

Year 12 Health and Social Care Bilton School Planning for Progress over Time Programme of Study 2024/25

	Term 1 Unit 1A Principles of Human Growth and development throughout the life stages	Term 2 Unit 1B Factors affecting growth and development Unit 1C the effects of aging	Term 3 Unit 1 external assessment Prep for Unit 5	Term 4 Preparation and completion of Unit 5 internal assessment	Term 5 Completion of Unit 5 internal assessment	Term 6 Completion of Unit 5 internal assessment preparation for unit 6
	01/09/2024 08/09/2024 15/09/2024 22/09/2024 29/09/2024 06/10/2024 13/10/2024 20/10/2024 HOLIDAY: 1 WEEK	03/11/2024 10/11/2024 17/11/2024 24/11/2024 01/12/2024 08/12/2024 15/12/2024 HOLIDAY: 2 WEEKS	12/01/2025 19/01/2025 26/01/2025 02/02/2025 09/02/2025 HOLIDAY: 1 WEEK	23/02/2025 02/03/2025 09/03/2025 16/03/2025 23/03/2025 30/03/2025 06/04/2025 HOLIDAY: 2 WEEKS	27/04/2025 04/05/2025 11/05/2025 18/05/2025 HOLIDAY: 1 WEEK	01/06/2025 08/06/2025 15/06/2025 22/06/2025 29/06/2025
	Baseline assessment, DIRT + FAR A1: Principles of Human Growth and development throughout the life stages, Gross and Fine motor skills, physical development during adolescence and early adulthood – including puberty and physical peak Physical development during mature adolescence increasing perimenopause, menopause and signs of aging, human development in later adulthood including the physical effects of aging and decline, revision of physical development. Assessment of Physical Development FAR marked DIRT of physical development. A2: Intellectual development throughout the life stages, including 5 areas of intellect, early development of language, Piaget's theory of cognitive development. Piaget's schema theory Chomsky's language acquisition device, intellectual development in adulthood including the effects of aging on intellect. Revision of intellectual development Intellectual Development Assessment + FAR marked DIRT. A3: emotional development throughout the life stages, Bowlby's theory of attachment and monotropy, Shaffer Emotional development in adolescence and adulthood. including self concept, self image, self esteem. Emotional development during adulthood, including the effects of the media, life experiences and social roles A3: Emotional development through the life stages, including stages of play, friendships, relationships and independence. Completion of personal learning checklists for Principles of Human Growth and development throughout the life stages.	Revision and re-teach of topics specific to class. Principles of Human Growth and development throughout the life stages assessment + FAR and DIRT Factors affecting growth and development, including nature vs nurture, genetic factors, genetic susceptibility towards PPE?? PPE Factors affecting growth and development, including environmental factors, access to services, social and economic factors. Factors affecting growth and development, including Major life events, predicted and unpredicted, the effects of life events on development and stress. Completion of personal learning checklists for factors affecting development. The effects of aging including physical effects and intellectual effects, Psychological effects, effects in economy/society.	Revision and Exam preparation for Unit 1 exam Unit 1 Exam - Human Lifespan Development 12th Jan Teaching of content P1 P2 UNIT 5 CSWK 3 x completion Teaching of M1 M2 UNIT 5 CSWK 3x completion Teaching of D1 UNIT 5 CSWK 4 x completion Teaching of P3 UNIT 5 CSWK 4 x completion	PPE PPE Teaching of M3 P3 UNIT 5 CSWK 3 x completion Teaching of P5 D2 UNIT 5 CSWK 3 x completion Teaching of M5 UNIT 5 CSWK 4 x completion Teaching of P8 M6 UNIT 5 CSWK 3 x completion Teaching of D3 UNIT 5 CSWK 4 x completion	Teaching of D4 UNIT 5 CSWK 4 x completion Unit 5: Hand in date Completion of resubmission unit 5 UNIT 5 CSWK Unit 1 Exam - Human Lifespan Development 13th May Completion of resubmission unit 5 UNIT 5 CSWK Research for unit 2/14	Research for unit 2/14 Work experience TBC Work experience TBC Yr 12 Exam Week Research for unit 2/14
Half Term	Half Term	Christmas Holidays	Half Term	Easter Holidays	Half Term	Half Term
Progress and assessment	FAR-MARKED ASSESSMENTS 1. Physical development assessment. 2. Intellectual development assessment 3. PIES assessment Impact task completed within each lesson to assess learning. Exam style questions implemented during lessons to assess learning and prepare students for Unit 1 exam. Exam questions every 3 weeks	FAR-MARKED ASSESSMENTS 1. Unit 1 PPE 2. Unit 1 in class assessments 3. Effects of aging assessment Impact tasks completed within each lesson to assess learning. Exam style questions implemented during lessons to assess learning and prepare students for Unit 1 exam. Exam questions every 3 weeks	2 FAR-MARKED ASSESSMENTS 1. Life events 2. Coping with different life events Impact task completed within each lesson to assess learning. BTEC Tech Award accompanying lesson worksheets ensure consolidation of learning from each lesson. Check task elements on a weekly basis (not marked)	Deadline assessment - Pupils are unable to be formally assessed due to BTEC guidelines, teachers to keep track of pupil's completion of assignments. - Deadlines to be given to pupils - If deadline is missed, communication with pupil and HOD, to reset new deadline. - Failure to maintain new deadline, communication	Deadline assessment - Pupils are unable to be formally assessed due to BTEC guidelines, teachers to keep track of pupil's completion of assignments. - Deadlines to be given to pupils - If deadline is missed, communication with pupil and HOD, to reset new deadline. - Failure to maintain	
Homework	1. Piaget theory of cognitive development essay 2. Chomsky's language acquisition device essay 3. Case study knowledge check of 'Ibrahim' – attachment. 4. Emotional development exam question 5. Social development exam question	7. Genetic diseases 2 week homework project 8. SRRS essay question 9. Revision for PPE 10. Effects of aging essay question. 11. Revision for External assessment	Completion of Unit 5 CSWK	Completion of Unit 5 of Unit 5 CSWK CSWK	Completion of Unit 5 of Unit 5 CSWK CSWK	
Key Vocabulary/literacy opportunities	Key H&SC terminology definitions completed during lessons. Writing frames for extended writing answers.	Key H&SC terminology definitions completed during lessons. Writing frames for extended writing answers.	Key H&SC terminology definitions completed during lessons. Writing frames for	Report writing	Report writing	

