

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom
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Year 12	HT1-HT2		HT3-HT5		HT5-6	
Unit	Human Lifespan Development		Physiological Disorders and their Care		Working in Health and Social Care	Meeting individual needs
Developing Cultural Capital	<p>This unit will allow learners to develop a knowledge base for working with people in every stage of their lives, exploring how their own experiences relate to health and wellbeing. Students will consider the impact of deterioration in health with age following adulthood and how medical intervention means people are living longer and have better life prospects.</p> <p>Students will explore the impact of both predictable and unpredictable life events and recognise how they impact on individuals and will be introduced to a range of theories that have cross curricula application.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>BTEC National Health and Social Care Textbook</li> <li>Meggitt, C., <i>Child Development: An illustrated Guide, Birth to 19 Years</i>, Pearson (2012) ISBN 9780435078805</li> <li>Tassoni, P., <i>BTEC Level 3 National in Children's Play, Learning and Development Student Book 1, Revised Edition</i>, Pearson (2014) ISBN 9781447970965</li> </ul>		<p>This unit allows learners to learn about the signs and symptoms of physiological disorders and how they are investigated and diagnosed. Learners will also learn about the different types of treatment and support available for individual service users, including surgery, rehabilitation and complementary therapies.</p> <p>Students will create a treatment plan for a service user with a specific physiological disorder, gaining an understanding of the treatment and support strategies involved, the contributions of different professionals and the importance of providing individualised care.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>Lloyd, M., <i>A Practical Guide to Care Planning in Health and Social Care</i>, Open University Press, 2010 (ISBN 9780335237326)</li> <li>Pocock, G., Richards, C.D., Richards, D., <i>Human Physiology</i>, Open University Press, 2013 (ISBN 9780199574933)</li> </ul>		<p>This unit will explore important responsibilities that those working in health and social care have; these include maintaining the safety of and safeguarding individuals with health and social care needs, making sure personal information is handled properly and preventing discrimination towards them.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>BTEC National Health and Social Care Textbook</li> <li><a href="http://www.skillsforcare.org.uk">www.skillsforcare.org.uk</a> - practical guides to help support workers in social care.</li> <li>Care Quality Commission (CQC)- <a href="http://www.cqc.org.uk">www.cqc.org.uk</a></li> </ul>	<p>This unit will allow learners to develop a knowledge and understanding of the principles behind providing quality care and support. This unit introduces students to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a> - The Citizens Advice Bureau website.</li> <li><a href="http://www.cqc.org.uk">www.cqc.org.uk</a> - The website for the Care Quality Commission.</li> <li><a href="http://www.nhs.co.uk">www.nhs.co.uk</a> - The National Health Service website.</li> </ul>
Retainable Knowledge	<ul style="list-style-type: none"> <li>Physical, intellectual, emotional and social development across the human lifespan</li> <li>Factors affecting human growth and development and effects of ageing.</li> <li>Analysis/ evaluation of information related to human development theories</li> </ul>		<ul style="list-style-type: none"> <li>Knowing the causes and effects of physiological disorders</li> <li>The investigation and diagnosis of physiological disorders</li> <li>The treatment and support for service users with physiological disorders</li> <li>Understanding how to plan treatment for service users with physiological disorders to meet their needs</li> </ul>		<ul style="list-style-type: none"> <li>Principles, values and skills which underpin meeting the care and support needs of individuals.</li> <li>Ethical issues involved when providing care.</li> <li>Knowledge of service user needs, roles and responsibilities of workers, and working practices within the health and social care sector.</li> </ul>	
Cross Curricular Links	<p><b>English Language</b> – theories of cognitive/ language development.</p> <p><b>Psychology/ Criminology</b> – theories of development/ learning</p> <p><b>Science</b> – Genetic factors/ <b>Sociology</b> – ageing population</p>		<ul style="list-style-type: none"> <li><b>Biology</b> – body systems and functions</li> <li><b>Psychology</b> – nervous system and endocrine system</li> </ul>		<p><b>Religious studies</b> – dietary requirements, equality and diversity</p> <p><b>Science</b> – Use of radiotherapy, surgery and specialist fields</p> <p><b>Life skills</b> - equality, diversity and preventing discrimination.</p> <p><b>English</b> – communication techniques/ listen skills</p>	
Vocabulary	<ul style="list-style-type: none"> <li>Infancy</li> <li>Early childhood</li> <li>Adolescence</li> <li>Early adulthood</li> <li>Middle adulthood</li> <li>Later adulthood</li> <li>Language development</li> <li>Equilibrium</li> <li>Cognitive Development</li> <li>Schema</li> </ul>	<ul style="list-style-type: none"> <li>Genetic inheritance</li> <li>Nature/ Nurture</li> <li>Predisposition</li> <li>Ageing population</li> <li>Social Learning Theory</li> <li>Language Acquisition Device</li> <li>Activity Theory</li> <li>Social Disengagement Theory</li> </ul>	<ul style="list-style-type: none"> <li>Endocrine system</li> <li>Nervous system</li> <li>Musculo-skeletal system</li> <li>Respiratory system</li> <li>Circulatory system</li> <li>Diabetes</li> <li>Alzheimer's disease</li> <li>Osteoporosis</li> <li>Rheumatoid arthritis</li> <li>COPD</li> <li>Coronary heart disease</li> </ul>	<ul style="list-style-type: none"> <li>Deficiency</li> <li>Signs</li> <li>Symptoms</li> <li>Physiotherapy</li> <li>Primary care</li> <li>Secondary care</li> <li>Tertiary care</li> <li>Rehabilitation</li> <li>Residential care</li> <li>Diagnostic</li> <li>Investigative</li> </ul>	<ul style="list-style-type: none"> <li>Preventative Care</li> <li>Antenatal care</li> <li>Postnatal care</li> <li>Policies</li> <li>Procedures</li> <li>Safeguarding</li> <li>Code of Practice</li> <li>Prejudice</li> <li>Empowerment</li> <li>Individualised Care</li> <li>Self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>Radiotherapy</li> <li>Complementary Therapies</li> <li>Assistive technology</li> <li>Halal</li> <li>Kosher</li> <li>Advocate</li> <li>Lone workers policy</li> <li>Risk assessment</li> <li>Hazard</li> <li>Whistleblowing</li> <li>Multidisciplinary</li> </ul>

Assessments	Learning Aim A – Exam style Assessment Learning Aim A & B – Exam style Assessment Unit 1 exam sat in January	Unit 14 coursework covering all learning aims A-D	Learning Aim A – Exam style Assessment Unit 5 coursework covering all learning aims A-D Unit 2 exam sat in January following year