


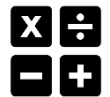

























Curriculum Map – BTEC Health & Social Care – Year 9

	TERM 1				TERM 2		TERM 3	
Unit title & description	Component 1: Human Lifespan Development		Component 1: Human Lifespan Development		Component 1: Human Lifespan Development		Component 1: Human Lifespan Development	
Knowledge 	Main life stages Areas of growth and development Physical development – types Physical development in infancy and early childhood Physical development in adolescence and early adulthood		Physical development in middle and later adulthood Intellectual development Language development Emotional development in infancy and early adulthood Emotional development in adolescence and adulthood		Physical factors Lifestyles Social and Cultural Factors Relationships and isolation Economic factors		Life events Physical events Relationship changes Life circumstances Dealing with life events	
Skills 	TASK 1				TASK 2			
	A.2P1 Describe growth and development across three life stages for a selected individual	A.2P2 Explain how different factors have affected growth and development of a selected individual	A.2M1 Compare the different factors that have affected growth and development across three life stages for a selected individual	A.2D1 Assess the changing impact of different factors in the growth and development across three life stages off a selected individual	A.2P3 Explain the impact of a life event on the development of two individuals.	A.2P4 Explain how two individuals adapted to a life event, using support.	A.2M2 Compare the ways that two individuals adapted to a life event and the role that support played.	A.2D2 Assess how well two individuals adapted to a life event and the role and value of support in this.
Literacy 	<ul style="list-style-type: none"> Students will read, take notes on and write answers which demonstrate their understanding of the different stages in human development Students will examine case studies which encourage them to apply their knowledge of the different stages in human development to relevant vocational scenarios Students will respond to case studies by producing extended writing which places them in a relevant vocational scenario Students will produce two coursework assignments on Human Lifespan Development. One will require them to explain how humans develop physically, intellectually, emotionally and socially over the course of three life stages. One will require them to consider how individuals can respond to different life events. 							
Differentiation for MA and LA students	Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,							
Numeracy 	Students will learn to measure, read and interpret a range of different indices of physical health, including blood pressure, peak flow and body mass index. These will be used to make recommendations as to how individuals can improve their health and wellbeing.							
Enrichment learning 	Students will conduct independent research, participate in role plays, receive guest speakers from within the vocational sector, complete relevant work experience and participate in a visit to a local healthcare provider.							
British values 	The right to life, the right to equality of opportunity, the rule of law in respect to the rights of patients and the responsibilities of care providers, respect for difference and diversity, citizenship and shared values							
Character 	Students will regularly re-draft extended writing tasks to develop resilience and build confidence. Some of the lessons will involve student presentations to build confidence and homework is designed to build independence and research skills. At the beginning of the course many students will be uncertain or lacking in confidence about aspects of the course; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where are a range of different views.							
Careers 	By showing case studies and contemporary issues which are relevant to the fields of healthcare, childcare and adult social care, students will develop an understanding of the responsibilities of various different vocational pathways. Lessons will always seek to embed vocational links, particularly in regards to how the skills and knowledge the students are acquiring or developing can link to further education or future careers.							
Assessment opportunities 	Students will be assessed regularly throughout the course. These assessments will be cumulative and designed to cover both the full range of question types and questions which cover the full. Students will receive timely feedback which enables them to improve their work and promote rapid progress.							

Curriculum Map – BTEC Health & Social Care – Year 10

		TERM 1				TERM 2		TERM 3							
Unit title & description		Component 2: Health and Social Care Services and Values		Component 2: Health and Social Care Services and Values		Component 2: Health and Social Care Services and Values		Component 2: Health and Social Care Services and Values		Component 3: Health and Wellbeing		Component 3: Health and Wellbeing			
Knowledge 		Services for older adults Informal social care Physical barriers Sensory barriers Social, cultural and psychological barriers		Language barriers Geographical barriers Intellectual barriers Resource barriers for service providers Financial barriers		Empowering and promoting independence Respect for others Maintaining confidentiality Preserving dignity Effective communication Safeguarding and duty of care Promoting anti-discriminatory practice		Applying care values in a compassionate way Working together Making mistakes Reviewing own application of care values Receiving feedback Using feedback		Definition of health & wellbeing Genetic inheritance Ill health Diet Exercise Substance abuse		Personal hygiene Social interactions Stress Willingness to seek help or access services Financial resources Environmental conditions			
Skills 		TASK 1										TASK 2			
		A.2P1 Explain how health and social care services meet the needs of individuals in a given scenario.		A.2P2 Explain how barriers could affect the use of one health or social care service for an individual in a given scenario.		A.2M1 Analyse the extent to which health and social care services meet the needs of individuals in a given scenario, explaining how barriers for one service can be overcome.		A2,D1 Assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.		B.2P3 Demonstrate the care values independently in a health or social care context.		B.2P4 Describe positive and negative aspects of own demonstration of the care values and comments on aspects of feedback.		B.2M2 Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.	
Literacy 		<ul style="list-style-type: none">Students will read, take notes on and write answers which demonstrate their understanding of Health & Social Care Services and ValuesStudents will examine case studies which encourage them to apply their knowledge of Health & Social Care Services and Values to relevant vocational scenariosStudents will respond to case studies by producing extended writing which places them in a relevant vocational scenarioStudents will produce two coursework assignments on Health & Social Care Services and Values. One will require them to explain how health and social care services meet the needs of individuals in a given scenario. One will require them to demonstrate the care values independently in a health or social care context..													
Differentiation for MA and LA students		Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,													
Numeracy 		Students will learn to measure, read and interpret a range of different indices of physical health, including blood pressure, peak flow and body mass index. These will be used to make recommendations as to how individuals can improve their health and wellbeing.													
Enrichment learning 		Students will conduct independent research, participate in role plays, receive guest speakers from within the vocational sector, complete relevant work experience and participate in a visit to a local healthcare provider.													
British values 		The right to life, the right to equality of opportunity, the rule of law in respect to the rights of patients and the responsibilities of care providers, respect for difference and diversity, citizenship and shared values													
Character 		Students will regularly re-draft extended writing tasks to develop resilience and build confidence. Some of the lessons will involve student presentations to build confidence and homework is designed to build independence and research skills. At the beginning of the course many students will be uncertain or lacking in confidence about aspects of the course; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where there are a range of different views.													
Careers 		By showing case studies and contemporary issues which are relevant to the fields of healthcare, childcare and adult social care, students will develop an understanding of the responsibilities of various different vocational pathways. Lessons will always seek to embed vocational links, particularly in regards to how the skills and knowledge the students are acquiring or developing can link to further education or future careers.													
Assessment opportunities 		Students will be assessed regularly throughout the course. These assessments will be cumulative and designed to cover both the full range of question types and questions which cover the full. Students will receive timely feedback which enables them to improve their work and promote rapid progress.													

