Y13 KS5 Curriculum Overview: Health and Social Care (Pearson AAQ – Year 2)

Rationale:

Unit 2: Human Biology and Health

Unit 2 develops learners' understanding of the structure and function of the major body systems and the ways in which they work together to maintain health. The specification requires students to explore the biological processes that underpin human health, including factors that contribute to illness and disease. Learners investigate how lifestyle, genetic and environmental influences can affect physiological functioning, enabling them to make links between biology and health outcomes. Through the application of scientific knowledge to health and social care contexts, students develop analytical skills that support progression to healthcare-related higher education and careers. This unit provides essential underpinning knowledge for understanding health conditions, treatment approaches and health promotion strategies.

Unit 5: Promoting Health Education

Unit 5 enables learners to understand the principles and practice of health education as a key strategy for improving individual and community health outcomes. In line with the specification, learners examine models of health promotion, methods of communicating health messages and factors that influence behaviour change. The unit develops an understanding of how health education campaigns are designed, implemented and evaluated to address public health priorities and reduce health inequalities. Learners apply their knowledge by planning and evaluating health education activities for specific target groups, developing the research, communication and evaluation skills expected within the health and social care sector. This unit supports learners in understanding the role of health promotion in empowering individuals to make informed decisions about their health and wellbeing.

Term / Length of Unit	Outline	Assessment	Home Learning	Resources	Knowledge/Skills End Points	Reading
Y13 Autumn 1	**Unit 2 Human Biology and Health -** Students will study the structure, organisation and function of the human body. **U2 Learning Aim A:** Organisation of the human body **A1** Cells (recap) **A2** Tissues (recap) **A3** Energy in the body **A4** Homeostatic mechanisms	**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.	**U2 LAA - Key knowledge/skills**: Students will develop the skills to identify and interpret the structure and function of cells and tissues, explain biological processes such as energy production and homeostasis, apply scientific knowledge to health-related scenarios, and use accurate biological terminology to illustrate how	Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies **Keywords U2 LAA:** • Cells • Nucleus • Mitochondria • Tissues

	Unit 5 Promoting Health Education (Internal Assessment) **U5 Learning Aim A:** Understand the purpose of health education **A1** Purpose of health education **A2** The role of health education **A3** Organisations influencing health education **A4** Legislation and regulations impacting on health education	Preparation for internal assessment - Pearson-Set Assignment Brief (PASB).	Tasks set as per schedule	**Sample** Assessment Material (Pearson)	the human body is organised. **U5 LAA - Key knowledge/skills**: Students develop the skills to analyse the purpose and role of health education, investigate how organisations and legislation influence health promotion, interpret information about public health issues, and evaluate approaches used to improve health and wellbeing	• Homeostasis • Respiration • Diffusion **Keywords U5 LAA:** • Health Education • Health Promotion • Prevention • Public Health • Legislation • Regulation • Organisations • Monitoring
Y13 Autumn 2	**Unit 2 Human Biology and Health - Learning Aim A continued.** Organisation of the human body **A4** Homeostatic mechanisms **U2 Learning Aim B:** Body systems **B1** The cardiovascular system	**PPE**: Exam questions, using past Sample Assessment Material provided by BTEC.	Tasks set as per schedule	Full schemes of learning with associated resources on Staff Resources – Health	**U2 LAB - Key knowledge/skills**: Students will develop the skills to identify and explain the structure and function of body systems, analyse how body systems work together to maintain health, apply biological knowledge to health-related scenarios, and interpret the effects of	Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies **Keywords U2 LAB:** • Cardiovascular System

	B2 The respiratory system **B3** The nervous system **B4** The endocrine and renal systems **B5** The musculoskeletal system **Unit 5 Promoting Health Education (Internal Assessment)** **U5 Learning Aim A:** Understand the purpose of health education – continued. **A4** Legislation and regulations impacting on health education **A5** Monitoring the health of the nation **U5 Learning Aim B:** Explore key issues nation is monitored. and priorities for health and the factors that affect health and wellbeing. **B1** Health issues and priorities **B2** Factors affecting health and wellbeing	Preparation for internal assessment - Pearson-Set Assignment Brief (PASB).	Tasks set as per schedule	and Social Care **Sample** Assessment Material (Pearson)	changes within and between body systems. **U5 LAB - Key knowledge/skills**: Students will develop the skills to investigate and analyse key health issues and priorities, assess the factors that influence health and wellbeing, interpret health data and trends, and apply their understanding to explain differences in health outcomes between individuals and groups	• Respiratory System • Nervous System • Endocrine System • Renal System • Musculoskeletal System • Homeostasis • Interdependence **Keywords U5 LAB:** • Health Priorities • Health Issues • Lifestyle • Risk Factors • Wellbeing • Inequalities • Determinants • Public Health
Y13 Spring 1	**Unit 2 Human Biology and Health - Learning Aim B continued.** Organisation of the human body	**PPE examination:** January	Tasks set as per schedule	Full schemes of learning with associated resources	**U2 LAB - Key knowledge/skills**: Students will continue to develop the key skills for LAB and will also develop the skills to analyse and	Academic text from exam board Essay annotations Extended writing Booklets

