

Y12 KS5 Curriculum Overview: Health and Social Care (Pearson AAQ – Year 1)

Rationale:

Unit 1: Human Lifespan and Development

This unit forms the foundation of the AAQ BTEC National Health and Social Care specification by developing learners' understanding of **physical, intellectual, emotional and social (PIES) development across the life stages**, from infancy to later adulthood. Learners explore how **genetic, lifestyle and environmental factors** influence growth and development, alongside the impact of health inequalities and life events.

Unit 3: Principles of Health and Social Care Practice

This unit develops learners' understanding of the core principles that underpin effective health and social care practice. In line with the AAQ specification, students explore person-centred approaches, safeguarding, communication, equality, diversity, inclusion and the legislative frameworks that guide professional practice. Learners examine how practitioners work ethically and collaboratively to promote the rights, wellbeing and positive outcomes of individuals accessing services. By applying these principles to contemporary health and social care contexts, learners develop the evaluative and decision-making skills required for successful progression into higher education and professional roles within the sector.



Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Y12 Autumn 1	Unit 1 Human Lifespan Development (External Assessment) Students will study human growth and development through the life stages. U1 Learning Aim A: Human growth and development through the life stages. A1 Physical, Intellectual, Emotional	Progress: End of topic assessment. Knowledge tests Past paper application	Tasks set as per schedule	Full schemes of learning with associated resources on Staff Resources – Health and Social Care. Sample Assessment Material (Pearson)	U1 LAA - Key knowledge/skills: Students will develop the skills to identify, describe, compare and analyse PIES development across the life stages, using appropriate health and social care terminology and evidence. They will make connections between theories/models in relation to human development affecting human growth and development and effects of ageing.	Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies Keywords U1 LAA: <ul style="list-style-type: none"> • Infancy (birth-2 years) • Early childhood (3-8 years) • Adolescence (9-18 years) • Early adulthood (19-45 years)



	<p>and Social development at each life stage</p> <p>Unit 3 Principles of Health and Social Care (Internal Assessment)</p> <p>U3 Learning Aim A: Students will learn the principles of health and social care practice which underpin meeting the care and support needs of individuals.</p> <p>A1 - Values essential to health and care practice</p> <p>A2 Person-centred care and approaches</p> <p>A3 Communication in health and social care</p> <p>A4 Confidentiality</p> <p>A5 Duty of care</p> <p>A6 Working with vulnerable children and adults at risk</p>	<p>Progress: Assessment application</p>	<p>Tasks set as per schedule</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care.</p> <p>Sample Assessment Material (Pearson)</p>	<p>U3 LAA - Key knowledge/skills: Students will develop the skills to communicate effectively, build positive professional relationships, demonstrate empathy, respect and non-judgemental practice, promote equality and inclusion, and apply the core values required for health and social care practice.</p> <p>KEY SKILLS: Application Interpretation Comparison Analysis Evaluation Examination Skills</p>	<ul style="list-style-type: none"> • Middle adulthood (46-65 years) • Later adulthood (65+ years) • PIES <p>Keywords U3 LAA:</p> <ul style="list-style-type: none"> • Values • Person-centred Care • Communication • Empathy • Confidentiality • Duty of Care • Equality and Diversity • Safeguarding
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	<p>health and social care services</p> <p>B2 Organisation of health and social care services</p> <p>B3 How health and social care services are organised to benefit the population</p> <p>B4 Using critical thinking skills to draw valid conclusions</p>				<p>KEY SKILLS: Application Interpretation Comparison Analysis Evaluation Examination Skills</p>	
<p>Y12 Spring 1</p>	<p>Unit 1 Human Lifespan Development (External Assessment)</p> <p>U1 Learning Aim C: Health and social care promotion, prevention and treatment at different life stages</p> <p>C1 Prevalent health conditions</p>	<p>Progress: End of topic assessment. Knowledge tests Past paper application</p> <p>PPE examination: January</p>	<p>Tasks set as per schedule</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care</p>	<p>U1 LAC - Key knowledge/skills: Students develop the skills to analyse and evaluate the impact of life events and transitions on individuals, assess the effectiveness of support available, and make informed judgements about how different types of support can promote health, wellbeing and positive development across the lifespan.</p>	<p>Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies</p> <p>Keywords U1 LAC:</p> <ul style="list-style-type: none"> • Life Events • Transitions • Coping • Support • Resilience • Person-Centred Care

