

# Social Sciences Curriculum Policy

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## Queen Elizabeth's Academy Social Sciences Department

### Curriculum Policy

#### Introduction

In the vocational subjects (Child Development and Health and Social Care) they will be informed of the career pathways they could take, going on to further and higher education or apprenticeships, that studying these subjects can lead to. In the academic (Psychology) they will have an understanding of the pathway of continuing through A Level and university leading to careers where psychology is used.

#### Knowledge in social sciences

In Social Sciences, there is also a requirement in the BTEC subjects to be able to apply declarative knowledge to case studies and real life scenarios through the completion of coursework.

Social Sciences courses are only delivered to Key Stage 4, and therefore the content is based around the requirements of the relevant exam boards,

For the BTEC subjects of Health and Social Care and Child Development students will study the basic core knowledge required during the autumn term of Year 10. Spring and summer terms will focus on coursework, before returning to and building on the core knowledge again in preparation for examination in Year 11.

		Autumn	Spring	Summer
CPLD – Year 10	BTEC First Award	Unit 1 – Patterns of Child Development	Unit 2 – Promoting Children's Development Through Play (Coursework)	Unit 2 – Promoting Children's Development Through Play (Coursework)
CPLD – Year 11		Unit 1 – Patterns of Child Development	Unit 3 – The Principles of Early Years Practice (Coursework)	Unit 3 – The Principles of Early Years Practice (Coursework)
H & SC – Year 10	BTEC Tech Award	Component 1 – Human Lifespan Development (Knowledge)	Component 1 – Human Lifespan Development (Coursework)	Component 1 – Human Lifespan Development (Coursework)
H & SC – Year 11		Component 3 – Health and	Component 2 – Health and Social	Component 2 – Health and Social

		wellbeing (Knowledge for Exam)	Care Services (Coursework)	Care Services (Coursework)
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Psychology – the following topics are covered over two years:

Paper 1 Cognition and behaviour

- 1 Memory
- 2 Development
- 3 Perception
- 4 Research methods

Paper 2 Social context and behaviour

- 1 Social influence
- 2 Language, thought and communication
- 3 Brain and neuropsychology
- 4 Psychological problems

Groups will usually be mixed ability, due to the numbers who opt for each subject. Where there are sufficient numbers for more than one group, setting will be done based on students' target grades and/or ability and aptitude shown in lessons.

