

Higher Level Planning and though rationale behind sequencing of the curriculum

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Psychology	10	Memory	Research Methods	Research Methods/ Perception	Perception	Brain development	Brain development/ Language/ thought and communication
	11	Language, thought and communication	Social Influence	Brain neuropsychology	Psychological problems		
Sociology	10	Key sociologists and research methods	The sociology of families	The sociology of families	The sociology of education	The sociology of education	Sociological research and methods
	11	The sociology of crime and deviance	The sociology of crime and deviance	The sociology of social stratification	The sociology of social stratification		
Health and Social	10	Human Lifespan and development	Coursework completion	Health and social care services	Coursework completion	Health and Social care values	Coursework completion
	11	Health and well- being	Health and well- being	Exam	Health and wellbeing re-sits		

Higher Level Planning	Composites	Components	Rationale for order/ sequencing.	
<u>YEAR 10</u>				
H E A L T H A N D S O C I A L	AUT 1	Human Lifespan and development	Life stages and development	This needs to be taught before anything else because students need to learn the typical physical, intellectual, emotional and social development for each stage in life. They will master the fundamentals of development and learn the characteristics and expectations of each life stage.
			Factors that affect development	After learning the typical development of an individual, students will then question what influences atypical development patterns and learn about the different circumstances that can impact development. Students will have an understanding of why might an individual not exhibit typical development.
			Life events that affect development	Having mastered the individual life stages and key characteristics of each life stage, students will learn the expected and unexpected life events that happen in each stage. This needs to be taught only when students have learnt the ages of each life stage so they can determine what is expected from life at each. Having also learnt the patterns of physical, intellectual, emotional and social development students will learn how life events might alter the pattern.
			Sources of support for life events	After mastering the knowledge required of normal development of individuals and learnt about the factors that impact the course of their development, they can then start learning about who might be able to help individuals get their development on the correct trajectory. They will learn how different support networks help individuals physical, intellectual, emotional and social development.
H I G H	Students will be assessed on their knowledge retention through the use of daily quizzes. They will also be assessed against the coursework criteria when completing classroom based tasks.			
L E V E L P L A N N I N G	AUT 2	Human Lifespan and development	Learning aim A part 1 - Life stages and development at each life stage	Having mastered all the knowledge needed to complete the assignment they will then be given the assessment. This is so students can look at a chosen individuals' development holistically and not in isolation. This is because negative economic factors in childhood can still affect the individual in middle adulthood and the choices they make that alter their development. Students can then make judgements on what factors affected a specific individual's development the most. They will then use the knowledge they have of typical development patterns to explain how a life event can alter that development. The students will then have the knowledge to successfully describe the different support networks available to help individuals.
			Learning aim A part 2 - Factors that affect Development	
			Learning aim B part 1 - Life events and the effect on Individuals	
			Learning aim B part 2 – Sources of support for life events.	
Component 1 is an internal assessment set by Pearson. This will be complete, feedback provided and a chance to hand in resubmissions.				
	SPR 1	Health and Social care services	Health and Social care professionals	Only when students have mastered the fundamentals of human lifespan and development, can they learn about the different professionals in health and social care that support the different areas of development. It makes sense for them to have an understanding of when an individual's development is atypical and then the different health and social care professionals that intervene.
			Health and Social Care services	Once mastering the knowledge required of the different health care professional's students can then start to learn about the services the different professionals offer. The services professionals offer is mastered through their understanding of the role of different health care professionals and then the different contexts they work.
			Barriers to accessing services	Students will then move onto learning about the barriers faced by individuals when trying to access the health and social care services. They will need a secure understanding of the what

