

Year 13	HT1-HT2	HT3-HT5				
Text or Theme	<b>Human Lifespan Development</b>	<b>Meeting individual needs</b>				
Developing Cultural Capital	<p>This unit will allow learners to develop a knowledge base for working with people in every stage of their lives, exploring how their own experiences relate to health and wellbeing. Students will consider the impact of deterioration in health with age following adulthood and how medical intervention means people are living longer and have better life prospects.</p> <p>Students will explore the impact of both predictable and unpredictable life events and recognise how they impact on individuals and will be introduced to a range of theories that have cross curricula application. Additionally, they will examine the impact of an ageing population on society.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• NHS website</li> <li>• BTEC National Health and Social Care Textbook</li> <li>• Meggitt, C., <i>Child Development: An illustrated Guide, Birth to 19 Years</i>, Pearson (2012) ISBN 9780435078805</li> <li>• Tassoni, P., <i>BTEC Level 3 National in Children's Play, Learning and Development Student Book 1, Revised Edition</i>, Pearson (2014) ISBN 9781447970965</li> </ul>	<p>This unit will allow learners to develop a knowledge and understanding of the principles behind providing quality care and support. This unit introduces students to the values and issues that need to be considered when planning care and support that meet the needs of an individual in a health and social care environment.</p> <p>Students will look at some of the ethical issues that arise when personalising care and examine factors that can impact the professionals who provide the care and support, the challenges that must be overcome and the consideration of multiagency working.</p> <p><b>Illuminating Texts/ opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• NHS website</li> <li>• BTEC National Health and Social Care Textbook</li> <li>• Melia, K., <i>Ethics for Nursing and Healthcare Practice</i>, Sage, 2013 (ISBN 9780857029300)</li> <li>• <a href="http://www.citizensadvice.org.uk">www.citizensadvice.org.uk</a> - The Citizens Advice Bureau website contains information about rights and services.</li> <li>• <a href="http://www.cqc.org.uk">www.cqc.org.uk</a> - The website for the Care Quality Commission.</li> <li>• <a href="http://www.hscic.gov.uk">www.hscic.gov.uk</a> - The website for the Health and Social Care Information Centre.</li> <li>• <a href="http://www.nhs.co.uk">www.nhs.co.uk</a> - The National Health Service website.</li> </ul>				
Retainable Knowledge	<ul style="list-style-type: none"> <li>• Physical, intellectual, emotional and social development across the human lifespan</li> <li>• Factors affecting human growth and development and effects of ageing.</li> <li>• Analysis/ evaluation of information related to human development theories/models and factors affecting human growth and development.</li> </ul>	<ul style="list-style-type: none"> <li>• Principles, values and skills which underpin meeting the care and support needs of individuals.</li> <li>• Ethical issues involved when providing care.</li> <li>• Principles behind enabling individuals with care and support needs to overcome challenges.</li> <li>• The roles of professionals and how they work together to provide care and support</li> </ul>				
Cross Curricular Links	<ul style="list-style-type: none"> <li>• <b>English Language</b> – theories of cognitive/ language development.</li> <li>• <b>Psychology/ Criminology</b> – theories of development/ learning</li> <li>• <b>Science</b> – Genetic factors</li> <li>• <b>Sociology</b> – ageing population</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Psychology</b> – Attachment theory</li> <li>• <b>Life skills</b> - equality, diversity and preventing discrimination.</li> <li>• <b>English</b> – communication techniques/ listen skills</li> </ul>				
Vocabulary	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Infancy</li> <li>• Early childhood</li> <li>• Adolescence</li> <li>• Early adulthood</li> <li>• Middle adulthood</li> <li>• Later adulthood</li> <li>• Physical development</li> <li>• Intellectual development</li> <li>• Language development</li> <li>• Emotional development</li> <li>• Social development</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Genetic inheritance</li> <li>• Nature/ Nurture</li> <li>• Predisposition</li> <li>• Ageing population</li> <li>• Social Learning Theory</li> <li>• Language Acquisition Device</li> <li>• Activity Theory</li> <li>• Social Disengagement Theory</li> <li>• Cognitive Development</li> <li>• Schema</li> <li>• Equilibrium</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Infancy</li> <li>• Early childhood</li> <li>• Adolescence</li> <li>• Early adulthood</li> <li>• Middle adulthood</li> <li>• Later adulthood</li> <li>• Physical development</li> <li>• Intellectual development</li> <li>• Language development</li> <li>• Emotional development</li> <li>• Social development</li> </ul>	<ul style="list-style-type: none"> <li>• Genetic inheritance</li> <li>• Nature/ Nurture</li> <li>• Predisposition</li> <li>• Ageing population</li> <li>• Social Learning Theory</li> <li>• Language Acquisition Device</li> <li>• Activity Theory</li> <li>• Social Disengagement Theory</li> <li>• Cognitive Development</li> <li>• Schema</li> <li>• Equilibrium</li> </ul>	<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Diversity</li> <li>• Culture</li> <li>• Multicultural</li> <li>• Discrimination</li> <li>• Prejudice</li> <li>• Personal attributes</li> <li>• Philosopher</li> <li>• Ethical</li> <li>• Moral</li> <li>• Consequentialism</li> <li>• Deontology</li> </ul> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>• Principlism</li> <li>• Autonomy</li> <li>• Beneficence</li> <li>• Non-maleficence</li> <li>• Justice</li> <li>• Virtue</li> <li>• Conflict</li> <li>• Legislation</li> <li>• Statutory</li> <li>• Personalisation</li> <li>• Confidentiality</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Diversity</li> <li>• Culture</li> <li>• Multicultural</li> <li>• Discrimination</li> <li>• Prejudice</li> <li>• Personal attributes</li> <li>• Philosopher</li> <li>• Ethical</li> <li>• Moral</li> <li>• Consequentialism</li> <li>• Deontology</li> </ul>	<ul style="list-style-type: none"> <li>• Principlism</li> <li>• Autonomy</li> <li>• Beneficence</li> <li>• Non-maleficence</li> <li>• Justice</li> <li>• Virtue</li> <li>• Conflict</li> <li>• Legislation</li> <li>• Statutory</li> <li>• Personalisation</li> <li>• Confidentiality</li> </ul>
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Assessments	<p>Learning Aim A – Exam style Assessment Learning Aim A &amp; B – Exam style Assessment</p> <p>Unit 1 exam sat in January</p>	<p>Unit 5 coursework covering all learning aims A-D</p> <p>Submitted to exam board in May</p>				