## Sample Knowledge organisers

Key Words	CPLD Unit 1 – Topic 1 Growth and development		Development – the skills and knowledge that children gain
<b>Growth</b> – the division of cells	<b>Factor</b>	<b>How it affects growth</b>	<b>Physical development</b> – this is about the way that children move and use their bodies. It is divided further into <b>gross motor movements</b> and <b>fine motor movements</b> . When children learn to be mobile these are called <b>locomotive movements</b> .
<b>Cell</b> – a tiny part of the body	<b>Heredity</b>	Children's genetic make-up that they inherit from their biological parents will affect children's overall height. Some medical conditions affecting growth can also be inherited	<b>Cognitive development</b> – this is about the way our brains take in information. It is also about the way we remember and think about information. Cognitive development is also linked to imagination, problem solving and understanding concepts such as shape, colour and number.
<b>Health visitors</b> – health professionals who advise families with children	<b>Hormones</b>	Hormones are chemicals. They act as messengers and tell cells when to divide. At certain stages in children's lives an increase in hormones will produce more rapid growth. A good example of this in young people is during puberty.	<b>Communication and language development</b> – this is about being able to understand what others say, as well as being able to speak and make yourself understood. It is also about being able to read and write.
<b>Head circumference</b> – the measurement of the head from above the eyebrows to around the back of the head	<b>Nutrition</b>	The body needs energy in order to grow. The body also needs a wide range of substances called nutrients in order for muscles, bones and organs to keep healthy, and also grow. Children who are not eating a balanced diet may have uneven or insufficient growth.	<b>Emotional and behavioural development</b> – This is about how children develop feelings and concerns for others. It is also about how they learn to express their emotions. Emotional development also includes how we see ourselves ( <b>self-concept</b> ) and whether we value ourselves ( <b>self-esteem</b> )
<b>Centile chart</b> – a chart on which measurements are marked and compared with those of other children of the same age.	<b>Sleep</b>	Sleep is important for growth. During sleep, hormones for growth are produced. Babies will usually sleep between 12 and 14 hours a day, while young children will need at least 10 to 12 hours. Children who do not sleep well may have uneven growth.	<b>Social development</b> – this is about relationships with other people. It is about friendships and the skills needed to maintain relationships such as being thoughtful and cooperative and learning to be part of a group. Children often gain these skills watching <b>role models</b>
<b>Hormones</b> – Chemicals that can trigger cell division	<b>Illness</b>	Children who are frequently ill may not grow well. This is because they may not feel like eating or they may not be sleeping well. Some types of diseases make it hard for nutrients to be digested	<b>Activity</b>
<b>Nutrients</b> – substances found in food that are essential for health and growth	<b>Emotional Influence</b>	There are many reasons why children may not be happy. This includes the separation of parents, the death of a close relative or not being settled in an early years setting. When children have long periods of unhappiness they are less likely to sleep or eat well. They are also more likely to become ill.	<b>Type of development</b>
<b>Holistic development</b> – the development of a child, taking into account all aspects of what they can do, not just one single area of development.			Reading a book Communication and language Physical (hand-eye coordination to turn the page)
<b>Milestones</b> – skills or pieces of knowledge that a child has acquired			Playing noughts and crosses Physical – fine motor skills to hold pen Social – playing against an opponent Cognitive – working out where the next move should be
<b>Developmental norms</b> – the milestones that are associated with a particular age group			Picking up and throwing a ball Physical – gross motor skills Social – throwing to a partner Emotional – understanding winning and losing
<b>Perception</b> – the ability to become aware of something by using the senses			Making a sandcastle Physical – fine motor skills Intellectual – imagination
<b>Self-concept</b> – how we see ourselves			
<b>Self-esteem</b> – how we value ourselves			
<b>Role models</b> – people from whom children copy skills and attitudes			
<b>Hand-eye coordination</b> – where eyes and hands work together to manage a task			
<b>Gross motor movements</b> – large movements of the arms and legs			
<b>Fine motor movements</b> – small movements usually associated with the hands			
<b>Locomotive movements</b> – skills involved in crawling, walking, running and being mobile			
<b>Fine manipulative movements</b> – intricate movements of the hands showing concentration and skill			
<b>Tripod grasp</b> – a pencil hold where the finger and thumb hold the pencil supported by the middle finger			

Key Words	Unit 1 - Factors that affect growth and development	Economic factors
Genes- short stretches of DNA ribbon that are located in chromosomes	<b>Physical factors</b>	Income and wealth – the money that at household receives can impact on development because it affects quality of life, educational and leisure and offers a wider range of opportunities. Poverty can restrict opportunities and increase stress.
Chromosomes – long strands or packets of DNA	Genetic inheritance – The genes we inherit from our parents play an important role in controlling our physical growth, appearance and abilities. Each cell in the body contains two sets of 23 chromosomes – one set from each parent	Employment status and occupation – Provides income and determines social class. Influences self-concept, self-esteem and personal development.
Associative play – play based on imitation and pretending	Lifestyle choices – A person's choices about things such as diet, smoking, alcohol consumption and drug use can have a significant impact on their health	<b>Environmental factors</b>
Co-operative play – a form of play that involves children working together for the same purpose	Illness and disease – Different types of illness and disease can have long or short-term impact on health. Genetic disease and degenerative disease can have significant impact on our health and development.	Housing conditions – provides physical shelter and protection so is important for physical health and development. Also provides security and a feelings of well-being.
Culture – the shared belief, values, language, customs and way of life of a group of people	<b>Social, cultural and emotional factors</b>	Pollution – Involves the release of high concentrations of harmful substances such as chemicals or sewage. Can also relate to noise pollution or light pollution.
Parallel play – this happens when children play alongside, but not directly with each other	The influence of play – Play promotes development in lots of ways. Children use play to extend relationships and cooperation skills. Play also provides opportunities for developing fine and gross motor skills and build physical strength.	<b>Psychological factors</b>
Gender – a term used to describe the social and cultural expectations of males and females	Culture – A person's culture is all about their beliefs and values and the way they live their life. It can include things like religion, moral issues and is influenced by attitudes and traditions of society.	Family relationships – Family relationships are seen as the foundation of society and provide for many needs as we are growing up. Difficulties in relationships can cause tensions and stress within families.
Role model – a person that has the qualities or characteristics that others admire and want to imitate	Gender – Refers to the behaviour men expects from men and women. Linked to societies expectations of how men and women should behave.	Growing up in care – Children who grow up in care can be more vulnerable to the problems and challenges of adolescence. They are therefore more likely to experience poor outcomes.
Social skills – the talking, listening and relationship skills a person needs to communicate and interact with others	Role models – Can be a positive influence, but can also provide negative behaviour and images (especially in the media).	Friendship patterns and relationships with partners – Friendships play an important role in social and emotional development. An individual's personality and social skills are shaped by friendships. Rejection by friends can lead to a loss of confidence and low self-esteem.
Socialisation – the process of learning the values, ideas, practices and roles of a society	Social isolation – A lack of family relationships and a support network of friends can lead to social isolation as can bullying. Likely to lead to stress, depression and low self-esteem.	Stress – This is when we feel threatened or challenged by the demands that others people or situations place on us. We feel more unable to cope the more stressed we become.
Stereotype – a simplified over-generalised view or description		
Poverty – having insufficient money to afford everyday items costs such as food, heating and housing		
Social class – people with the same economic, social or educational status		
Pollution – contamination of natural surroundings (including the air, water and landscape) with poisonous or harmful substances)		
Tinnitus – a noise, typically ringing, buzzing or whistling sounds, heard in the head or in one or both ears, even though there <u>is</u> no obvious cause of the sound		
Chronic – another term for 'long-term' or 'ongoing'		
Prejudice – a negative, hostile belief about an individual, group or issue that is based on lack of knowledge or wrong or distorted facts		

