BTEC Health and Social Care Curriculum Map: Year 12

Subject and Year Group	Autumn 1 Year 12	Autumn 2 Year 12	Spring 1 Year 12	Spring 2 Year 12	Summer 1 Year 12	Summer 2 Year 12
Topic/Unit to be studied	**Unit 1 Human Lifespan Development (Exam)** **Unit 5 Meeting Individual Care and Support Needs**		**Unit 1 Human Lifespan Development (Exam)** **Unit 5 Meeting Individual Care and Support Needs**		**Unit 1 Human Lifespan Development (Exam)** **Unit 5 Meeting Individual Care and Support Needs**	
Core Knowledge and skills	Unit 1 **A - Human growth and development through the life stages** A1 Physical development across the life stages A2 Intellectual development across the life stages A3 Emotional development across the life stages A4 Social development across the life stages **B - Factors affecting human growth and development** B1 The nature/nurture debate related to factors B2 Genetic factors that affect development B3 Environmental factors that affect development B5 Economic factors that affect development B6 Major life events that affect development		Unit 1 **C - Effects of ageing** C1 The physical changes of ageing C2 The psychological changes of ageing C3 The societal effects of an ageing population		Unit 1 **Content retrieval practise –** C1, C2, C3 **Deliberate practice** – exam technique – mastery **Quality modelling** **Targeted intervention**	

Models/Theories covered	Gesell's Milestones of Development Piaget's model of how children's logic and reasoning develops Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD) Attachment Theories – Bowlby, Ainsworth,	Gesell's maturation theory. Bandura's social learning theory. Stress-diathesis model Holmes-Rahe Stress social readjustment rating scale Social disengagement theory Activity theory	As previous
Assessment	**Summative:** Summative assessment: Adapted Mock Exam at the end of Autumn 1 Mock Exam at the end of Autumn 2 **Formative:** Retrieval practice, low stakes testing after every topic, tiered question sets, elaborative interrogation	**Summative:** Summative assessment: Exam at beginning of Spring 1 Adapted Mock Exam at the end of Spring 2 **Formative:** Retrieval practice, low stakes testing after every topic, tiered question sets, elaborative interrogation	**Students resit external exam available –** May Summer 1 **Summative:** Summative assessment: Mock Exam practise **Formative:** Retrieval practice, low stakes testing, tiered question sets, elaborative interrogation
Core Knowledge and skills	**Unit 5** **A: Examine principles, values and skills which underpin meeting the care and support needs of individuals** A1 Promoting equality, diversity and preventing discrimination A2 Skills and personal attributes required for developing relationships with individuals A3 Empathy and establishing trust with individuals	**Unit 5** **B: Examine the ethical issues involved when providing care and support to meet individual needs** B1 Ethical issues and approaches B2 Legislation and guidance on conflicts of interest, balancing resources and minimising risk **C: Investigate the principles behind enabling individuals with care and support needs to overcome challenges** C1 Enabling individuals to overcome challenges C2 Promoting personalisation C3 Communication techniques	**Unit 5** **D: Investigate the roles of professionals and how they work together to provide the care and support necessary to meet individual needs** D1 How agencies work together to meet individual care and support needs – CCGs, HWBs D2 Roles and responsibilities of key professionals on multidisciplinary teams D3 Maintaining confidentiality D4 Managing information

Models/Theories covered	The 6Cs – care, compassion, competence, communication, courage and commitment The Care Values – AS CREED Attachment and emotional resilience theory Empathy theories - Johannes Volkelt, Robert Vischer, Martin Hoffman and Max Scheler	Ethical theories, to include consequentialism, deontology, principlism and virtue ethics Different approaches for effective communication, to include humanistic, behavioural, cognitive, psychoanalytical and social Theories of communication, to include Argyle, Tuckman, Berne.	Legislation and codes of practice that relate to the storage and sharing of information in health and social care. Data Protection Act 1998 The Freedom of Information Act 2000 Mental Health Act 2007 Mental Capacity Act 2005 Care Quality Commission (CQC) codes of practice The Health and Care Professions Council (HCPC) codes of practice.
Assessment	**Summative: Coursework Component, therefore continual assessment via Teams.** **U5 - Learning Aim A:** P1, M1, D1 assessed by the end of the Autumn 1 P2, M2 assessed by the end of Autumn 2 **Formative:** Retrieval practice, low stakes testing after every topic	**Summative: Coursework Component, therefore continual assessment via Teams.** **U5 – Learning Aim B:** P3, M3, D2 (part) assessed by end of Spring 1 **U5 – Learning Aim C:** P4, P5, M4, D2 (part) assessed by end of Spring 2 **Formative:** Retrieval practice, low stakes testing after every topic	**Summative: Coursework Component, therefore continual assessment via Teams.** **U5 – Learning Aim D:** P6, P7, M5, D4 assessed by end of Summer 1 P8, M6, D3 assessed be end of Summer 2 **Formative:** Retrieval practice, low stakes testing after every topic