Curriculum Map – BTEC Health & Social Care – Year 11

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	TERM 2			TERM 3		
Unit title & description	Component 3: Health and Wellbeing	Component 3: Health and Wellbeing	Component 3: Health and Wellbeing	Component 3: Health and Wellbeing	Component 3: Health and Wellbeing	Component 3: Health and Wellbeing
Knowledge 	Housing The impact of life events relating to relationship changes The impact of life events relating to changes in life circumstance Health indicators Resting pulse rate and recovery after exercise Blood pressure	Peak flow Body mass index Using published guidelines to interpret health indicators Risks to physical health of abnormal readings Interpreting lifestyle data Interpreting lifestyle data on smoking	Interpreting lifestyle data on alcohol Interpreting lifestyle data on inactivity The importance of a person-centred approach Recommended actions to improve health and wellbeing Short and long-term targets Sources of support	Potential obstacles to implementing plans Emotional/psychological obstacles Time constraints Availability of resources Unachievable target Lack of support Ability/disability and addiction Barriers to accessing identified services		
Skills 	AO1 Demonstrate knowledge and understanding of factors that affect health and wellbeing AO2 Interpret health indicators AO3 Design a person-centred health and wellbeing improvement plan AO4 Demonstrate knowledge and understanding of how to overcome obstacles relating to health and wellbeing improvement plans					
Literacy 	<ul style="list-style-type: none"> Students will read, take notes on and write answers which demonstrate their understanding of the factors that affect health and wellbeing Students will examine case studies which encourage them to apply their knowledge of the factors that affect health and wellbeing to relevant vocational scenarios Students will respond to case studies by producing extended writing which places them in a relevant vocational scenario Students will be examined on their ability to demonstrate knowledge and understanding of factors that affect health and wellbeing; interpret health indicators; design a person-centred health and wellbeing improvement plan and show how barriers to health and wellbeing can be overcome 					
Differentiation for MA and LA students	Simplified mark schemes, full revision guides for each topic, full exam guide for each topic, cloze exercises/word fill activities, illustrated key terms, essay plans, scaffolds for PEELE paragraphs, Three Part Homework, videos to simplify abstract ideas,					
Numeracy 	Students will learn to measure, read and interpret a range of different indices of physical health, including blood pressure, peak flow and body mass index. These will be used to make recommendations as to how individuals can improve their health and wellbeing.					
Enrichment learning 	Students will conduct independent research, participate in role plays, receive guest speakers from within the vocational sector, complete relevant work experience and participate in a visit to a local healthcare provider.					
British values 	The right to life, the right to equality of opportunity, the rule of law in respect to the rights of patients and the responsibilities of care providers, respect for difference and diversity, citizenship and shared values					
Character 	Students will regularly re-draft extended writing tasks to develop resilience and build confidence. Some of the lessons will involve student presentations to build confidence and homework is designed to build independence and research skills. At the beginning of the course many students will be uncertain or lacking in confidence about aspects of the course; this emotional aspect of learning will be addressed at the beginning of the course and revisited repeatedly throughout the year to demonstrate where the students have been growing in confidence. Additionally, students will be gradually encouraged to give their opinions and make a judgement on areas where there are a range of different views.					
Careers 	By showing case studies and contemporary issues which are relevant to the fields of healthcare, childcare and adult social care, students will develop an understanding of the responsibilities of various different vocational pathways. Lessons will always seek to embed vocational links, particularly in regards to how the skills and knowledge the students are acquiring or developing can link to further education or future careers.					
Assessment opportunities 	Students will be assessed regularly throughout the course. These assessments will be cumulative and designed to cover both the full range of question types and questions which cover the full. Students will receive timely feedback which enables them to improve their work and promote rapid progress.					