

## Year 12 Topics

**In year 12** we teach the following topics over the course of the year. Each topic draws on prior learning from previous years and builds on understanding from the KS4 programme of study. Each topic develops and deepens the core knowledge that will underpin all areas of the curriculum at KS5 and onward into undergraduate courses.

Topic	Rationale	Knowledge acquisition	Key vocabulary	Skills and enrichment
Unit 1: Human Lifespan Development  Physical Development.	Learners will learn through applying theories of human growth and development through the life stages in given scenarios.	Growth and development are different concepts: <ul style="list-style-type: none"> <li>principles of growth – growth is variable across different parts of the body and is</li> <li>measured using height, weight and dimensions</li> <li>principles of development – development follows an orderly sequence and is the acquisition of skills and abilities.</li> </ul>	Evaluate: Learners draw on varied information, themes or concepts to consider aspects such as strengths or weaknesses, advantages or disadvantages, alternative actions, and relevance or significance. For example, ‘Evaluate possible explanations for the development of...’.	Throughout the unit:  Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.  Opportunities to explore, investigate, and research, aspects of human development.  Research skills – textbooks & internet.
		In infancy (0–2 years), the individual develops gross and fine motor skills: <ul style="list-style-type: none"> <li>the development of gross motor skills</li> <li>the development of fine motor skills</li> <li>milestones set for the development of the infant – sitting up, standing, cruising, walking.</li> </ul>	Describe: Learners give a clear, objective account in their own words showing recall, and in some cases application, of the relevant features and information about a subject. For example, ‘Describe gross and fine motor skills in relation to...’.	Classification/grouping/sorting/organising skills.  Discussion (Oracy development).  Communication skills, verbal & non-verbal
		In early childhood (3–8 years), the individual further develops gross and fine motor skills: <ul style="list-style-type: none"> <li>riding a tricycle, running forwards and backwards, walking on a line, hopping on one foot, hops, skips and jumps confidently</li> </ul>	Gross and fine motor skills	Development of language skills, literacy and extended writing. Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.

		<ul style="list-style-type: none"> <li>turns pages of a book, buttons and unbuttons clothing, writes own name, joins up writing.</li> </ul>		<p>Opportunities to explore, investigate, and research factors that can affect the growth and development of individuals.</p> <p>Research skills – textbooks &amp; internet.</p> <p>Analysis and evaluation.</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal &amp; non-verbal</p> <p>Development of language skills, literacy and extended writing.</p>
		<p>In adolescence (9–18 years), the changes surrounding puberty:</p> <ul style="list-style-type: none"> <li>development of primary and secondary sexual characteristics</li> <li>the role of hormones in sexual maturity.</li> </ul>	Primary and secondary sexual characteristics	
		<p>In early adulthood (19–45 years), the individual reaches physical maturity:</p> <ul style="list-style-type: none"> <li>physical strength peaks, pregnancy and lactation occur</li> <li>perimenopause – oestrogen levels decrease, causing the ovaries to stop producing an egg each month. The reduction in oestrogen causes physical and emotional symptoms, to include hot flushes, night sweats, mood swings, loss of libido and vaginal dryness.</li> </ul>	<p>Learners show they understand the origins, functions and objectives of a subject and its suitability for purpose. They give reasons to support an opinion, view or argument, with clear details. For example, ‘Explain two possible features of the development of...’.</p>	
		<p>In middle adulthood (46–65 years), the female enters menopause:</p> <ul style="list-style-type: none"> <li>causes and effects of female menopause and the role of hormones in this</li> <li>effects of the ageing process in middle adulthood.</li> </ul> <p>In later adulthood (65+ years), there are many effects of ageing:</p> <ul style="list-style-type: none"> <li>health and intellectual abilities can deteriorate.</li> </ul>	Menopause Libido	

Intellectual development across the life stages.		<p>In infancy and early childhood there is rapid growth in intellectual and language skills</p> <ul style="list-style-type: none"> <li>• Piaget’s model of how children’s logic and reasoning develops – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism and how his model may explain children’s thoughts and actions</li> <li>• Chomsky’s model in relation to how children acquire language – Language Acquisition</li> <li>• Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language.</li> </ul>	<p>Cognitive Schema Conservation Egocentrism Language acquisition</p>	<p>Work experience - Learners will investigate how, in real situations, human development is affected by different factors and that people deal differently with life events.</p> <p>Opportunities to explore, investigate, and research factors that can affect the growth and development of individuals.</p> <p>Research skills – textbooks &amp; internet.</p> <p>Developing independence - carrying out interviews.</p> <p>Data collection</p> <p>Classification/grouping/sorting/organising skills.</p> <p>Discussion (Oracy development).</p> <p>Communication skills, verbal &amp; non-verbal</p> <p>Development of language skills, literacy and extended writing.</p> <p>Reflection (The Chocolate Factory).</p>
		<p>In early adulthood, thinking becomes realistic and pragmatic.</p> <ul style="list-style-type: none"> <li>• expert knowledge about the practical aspects of life that permits judgement about important matters.</li> </ul>	<p>Pragmatic</p>	
		<p>The effects of age on the functions of memory</p> <ul style="list-style-type: none"> <li>• memory loss in later adulthood.</li> </ul>		