			the different professionals do and the services in health and social care when learning the context in which accessing them might be made difficult.
Students will be assessed on their knowledge retention through the use of daily quizzes. They will also be assessed against the coursework criteria when completing classroom based tasks.			
SPR 2	Health and Social Care services	Learning aim A part 1 - Health and Social Care Services Learning aim A part 2 – Barriers to accessing services	Students once mastering the knowledge of health and social care services will then be able to successfully complete the coursework component.
Component 2a is an internal assessment set by Pearson. This will be complete, feedback provided and a chance to hand in resubmissions.			
SUM 1	Care Values	Care values	In order to understand the care values students, need to understand the context in which they are applied. Students will need knowledge of the different health and social care services and the professionals that work in them before the learn about the different principles and values the professionals adhere to.
		How professionals apply care values	Once mastering the knowledge of the different care values they will then be able to use this knowledge to explain how these practices are adhered to by different health and social care professionals. For instance, safeguarding for a teacher might be slightly different to safeguarding for nurses, although the fundamentals are the same. If students' did not secure the knowledge of care values they would not be able to draw comparisons of how the care values are adhered to by the different professionals.
Students will be assessed on their knowledge retention through the use of daily quizzes. They will also be assessed against the coursework criteria when completing classroom based tasks.			
SUM 2	Care Values	Learning aim B part 1 – Demonstrating Care Values Learning aim B part 2 – reviewing own care value practice	Students having mastered the knowledge of the care values and how they apply to each setting will be able to demonstrate their understanding of this from their own selected professional viewpoint.
Component 2a is an internal assessment set by Pearson. This will be complete, feedback provided and a chance to hand in resubmissions.			
<u>Year 11</u>			
AUT 1	Health and Well-being – factors that affect health and wellbeing.	Definitions of health	Component 1 and 2 need to be taught before component 3 because students need to have mastered the knowledge of what typical and atypical development looks like before they can start drawing conclusions of what it is like to be healthy or unhealthy. Once this is mastered students will be able to suggest what it means to be healthy.
		Health and well-being	Students will then use knowledge of what it is to be healthy as a whole and then look at health in sub parts physical, intellectual, emotional and social. They will need an awareness of what it is to be healthy before learning about the different types of well-being and weighing up whether someone is truly healthy. They will also have mastered contextual background knowledge of the different health and social care services that protect a person's health and wellbeing.

		Factors that affect health and well-being	Using their knowledge of the different factors that affected someone's development they will then be able to add to this schema and make connections to how the different factors will affect health and well-being as well as development.	
AUT 2	Health and Well-being – Interpreting health indicators	Lifestyle choices	Once mastering knowledge of the different things that can affect health and wellbeing students will then progress to look at government guidelines on how lifestyle choices such as smoking, drinking, exercise and diet affect our health.	
		Blood Pressure	When secured knowledge of how lifestyle choices impact health for example drinking could lead to high blood pressure, students will then learn how to measure blood pressure and understand why this this can be used as an indication of someone's health. They will then be able to make links between how lifestyle choices affect blood pressure and then explain the science behind how blood pressure can lead to strokes. So, from the first instance students will learn how drinking alcohol can lead to high blood pressure and lead too strokes but they will then build onto this knowledge and be able to explain why drinking alcohol leads to strokes.	
		BMI	These can be taught in any order, although it would make sense to teach pulse rate and the working of pulse rate before looking at blood pressure.	
		Pulse rate		
Peak Flow				
SPR 1	Health and Well-being – person centred health and well-being plans.	Person-centred approach		
		Target setting		Once mastering an understanding of what it means to be healthy and all the indicators of health someone is, students will learn to set targets in order to improve an individual's health and wellbeing.
		Support groups		Students will then make schemata connections between the roles of different health and social care professionals to suggest how they could help someone improve their health and well-being.
		Obstacles to improvements.		
February examination.				
SPR 2	Re-sit preparation	Factors that affect health and well-being	This term will be mastering the knowledge previously taught and strengthening that knowledge and making deeper connections to how they all inter-relate.	
		Interpreting health indicators		
		Person-centred health and well-being improvement plans.		
Summer resit examination				