

BTEC Health and Social Care Curriculum Map: Year 10

Subject and Year Group	Autumn 1 Year 10	Autumn 2 Year 10	Spring 1 Year 10	Spring 2 Year 10	Summer 1 Year 10	Summer 2 Year 10
Topic/Unit to be studied	Component 1: Human Lifespan Development		Component 1: Human Lifespan Development Component 2: Health and Social Care Services and values		Component 2: Health and Social Care Services and values	
Core Knowledge and skills	Component 1: A1: Human growth and development across life stages Main life-stages and age ranges: infants (birth to 2 years), early childhood (3–8 years), adolescence (9–18 years), early adulthood (19–45 years) middle adulthood (46–65 years), later adulthood (65+ years). PIES growth and development in the main life stages: Physical growth and development across the life stages , including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity Intellectual/cognitive development across the life stages , including language development, problem solving, abstract and creative		Component 1: B1 Different types of life event Life events: expected or unexpected events Physical events, to include: accident/injury, ill health. Relationship changes, to include: entering relationships, marriage, divorce, parenthood, bereavement. Life circumstances, to include: moving house, school or job, exclusion from education, redundancy, imprisonment, retirement Component 1: B2 Coping with change caused by life events How individuals adapt to these changes. Sources of support: family, friends, partners, professional carers and services, community groups, voluntary and faith-based organisations. Types of support:		Component 2: A2 Barriers to accessing services Types of barrier and how they can be overcome by the service providers or users: Physical barriers , e.g. issues getting into and around the facilities Sensory barriers , e.g. hearing and visual difficulties social, cultural and psychological barriers, e.g. lack of awareness, differing cultural beliefs, social stigma, fear of loss of independence Language barriers , e.g. differing first language, language impairments Geographical barriers , e.g. distance of service provider, poor transport links Intellectual barriers , e.g. learning difficulties	

	<p>thinking, development /loss of memory and recall</p> <p>Emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</p> <p>Social development across the life stages, including the formation of relationships with others and the socialisation process.</p>	<p>emotional information and advice practical help, e.g. financial assistance, childcare, transport</p>	<p>Resource barriers for service provider, e.g. staff shortages, lack of local funding, high local demand</p> <p>Financial barriers, e.g. charging for services, cost of transport, loss of income while accessing service</p>
	<p>Component 1: A2 Factors affecting growth and development</p> <p>Physical factors, to include: genetic inheritance, experience of illness and disease, diet and lifestyle choices, appearance.</p> <p>Social and cultural factors, to include: culture, e.g. community involvement, religion, gender roles and expectations, educational experiences, the influence of role models, the influence of social isolation, personal relationships with friends and family.</p> <p>Economic factors, to include: income/wealth, material possessions.</p>	<p>Component 2: A1 Health and Social Care Services</p> <p>Different health care services and how they meet service user needs: primary care, e.g. GPs, dental care, optometry, community health care</p> <p>secondary and tertiary care, e.g. specialist medical care, allied health professionals, e.g. physiotherapy, occupational therapy, speech and language therapy, dieticians.</p> <p>Different social care services and how they meet service user needs: Services for children and young people, e.g. foster care, residential care, youth work Services for adults or children with specific needs (learning disabilities, sensory impairments, long-term health</p>	<p>Component 2: B2 Reviewing own application of care values Learners will reflect on their own application of care values, including using teacher or service-user feedback. Key aspects of a review: Identifying own strengths and areas for improvement against the care values</p> <p>Receiving feedback from teacher or service user about own performance Responding to feedback and identifying ways to improve own performance.</p>

		<p>issues), e.g. residential care, respite care, domiciliary care</p> <p>Services for older adults, e.g. residential care, domiciliary care</p> <p>The role of informal social care provided by relatives, friends and neighbours.</p>	
Assessment	<p>Summative: Coursework Component, therefore continual assessment via Teams.</p> <p>C1 - Learning Aim A: assessed by the end of Autumn 2 Formative: Retrieval practice, low stakes testing after every topic</p>	<p>Summative: Coursework Component, therefore continual assessment via Teams.</p> <p>C1 - Learning Aim B: assessed by end of Spring 1 C2 - Learning Aim A: assessed by end of Spring 2 Formative: Retrieval practice, low stakes testing after every topic</p>	<p>Summative: Coursework Component, therefore continual assessment via Teams.</p> <p>C2 - Learning Aim B: assessed by end of Summer 2 Formative: Retrieval practice, low stakes testing after every topic, practical observation</p>