

# Health and Social Care curriculum map for Key Stage 4 – BTEC Tech Award Level 1 /2 (Edexcel) 2018-2020



Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
10	<p><b><u>LF: Component 1: Human Lifespan Development: Learning Aim A</u></b> Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</p> <p><b>Key skills:</b> To gain knowledge and understanding of the 6 life stages from infancy to later life and the growth and development that happens within each of the life stages, and to understand areas of development within each life stage, developmental norms and milestones.</p> <p><b>Keywords:</b> Infancy, childhood, Adolescence, adulthood, life stages, physical, intellectual, emotional, social,</p>	<p><b><u>LF: Component 1: Human Lifespan Development: Learning Aim A</u></b> Learners will explore the different factors that can affect an individual's growth and development.</p> <p><b>Key skills:</b> Different factors will impact on different aspects of growth and development. · Physical factors, to include: Genetic inheritance experience of illness and disease diet and lifestyle choices and appearance. · Social and cultural factors, to include: culture, e.g. community involvement, religion, gender roles and expectations educational experiences the influence of role models, the influence of social isolation personal relationships</p>	<p><b><u>LF: Component 1: Human Lifespan Development: Learning Aim B</u></b> Life events are expected or unexpected events that occur in an individual's life. Learners will explore the different events that can impact on people's physical, intellectual, emotional and social development.</p> <p><b>Key skills:</b> to gain knowledge about Physical events, to include: accident/injury, ill health. Relationship changes, to include: Entering into relationships, marriage, divorce, parenthood, bereavement. Life circumstances, to include: moving house, school or job, exclusion from education, redundancy, imprisonment and retirement.</p> <p><b>Keywords:</b> expected, unexpected, life events, impact and Life</p>	<p><b><u>LF: Component 1: Human Lifespan Development: Learning Aim B</u></b> Learners will explore how individuals can adapt or be supported through changes caused by life events.</p> <p><b>Key skills:</b> to understand that People may react very differently to the same type of event. · How individuals adapt to these changes. · Sources of support: family, friends, partners, and professional, carers and services community groups, voluntary and faith-based organisations. Types of support: emotional, information and advice, practical help, e.g. financial assistance, childcare, transport.</p> <p><b>Keywords:</b> Sources of Support, informal support, formal support</p>	<p><b><u>LF: Component 2: Health and social care services and values: Learning aim B</u></b> Learners will explore and practise applying the different care values that are key to the delivery of effective health and social care services.</p> <p><b>Key skills:</b> to understand Care values: empowering and promoting independence by involving individuals, where possible, in making choices, e.g. about treatments they receive or about how care is delivered respect for the individual by respecting service users' needs, beliefs and identity maintaining confidentiality, preserving the dignity of individuals to help them maintain privacy and self-respect effective communication that displays empathy and warmth safeguarding and duty of care, keeping individuals safe from</p>	<p><b><u>LF: Component 2: Health and social care services and values: Learning Aim B</u></b> Learners will reflect on own application of care values, including using teacher or service-user feedback.</p> <p><b>Key skills:</b> To identify key aspects of a review: identifying own strengths and areas for improvement against the care values receiving feedback from teacher or service user about own performance responding to feedback and identifying ways to improve own performance.</p> <p><b>Keywords:</b> Observation, feedback, Care Values, Safeguarding, confidentiality, empowerment, promoting independence, dignity, respect, effective communication, self-respect, identity and person centred care</p>

	<p>development and listed BTEC keywords for assessment.</p> <p><b>Summative:</b> written assignment, preparing for Assessment using criteria as set by BTEC.</p> <p><b>Challenge:</b> To apply knowledge of life stages to a chosen case study and describe growth and development through each area of development for that individual within the case study across 3 life stages detailing development norms and milestones met.</p>	<p>with friends and family. · Economic factors, to include: income/wealth material possessions.</p> <p><b>Keywords:</b> Genetic inheritance, factors, role models, Economic, cultural.</p> <p><b>Summative:</b> written assignment, preparing for Assessment using criteria as set by BTEC</p> <p><b>Challenge:</b> To apply 2 psychological and 2 physical factors to each life stage of case studies life and describe the effect on the individual, compare the effects across the life stages and assess the impact.</p>	<p>circumstances.</p> <p><b>Summative:</b> written assignment, preparing for Assessment using criteria as set by BTEC.</p> <p><b>Challenge:</b> To explain the impact of a life event on the development of two individuals, and how two individuals adapted to a life event, using support.</p>	<p>and adapt.</p> <p><b>Summative:</b> written assignment, preparing for Assessment using criteria as set by BTEC.</p> <p><b>Challenge:</b> Compare the ways that two individuals adapted to a life event and the role that support played. Assess how well two individuals adapted to a life event and the role and value of support in this.</p>	<p>physical harm, promoting anti-discriminatory practice by being aware of types of unfair discrimination and avoiding discriminatory behaviour.</p> <p><b>Keywords:</b> Care Values, Safeguarding, confidentiality, empowerment, promoting independence, dignity, respect, effective communication, self-respect, identity and person centred care.</p> <p><b>Summative:</b> written assignment, preparing for Assessment using criteria as set by BTEC.</p> <p><b>Challenge:</b> Demonstrate the care values independently in a health or social care context, making suggestions for improvements of own application of the care values that incorporate feedback.</p>	<p><b>Summative:</b> written assignment, preparing for Assessment using criteria as set by BTEC</p> <p><b>Challenge:</b> Demonstrate the care values independently in a health or social care context, making justified and appropriate recommendations for improvements of own application of the care values that incorporate feedback.</p>
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	<p>indicators that are used to measure health: pulse, blood pressure peak flow body mass index (BMI). Understand Interpretation of lifestyle data, specifically risks to physical health</p> <p><b>Summative:</b> Exam questions, using past Sample Assessment Material provided by BTEC.</p>			<p>service can be overcome. Go onto assess the suitability of health and social care services for individuals in a given scenario, making justified and realistic suggestions for how barriers for one service can be overcome.</p>	<p>application of the care values that incorporate feedback.</p>	
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