

Curriculum Plan (Health & Social Care)

Year 12	Knowledge (Topics covered, NC links)	Subject Skills	Key Assessment	Literacy and Numeracy	School values (Attitude / Achievement / Community / Endeavour)	Extra curricular opportunities	Personal development (Character, SMSC, Fundamental British values, Careers guidance, healthy living, Citizenship, equality and diversity, financial capability, preparation for next stage)
Cycle 1	<u>Unit 1: Human Lifespan Development –</u> Causes & effects of arrested foetal development, holistic development and key theorists. Patterns of growth and development. Adolescence & puberty. Development in adulthood. Affects of ageing on development Nature/nurture debate – key theorists.	Analysis, discuss/compare, memory and recall	Practice exam questions – learning aims:- A: Human growth and development through the life stages. B: Factors affecting human growth and development.	Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge what is heard or read, explore questions, solve problems and develop ideas choosing content and adapting style and language,	Attitude, achievement, endeavour	Guest speakers	Careers guidance, healthy living, equality & diversity, preparation for next stage.

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	Life factors affecting development including genetic, biological, lifestyle, & environmental.			extract and interpret information from charts, graphs and tables			
Cycle 2	<u>Unit 1 Cont'd</u> Life factors affecting development including socio-economical and predictable and unpredictable life events. Affects of ageing, including physical, psychological and social. Holistic nature of later stages of ageing. <u>Unit 5: Meeting Individual Care & Support Needs</u>	Consolidation, memory and recall Examine, explain, independent working, meeting	Practice exam questions learning aim C: Effects of ageing. Practice exam paper for learning aims A, B & C. Internal coursework tasks – practice task for learning aim a:	Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge what is heard or read, explore questions, solve problems and develop ideas choosing content and adapting style and language,	Attitude, achievement, endeavour Attitude, achievement, endeavour, community	Guest Speakers Visit to care provider	Careers guidance, healthy living, equality & diversity, preparation for next stage. Careers guidance, equality & diversity, preparation for next stage.

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	Equality, diversity and discrimination. Skills & personal attribute required for developing relationships with individuals Empathy & establishing trust.	deadlines, apply knowledge to vocational scenarios	Explain advantages and disadvantages of the main empathy theories.	analyse spoken and written language, , understand and use the conventions of written language, extract and interpret information from charts, graphs and tables carry out calculations involving +, – , ×, ÷,			
Cycle 3	<u>Unit 5 Cont'd</u> Ethical issues and approaches in providing care. Legislation & guidance on conflicts of interest, balancing resources and minimising risk.	Examine, investigate, analysis, evaluation, explanation. Independent working, working to deadlines. Applying knowledge to vocational scenarios.	Internal coursework tasks – practice task for learning aim B: Explain how guidance for individual care and support needs to be counter-balanced by other factors.	Express ideas and information clearly, accurately and appropriately in written communication, form independent views and challenge	Attitude, achievement, endeavour, community	Visit to care provider	Careers guidance, equality & diversity, preparation for next stage.

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	Enabling individuals to overcome challenges. Recognising preference and promoting personalisation. Communication techniques <u>Revision for Unit 1 in preparation for exam</u>	Memory/recall	Learning Aims A, B & C	what is heard or read, explore questions, solve problems and develop ideas choosing content and adapting style and language, analyse spoken and written language, , understand and use the conventions of written language, extract and interpret information from charts, graphs and tables carry out calculations involving +, – , ×, ÷,	Attitude, achievement, endeavour	After school/lunchtime revision	Careers guidance, healthy living, equality & diversity, preparation for next stage.
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Links to Industry Standards

BTEC Nationals have been developed in consultation with industry and appropriate sector bodies to ensure that the qualification content and approach to assessment aligns closely to the needs of employers. Where they exist, and are appropriate, National Occupational Standards (NOS) and professional body standards have been used to establish unit content. In the health and social care sector, the following approaches have been used:

- the mandatory content has been mapped to NOS to reflect the essential skills and knowledge needed for entry to employment
- the content has been mapped to the Care Certificate standards.