

**BTEC Health and Social Care at Samuel Whitbread Academy**  
**Curriculum Sequencing**

**Year 12**

<b>Course</b>	<b>Year</b>	<b>Term</b>	<b>Big Ideas</b>	<b>Subject Learning Checklist</b>
Level 3 Health & Social care extended certificate	<b>12</b>	<b>Term 1</b> Teacher 1	Unit 1: Human Lifespan development (External assessment)	A1 – physical development across the lifespan A2 – Intellectual development across the lifespan A3 – Emotional development across the lifespan A4 – Social development across the lifespan B1 – Nature Vs Nurture B2 – Genetic factors that affect development
		Teacher 2	Unit 5: Meeting individual care and support needs (Internal assessment)	Learning aim A: <ul style="list-style-type: none"> <li>- Equality/ Diversity and Discrimination</li> <li>- Preventing discrimination &amp; initiatives.</li> <li>- Skills &amp; personal attributes '6 Cs' People skills.</li> <li>- Communication &amp; Observational skills.</li> <li>- Empathy &amp; Trust – attachment &amp; emotional resilience theory.</li> <li>- Empathy theories.</li> </ul> Learning aim B: <ul style="list-style-type: none"> <li>- Ethical issues and approaches.</li> <li>- Managing conflict &amp; conflict of interest.</li> <li>- Organisations.</li> <li>- Legislations.</li> <li>- Guidance.</li> </ul>

		<b>Term 2</b> Teacher 1	Unit 1: Human Lifespan development (External assessment).	B3 - Environmental factors. B4 – Social factors. B5 – Economic factors. B6 – Major life events. C1 – The physical changes.
		Teacher 2	Unit 5: Meeting individual care and support needs (Internal assessment).	Learning Aim C: <ul style="list-style-type: none"> <li>- Different types of challenges &amp; methods for identifying challenges.</li> <li>- Strategies used to overcome challenges.</li> <li>- Policy frameworks.</li> <li>- Impact of not enabling individuals to overcome challenges &amp; promoting personalisation.</li> <li>- Methods of recognising preferences &amp; communication techniques.</li> <li>- Different approaches.</li> <li>- Types of communication.</li> <li>- Alternative communication &amp; techniques.</li> <li>- Theories of communication.</li> </ul>
		<b>Term 3</b> Teacher 1	Unit 1: Human Lifespan development (External assessment).	C2 – The psychological changes. C3 – Society effects of an ageing population  Unit 2 A1 – The roles of professionals.
		Teacher 2	Unit 5: Meeting individual care and support needs (Internal assessment).	Learning aim D: <ul style="list-style-type: none"> <li>- How different agencies work together and the role of organisations for commissioning healthcare.</li> </ul>

				<ul style="list-style-type: none"> <li>- Health &amp; wellbeing boards, eligibility framework &amp; The education, Health and Care plans.</li> <li>- Roles &amp; responsibilities of multidisciplinary teams.</li> <li>- Voluntary sector workers &amp; multi agency.</li> <li>- Maintain confidentiality.</li> <li>- Codes of practice, legislation &amp; HSCIC.</li> </ul>
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**Year 13:**

Course	Year	Term	Big Ideas	Subject Learning Checklist
Level 3 Health & Social care extended certificate	12	Term 1 Teacher 1	Unit 2: Working in health & social care (External assessment).	A2 – Responsibility of professionals A3 – Specific responsibilities. A4 – Multidisciplinary working. A5 – Monitoring the work of people.
		Teacher 2		B1 – The public, voluntary & private sector. B1 – The range of settings. B2 – Issues that affect access. B3 – Ways organisations represent the interests of service users. B4 – Roles of organisations that regulate & inspect health & social care services. B4 – Organisations with regulations. B5 – Responsibilities of organisations. C2 – Working practices. C1 – Working with people with specific needs.

		<b>Term 2</b> Teacher 1	Unit 14: Physiological disorders and their care (Internal assessment).	A1 – Types of physiological disorders and effect of physiological disorders. A2 – Causes of physiological disorders. A3 – Signs and Symptoms of physiological disorders. C1 – Provision of treatment and support. C2 – Types of carers and care settings.
		Teacher 2		B1 – Investigative procedures for physiological disorders. B2 – Diagnostic procedures for physiological disorders. D1 – Care methods and strategies. D2 – Treatment planning process.
		<b>Term 3</b> Teacher 1	Unit 1: Human Lifespan development (External assessment).	Revision if any student is re-taking either their Unit 1 or Unit 2 external assessment.
		Teacher 2	Unit 2: Working in health & social care (External assessment).	Revision if any student is re-taking wither their Unit 1 or Unit 2 external assessment.