Emotional development across the life stages		<p>Attachment to care-giver in infancy and early childhood:</p> <ul style="list-style-type: none"> <li>theories of attachment, to include types of attachment and disruptions to attachment.</li> </ul> <p>The development and importance of self-concept:</p> <ul style="list-style-type: none"> <li>definitions and factors involved in the development of a positive or negative self-esteem</li> <li>definitions and factors involved in the development of a positive or negative self-image.</li> </ul>	<p>Attachment theory</p> <p>Self-concept</p> <p>Self-esteem</p>	
Social development across the life stages		<p>The stages of play in infancy and early childhood:</p> <ul style="list-style-type: none"> <li>solo play, parallel play and co-operative play.</li> </ul> <p>The importance of friendships and friendship groups:</p> <ul style="list-style-type: none"> <li>the social benefits of friendships</li> <li>the effects of peer pressure on social development.</li> </ul> <p>The development of relationships with others.</p> <p>The development of independence through the life stages:</p> <ul style="list-style-type: none"> <li>peer influence in adolescence, starting employment, leaving home, starting a family.</li> </ul>	Peer pressure	

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Nature/Nurture	Learners will learn through applying factors affecting human growth and development to scenarios.	<p>The nature/nurture debate related to factors</p> <ul style="list-style-type: none"> <li>• Development across the lifespan is a result of genetic or inherited factors – Gesell’s maturation theory.</li> <li>• Development across the lifespan is a result of environmental factors – Bandura’s social learning theory.</li> <li>• Both factors may play a part – stress-diathesis model.</li> </ul>	<p>Discuss Learners consider different aspects of a topic, how they interrelate and the extent to which they are important.</p> <p>For example, ‘Discuss how <b>both</b> the environment <b>and</b> genetic factors may account for...’.</p>	
		<p>Genetic factors that affect development</p> <ul style="list-style-type: none"> <li>• Genetic predispositions/disorders to particular conditions – cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington’s disease, Klinefelter’s syndrome, Down’s syndrome, colour blindness, Duchenne muscular dystrophy, susceptibility to diseases such as cancer, high blood cholesterol and diabetes.</li> <li>• Biological factors that affect development – foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects.</li> </ul>	All Conditions	
		<p>Environmental factors that affect development</p> <ul style="list-style-type: none"> <li>• Exposure to pollution – respiratory disorders, cardiovascular problems, allergies.</li> <li>• Poor housing conditions – respiratory disorders, cardio vascular problems, hypothermia, and anxiety and depression.</li> <li>• Access to health and social care services – availability of transport, opening hours of</li> </ul>	Cardiovascular	
Environmental factors				

Social factors		services, ability to understand the needs and requirements of particular services.		
		Social factors that affect development <ul style="list-style-type: none"> <li>• Family dysfunction – parental divorce or separation, sibling rivalry, parenting style.</li> <li>• Bullying – effects of bullying on self-esteem, self-harm, suicide.</li> <li>• Effects of culture, religion and belief – beliefs that may prevent medical intervention, dietary restrictions.</li> </ul>	Dysfunction Rivalry	
Economic factors		Economic factors that affect development <ul style="list-style-type: none"> <li>• Income and expenditure.</li> <li>• Employment status.</li> <li>• Education.</li> <li>• Lifestyle.</li> </ul>	Expenditure	
Life events and there effect on health and well – being.		Major life events that affect development Predictable events: <ul style="list-style-type: none"> <li>• these are events that are expected to happen at a particular time. While expected,</li> <li>• they may still have an effect on a person’s health and wellbeing. This effect can be</li> <li>• positive or negative, regardless of the event.</li> </ul> Unpredictable events: <ul style="list-style-type: none"> <li>• these are events that happen unexpectedly and can have serious physical and</li> <li>• psychological effects on an individual. These effects can be</li> </ul>	Learners provide a summary or overview or a brief description of something. For example, ‘Outline ways in which this might affect their physical health.’	

		<p>positive or negative, regardless of the event.</p> <ul style="list-style-type: none"> <li>• Many events can be either predictable or unpredictable depending on the life course of the individual. They can include: <ul style="list-style-type: none"> <li>• starting school/nursery</li> <li>• moving house</li> <li>• marriage and divorce</li> <li>• starting a family</li> <li>• beginning employment</li> <li>• retirement</li> <li>• death of a relative/partner/friend</li> <li>• accidents or injury</li> <li>• changing employment</li> <li>• leaving home</li> <li>• promotion or redundancy</li> <li>• serious illness.</li> </ul> </li> <li>• The effects of life events on health.</li> <li>• Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health.</li> </ul>		
Effects of ageing	Learners will learn through applying the effects of ageing to scenarios.	<p>The physical changes of ageing:</p> <ul style="list-style-type: none"> <li>• Cardiovascular disease – age can increase the risks of cardiovascular disease. This can be exacerbated by lifestyle choices.</li> <li>• The degeneration of the nervous tissue.</li> <li>• Osteoarthritis.</li> <li>• Degeneration of the sense organs.</li> <li>• The reduced absorption of nutrients.</li> <li>• Dementia, to include Alzheimer's disease.</li> <li>• Effects of illnesses that are common in ageing.</li> </ul>	Degeneration Exacerbated	
		<p>The psychological changes of ageing:</p> <ul style="list-style-type: none"> <li>• Effects on confidence and self-esteem.</li> </ul> <p>Effects of social change:</p>	Psychological Disengagement	

		<ul style="list-style-type: none"> <li>• role changes</li> <li>• loss of a partner</li> <li>• loss of friends</li> <li>• increase in leisure time.</li> <li>• Financial concerns.</li> <li>• Effects of culture religion and beliefs.</li> <li>• Social disengagement theory.</li> <li>• Activity theory.</li> </ul>		
		<p>The societal effects of an ageing population:</p> <ul style="list-style-type: none"> <li>• Health and social care provision for the aged.</li> <li>• Economic effects of an ageing population.</li> </ul>	Economic	