	B5 The musculoskeletal system **B6** The function of further body systems **U2 Learning Aim C:** Disorders of the body and effect on body systems **C1** The main disorders of the body systems **Unit 5 Promoting Health Education (Internal Assessment)** **U5 Learning Aim C:** Examine approaches to health education campaigns and their impact on health and wellbeing. **C1** Current and ongoing health education **C2** Models and approaches used in health education to promote health and wellbeing **C3** Planning a health education event	Exam questions, using past Sample Assessment Material provided by BTEC. Preparation for internal assessment - Pearson-Set Assignment Brief (PASB).	Tasks set as per schedule	on Staff Resources – Health and Social Care **Sample** Assessment Material (Pearson)	interpret the effects of disorders on body systems, apply knowledge of anatomy and physiology to explain signs, symptoms and complications, evaluate the impact of disorders on health and wellbeing, and make connections between the effects of disorders on interrelated body systems. **U5 LAB - Key knowledge/skills:** Students develop the skills to analyse and evaluate health education campaigns, assess the effectiveness of different health promotion approaches, plan and design health education activities, apply health promotion models, and make evidence-based recommendations to improve health and wellbeing outcomes.	Articles Patient case studies **Keywords U2 LAC:** • Coronary Heart Disease (CHD) • Stroke • COPD • Asthma • Diabetes • Dementia • Acquired Brain Injury (ABI) • Osteoarthritis **Keywords U5 LAC:** • **H**ealth Campaigns • Health Promotion • Behaviour Change • Planning • Evaluation • Impact • Wellbeing • Recommendations

Y13 Spring 2	**Unit 2 Human Biology and Health - Learning Aim C continued.** Disorders of the body and effect on body systems **C1** The main disorders of the body systems **U2 Revision for exams** **Unit 5 Promoting Health Education (Internal Assessment)** **U5 Learning Aim C:** Examine approaches to health education campaigns and their impact on health and wellbeing – continued. **C3** Planning a health education event Assessment overview and preparation for internal assessment - Pearson-Set Assignment Brief (PASB).	**Unit 2** - Exam Preparation Exam questions, using past Sample Assessment Material provided by BTEC. **Practice PSA (Pearson Set Assignment)** **U5 PSA:** Assessment set by the exam board. **Students sit U5 PSAB**	Tasks set as per schedule Tasks set as per schedule	Full schemes of learning with associated resources on Staff Resources – Health and Social Care **Sample** Assessment Material (Pearson)	**U2 LAC - Key knowledge/skills**: Students will develop the skills to analyse and interpret the effects of disorders on body systems, apply knowledge of anatomy and physiology to explain symptoms and complications, evaluate the impact of disorders on health and wellbeing, and make connections between disorders and their effects on interconnected body systems. **U5 LAC - Key knowledge/skills:** Students develop the skills to plan, analyse and evaluate health education campaigns, assess the effectiveness of health promotion approaches, apply behaviour change models to health education activities, and make evidence-based recommendations to improve health and wellbeing outcomes.	Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies **Keywords U2 LAC:** • Symptoms • Complications **Keywords U5 LAC:** • Planning • Target Audience • Objectives • Resources • Communication • Campaign • Implementation • Evaluation

Y13 Summer1 & Summer2	**Unit 2 Exam Preparation and Revision**	Exam questions, using past Sample Assessment Material provided by BTEC. Practice papers and mark scheme application. **Students complete U5 PSAB** **U2 External exam: May/June**	Tasks set as per schedule	Full schemes of learning with associated resources on Staff Resources – Health and Social Care **U5 PSA:** Assessment set by the exam board.	**U2 Exam Key knowledge/skills**: Students develop the skills to identify, explain, apply, analyse and evaluate biological concepts, body systems and disorders; interpret scientific information and data; make links between anatomy, physiology and health conditions; and use accurate scientific terminology to justify conclusions and solve health-related problems.	Academic text from exam board Essay annotations Extended writing Booklets Articles Patient case studies **Command keywords:** • Identify • Describe • Explain • Discuss • Assess • Evaluate