	<p>C2 Health and social care promotion and prevention</p> <p>C3 Health and social care professionals</p> <p>Unit 3 Principles of Health and Social Care (Internal Assessment)</p> <p>U3 Learning Aim C: Examine how social determinants affect the health status of individuals and the importance of equality, diversity and inclusion in practice.</p> <p>C1 The effect of social determinants on individuals' health status</p> <p>C2 Improving health outcomes in practice</p> <p>C3 Potential barriers to improving health outcomes in practice</p> <p>Assessment & preparation for internal assessment - PASB</p>	<p>Progress: Assessment application</p>	<p>Tasks set as per schedule</p>	<p>Sample Assessment Material (Pearson)</p>	<p>U3 LAC - Key knowledge/skills: Students will develop the skills to analyse the impact of social determinants on health, assess factors affecting health outcomes, evaluate barriers to improving wellbeing, promote equality, diversity and inclusion, and make evidence-based recommendations to improve outcomes for individuals and groups.</p> <p>KEY SKILLS: Application Interpretation Comparison Analysis Evaluation Examination Skills</p>	<ul style="list-style-type: none"> • Multidisciplinary Team (MDT) • Wellbeing <p>Keywords U3 LAC:</p> <ul style="list-style-type: none"> • Health Inequalities • Social Determinants • Inclusion • Diversity • Equality • Barriers • Health Outcomes • Wellbeing
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<p>Y12 Spring 2</p>	<p>Unit 1 Human Lifespan Development (External Assessment)</p> <p>U1 Learning Aim C: Health and social care promotion, prevention and treatment at different life stages – continued.</p> <p>C4 Personalised care and multi-disciplinary working</p> <p><i>Unit 1 Revision</i></p> <p>Unit 3 Principles of Health and Social Care (Internal Assessment) Assessment overview and preparation for internal assessment - Pearson-Set Assignment Brief (PASB).</p>	<p>Progress: End of topic assessment. Knowledge tests Past paper application</p> <p>U1 Exam Preparation and Revision</p> <p>Progress: Assessment application</p> <p>U3 PSA: Assessment set by the exam board. - Pearson Set Assignment</p> <p>Students complete U3 PSAB</p>	<p>Tasks set as per schedule</p> <p>Tasks set as per schedule</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care</p> <p>Sample Assessment Material (Pearson)</p>	<p>U1 LAC - Key knowledge/skills: Students develop the skills to apply person-centred approaches, work collaboratively with multidisciplinary teams, participate in shared decision-making, communicate effectively with professionals and families, and evaluate how support services can help individuals manage life events and transitions.</p> <p>U3 LAA-LAC - Key knowledge/skills: Students develop research, analytical, evaluative, problem-solving, decision-making and written communication skills through the application of health and social care knowledge to realistic scenarios. Students will develop assessment skills to apply knowledge of ethical issues and legislation and will suggest ways of how to overcome issues.</p>	<p>Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies</p> <p>Keywords U1 LAC4:</p> <ul style="list-style-type: none"> • Person-Centred Care • Multidisciplinary Teams (MDTs) • Partnership Working • Shared Decision-Making • Advocacy • Communication • Support Services • Individual Needs
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<p>Y12 Summer 1</p>	<p>Unit 1 Exam Preparation and Revision</p>	<p>Unit 1 External exam: May/June</p> <p>Practice papers and mark scheme application.</p>	<p>Tasks set as per schedule</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care</p>	<p>U1 - Key knowledge/skills: Students develop recall, analysis, evaluation and application skills by using Unit 1 knowledge to interpret case studies and make evidence-based judgements about growth, development and wellbeing.</p> <p>KEY SKILLS: Application Interpretation Comparison Analysis & Evaluation Examination Skills</p>	<p>Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies</p> <p>Command keywords:</p> <ul style="list-style-type: none"> • Identify • Describe • Explain • Discuss • Assess • Evaluate
<p>Y12 Summer 2</p>	<p>Unit 2 Human Biology and Health - Students will study the structure, organisation and function of the human body.</p> <p>U2 Learning Aim A: Organisation of the human body</p> <p>A1 Cells</p> <p>A2 Tissues</p>	<p>Progress: End of topic assessment. Knowledge tests Past paper application</p>	<p>Tasks set as per schedule</p>	<p>Full schemes of learning with associated resources on Staff Resources – Health and Social Care</p> <p>Sample Assessment Material (Pearson)</p>	<p>U2 LAA - Key knowledge/skills: Students develop the skills to identify and compare different tissue types, explain how tissues are adapted for their functions, and apply knowledge of tissue structure to understanding how the human body is organised.</p> <p>KEY SKILLS: Application Interpretation Comparison Analysis & Evaluation Examination Skills</p>	<p>Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies</p> <p>Keywords U2 LAA 1 & 2:</p> <ul style="list-style-type: none"> • Cell Membrane • Nucleus • Cytoplasm • Mitochondria • Ribosomes • Diffusion • Osmosis • Specialised Cells • Epithelial Tissue



