships with two individuals with different needs. A.P3 Explain the implications of a duty of care in health and social care practice.</p>	<p>Homework</p> <ul style="list-style-type: none"> Complete of revision material for NHS Core Values, Skills for Care Values and The 6Cs <p>Resources:</p> <ul style="list-style-type: none"> Pearson set assignment brief. <p>Optional homework & literacy resources:</p> <ul style="list-style-type: none"> Video Link- Celebrating Social Care- https://www.youtube.com/watch?v=uwLAgxEPx-Q

		<p>A.M1 Assess the methods and strategies professionals might use when building relationships and establishing trust with two individuals with care and support needs.</p> <p>A.M2 Assess the importance of balancing individual rights and choices with a duty of care when providing care and support for individuals with different needs.</p> <p>A.D1 Evaluate the methods and strategies used by professionals to overcome challenges in providing person-centred care that meets the needs of two individuals.</p>	
	<p>Unit 5: Promoting Health Education Learning Aim A: Understand the purpose of health education.</p> <p>Students will examine the purpose health education and how this supports the development of health behaviours for society.</p> <p>Career link – Health Promotion Specialist– Students shared more information about careers as a health promotion specialist as part of their curriculum links to the purpose of health education and how to promote health.</p>	<p>Pearson set Assignment: Learning Aim A</p> <p>Students will be preparing the class notes to facilitate the completion of the Pearson set assignment in Autumn 1 of Yr 13.</p> <p>Students report must: Produce information that considers the purpose and role of health education for one specific issue. They will consider the need for both education both locally and nationally along with providing ways that that of the nation is monitored.</p>	<p>Homework</p> <ul style="list-style-type: none"> • Complete of revision material for Purpose of health education • The role of health education. <p>Resources:</p> <ul style="list-style-type: none"> • Pearson set assignment brief. <p>Optional homework & literacy resources:</p> <ul style="list-style-type: none"> • <u>Documentary</u>- The Weight of the nation- https://www.imdb.com/title/tt2220150/

		<p>A.P1 Explain the purpose and role of health education.</p> <p>A.P2 Explain organisations and legislation involved in health education.</p> <p>B.P3 Explain one health and wellbeing issue affecting the health and wellbeing of individuals at a local and national level.</p> <p>B.P4 Explain factors affecting the health and wellbeing of individuals and wider society in relation to the chosen health issue.</p> <p>.M1 Discuss how the health of the nation is monitored through organisations and legislation. B.M2 Discuss the impact of factors affecting health and wellbeing on individuals, their holistic health and wider society.</p> <p>AB.D1 Justify the need for health education, monitoring, and responses in relation to factors that affect health and wellbeing at a local and national level.</p>	
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