## Psychology



## Knowledge Organiser – Memory

**Encoding:** changing info so that it can be stored.

**Storage:** holding info in memory.

**Retrieval:** recovering info from storage.

**Recall:** to bring a memory back into ones mind

**Visual coding:** focusing on what information looks like

**Acoustic coding:** focusing on what the information sounds like

**Semantic coding:** focusing on what the information means

### MULTI-STORE MODEL OF MEMORY

Says that there is more than one memory store.

Info arrives at our senses (sight, sound, taste, smell and touch). Stays in our **sensory store** but only for a very short period of time. If we pay attention here it moves to the short term store.

The short term store has a small capacity – it can hold approximately 7 items or chunks of information – new information pushes old information out. If you rehearse the information at this stage it moves into your long term store.

The long term store has a very large capacity and information can stay there indefinitely.



### Evaluation of MSM:

- ⊗ Support from case study of HM – shows he had two separate stores.
- ⊗ Practical applications – using rehearsal to revise for exams.
- ⊗ Simplistic- WMM developed because it lacks detail.
- ⊗ Doesn't explain why we can recall information we didn't rehearse e.g. what we did last weekend.

### Key study: MURDOCK (1962) Serial position curve study.

**Aim:** evidence to support separate stores.

**Method:** participants had to remember lists of 20 words in any order asked to recall. Test repeated 80 times over a few days

**Results:** words at the end (**recency effect**) and start (**primacy effect**) were well remember but words in middle were forgotten. Displayed on graph called serial position curve.

**Conclusion:** evidence there is both a short term and long term store. Last few words still in STS so available to recall, first few words time to be rehearsed and pass into LTS so could be recalled. Middle words not in either store.

**Evaluation:**

- ⊗ Participants all same age and studying psychology – can't generalise
- ⊗ Other research similar findings supporting ideas – increases credibility
- ⊗ Criticised for being simplistic explanation
- ⊗ Learning list of words isn't usually how we use memories in everyday life so lacks ecological validity.

MEMORY STORE	CODING	DURATION	CAPACITY
Sensory	Same as received	Less than one second	Very limited
Short term	Mainly acoustic	Up to 30 seconds	Approx. 7 chunks
Long term	Mainly semantic	Unlimited	Unlimited

Baddeley: investigated encoding in LTM & STM and found that information is coded acoustically in STM and semantically in LTM.

### Types of long term memory

**Episodic:** Unique memories which are concerned with personal experiences or events e.g. a holiday

**Procedural:** Our memory for carrying out complex skills. E.g. bike riding They are stored using motor code rather than verbal.

**Semantic:** Memories for facts and general knowledge. Knowing the capital city of a country



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