<p>Connected knowledge</p>	<p>Whole unit makes links from KS4 BTEC Level2 Component 1 internal assessment. Holistic development – revisit previous topics within each lesson. Ensuring that with each new topic the previous areas of development are revisited, encouraging the 'stickability' of content. Award complements the learning Alevel programmes such as GCSE English. It links to the more theoretical aspects covered by Alevel Biology and Psychology by allowing you to apply your knowledge and skills practically in a vocational context. Links to Character and Culture – health and wellbeing</p>					
<p>Impact</p>	<p>Implementation of unit 1 enables the teacher and learner to assess the understanding of how growth and development progresses throughout the life stages, including the factors which affect development and the impact of different life events faced by individuals. This develops an understanding human growth and development across life stages and the factors that affect it to allow application of knowledge to case studies resulting in successful completion of Unit 1 external assessment.</p>					
<p>Literacy</p>	<p>Textbooks and Modules: Similar to the A-Level courses, students are required to read core textbooks and materials for each unit, covering subjects like human development, psychology in health, social care practices, and working with service users. Case Studies and Scenarios: Students read case studies and scenario-based questions that relate theory to practice. This helps them apply theoretical knowledge to real-world situations within health and social care settings. Government Guidelines and Policy Documents: Reading official guidelines, policies, and frameworks (e.g., safeguarding policies, health care regulations) is explicitly included to understand professional standards and protocols in the care sector. Extended Reading for Coursework: For coursework and assignments, students are often required to conduct further reading, such as research papers, care standards, or health-related news articles to support their written work.</p>					
<p>SMSC</p>	<p>Spiritual Development: Person-Centered Care and Individual Beliefs: Students are taught the importance of respecting individual beliefs and values in health and social care settings. This encourages students to understand and accommodate the spiritual needs of others when providing care. Care for the Whole Person: The concept of holistic care involves caring for a person's emotional, mental, spiritual, and physical needs, promoting students' reflection on what it means to support human well-being in its broadest sense. Moral Development: Ethical Issues in Health and Social Care: Students explore ethical dilemmas, such as issues surrounding confidentiality, informed consent, end-of-life care, and resource allocation, helping them develop a sense of moral responsibility and ethical judgment in professional practice Safeguarding and Protecting Vulnerable Individuals: The course teaches students about the moral duty to protect vulnerable individuals (e.g., children, elderly, disabled), reinforcing the importance of empathy, care, and responsibility. Social Development: Teamwork and Collaboration in Care: Students are encouraged to develop interpersonal and communication skills as part of their training, learning how to work collaboratively in health and social care environments. This fosters social awareness and the ability to build positive relationships in diverse settings. Understanding Social Determinants of Health: By studying the social factors that affect health (e.g., poverty, education, housing), students gain insight into how social inequalities impact well-being, promoting a sense of social justice and the desire to address these disparities. Cultural Development: Culturally Competent Care: The course emphasizes the importance of providing care that respects cultural differences and promotes inclusivity. Students learn to appreciate cultural diversity in health practices, dietary requirements, and communication styles. Health and Social Care Systems Around the World: Exposure to how different countries organize their health and social care systems helps students understand the diversity of global approaches to care, broadening their cultural awareness</p>					
<p>British Values</p>	<p>Mutual Respect and Tolerance: Respect and tolerance are central to this course, as students learn about person-centered care and the importance of treating people with dignity and compassion in health and social care settings. Students also study the effects of discrimination how to provide inclusive care. Individual Liberty: The course emphasizes the rights of individuals to make choices about their own care, promoting autonomy and supporting clients' decision-making processes. This aligns with the value of individual liberty. Rule of Law: Students learn about the legal frameworks governing health and social care, including safeguarding policies, patient rights, and professional standards. The rule of law is essential in maintaining ethical standards in care and protecting both patients and professional Democracy: While not a direct focus, democracy is implicitly addressed through discussions about policymaking in health and social care. Students explore how health policies are shaped through public input and democratic processes, ensuring services reflect societal values.</p>					
<p>Cultural Capital</p>	<p>Understanding of Health and Social Care Systems: This subject helps students understand how health and social care systems operate in the UK and globally. This knowledge is part of their cultural capital, especially as healthcare and social services are central to everyday life a discourse. Exposure to Diverse Health Needs and Social Contexts: Students learn about the health needs of individuals from different cultural, religious, and social backgrounds. Understanding diversity in healthcare helps students develop cultural empathy and the ability to provide persc centered care, which is essential for social engagement and professional success in a multicultural society. Knowledge of Ethical and Legal Frameworks: Learning about the ethical, legal, and professional standards in health and social care settings enhances students' cultural capital by teaching them the rules and values that guide social behavior and professional conduct in this field Historical Context of Health Care: By studying the development of healthcare practices, policies, and institutions over time, students gain insight into the history of public health and social care in the UK and other countries, which adds depth to their understanding of societal p</p>					

Unit 5 Unit and Unit 2	06/07/2025	13/07/2025	Research for unit 2/14	Research for unit 2/14

