Programme of study for: **Health and Social Care – Level 3 National AAQ – Year 12 (2026-2027)**
AAQ Students complete Units 1 and 2

Autumn (1st term)	Autumn (2nd term)	Spring (1st term)	Spring (2nd Term)	Summer (1st term)	Summer (2nd term)
Other timescale: From: 09/26 To: 10/26	Other timescale: From: 11/26 To: 12/26	Other timescale: From: 01/27 To: 02/27	Other timescale: From: 03/27 To: 04/27	Other timescale: From: 04/27 To: 05/27	Other timescale: From: 06/27 To: 07/27
Topic / Big Question: **Unit 1** – Lifespan and Development Topic: **Unit 1** – Human Lifespan and Development A1 Physical development across the life stages A2 Intellectual development across the life stages **Unit 2** – Human Biology and Health Topic: **Unit 2** A1 Cell A2 Tissuess A3 Energy in the body A4 Homeostatic mechanism Skills (students should be able to do):	Topic / Big Question: **Unit 1** – Lifespan and Development Topics: A3 Emotional development across the life stages A4 Social development across the life stages B1 Genetic factors that affect development **Unit 2** – Human Biology and Health Topic: **Unit 2** B1 The cardiovascular system B2 The respiratory system B3 The nervous system B4 The endocrine and renal systems B5 The musculoskeletal system B6 The function of further body systems Skills (students should be able to do):	Topic / Big Question: **Unit 1** – Lifespan and Development Topics: B2 Lifestyle factors that affect development B3 Health inequalities C1 Prevalent health conditions C2 Health and social care promotion and prevention. **Unit 2** – Human Biology and Health Topic: **Unit 2** C1.1 coronary heart disease C1.2 Stroke C1.3 Chronic obstructive pulmonary disorder C1.4 Asthma C1.5 Diabetes – type 1 and type 2	Topic / Big Question: **Unit 1** – Lifespan and Development Topics: C3 Health and social care professionals C4 Personalised care and multi-disciplinary working **Unit 2** – Human Biology and Health Topic: **Unit 2** C1.6 Dementia C1.7 Acquired brain injury C1.8.1 Breast cancer C1.8.2 Bowel cancer C1.8.3 Lung cancer	Topic / Big Question: **Unit 1 and Unit 2** – In class revision and practice exam questions until external examination.	Topic / Big Question: **Unit 1 and Unit 2 –** N/A

Unit 1 – Students should be able to demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. **Unit 2** – Students should be able to demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it.	**Unit 1** – Students should be able demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. **Unit 2** – Students should be able to demonstrate understanding of the structure, organisation and function of the human body and common disorders that affect it	Skills (students should be able to do): **Unit 1** – Students will be able to demonstrate application of knowledge and understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. **Unit 2** – Students should be able demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems.	Skills (students should be able to do): **Unit 1** – Students will be able to analyse how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals. Evaluate how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals. **Unit 2** – Students should be able to make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems.	Skills (students should be able to do): **Unit 1 and Unit 2 –** Students should know all unit content and be able to apply this in their exam.	Skills (students should be able to do): **Unit 1 and Unit 2 –** N/A

Key Learning Outcomes (students should know): **Unit 1** – Students should be able to demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. **Unit 2** – Students should be able to demonstrate knowledge of the structure, organisation and function of the human body and common disorders that affect it.	Key Learning Outcomes (students should know): **Unit 1** – Students should be able demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. **Unit 2** – Students should be able to demonstrate understanding of the structure, organisation and function of the human body and common disorders that affect it	Key Learning Outcomes (students should know): **Unit 1** – Students will be able to demonstrate application of knowledge and understanding of physical, intellectual, emotional and social development across the human lifespan; factors affecting human growth and development, prevalent health conditions and the roles and responsibilities of individuals working in health and social care which underpin meeting the care and support needs of individuals. **Unit 2** – Students should be able demonstrate application of knowledge and understanding of the structure and function of body systems to the primary and secondary effects of common disorders on those body systems.	Key Learning Outcomes (students should know): **Unit 1** – Students will be able to analyse how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals. Evaluate how factors, health inequalities and prevalent health conditions interrelate to affect physical, intellectual, emotional and social development across the human lifespan; and how the roles and responsibilities of those working in health and social care meet the needs of individuals. **Unit 2** – Students should be able to make connections between the primary and secondary effects of common disorders and how they affect interlinked body systems.	Key Learning Outcomes (students should know): **Unit 1 and Unit 2** – Students should be fully prepared for the external examination in May 2026. Students should be able to understand everything outlined on their PLC.	Key Learning Outcomes (students should know): **Unit 1 and Unit 2** – N/A

End of term 1 assessment to cover: **Unit 1 –** two in class tests and one mock paper and individual exam questions in lesson. **Unit 2 –** Two in class tests and individual exam questions in lesson.		End of term 2 assessment to cover: **Unit 1 –** Two in class tests and one mock paper and individual exam questions in lesson. **Unit 2 –** One in class tests and one mock paper and individual exam questions in lesson.		End of year assessment to cover: **Unit 1 –** Students to sit their actual May 2027 **Unit 2 –** Students to sit their actual May 2027	
Building understanding: Rationale / breakdown for your sequence of lessons: Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.	**Building understanding: Rationale / breakdown for your sequence of lessons:** Following the direction of the examination board (Pearson) specifications for the sequence of content to be taught into students to ensure broad coverage of the topic.
Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early.	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early.	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early.	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early.	Home – Learning: **Unit 1 and Unit 2** – Use online textbook and hard copy of revision guide to create revision resources following each lesson related to Unit 1 and Unit 2 to ensure revision is started early.	Home – Learning: **Unit 1 and Unit 2** – N/A
Reading / literacy: **Unit 1 and Unit 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.	Reading / literacy: **Unit 1 and Unit 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.	Reading / literacy: **Unit 1 and Unit 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.	Reading / literacy: **Unit 1 and Unit 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.	Reading / literacy: **Unit 1 and Unit 2** – Reading is required of online textbook, internet websites and discussing case studies. Reading of hard copy of revision guide and making revision resources to support own learning.	Reading / literacy: **Unit 1 and Unit 2** – N/A

Numeracy: **Unit 1** – Reviewing of statistics related to ill health and statistics around birth and death rates. Reading of centile charts.	Numeracy: **Unit 2 –** Reviewing statistics round report abuse in HSC.	Numeracy: **Unit 1 and Unit 2** - N/A	Numeracy: **Unit 1 and Unit 2** - N/A	Numeracy: **Unit 1 and Unit 2** - N/A	Numeracy: **Unit 1 and Unit 2** - N/A
Enrichment / opportunities to develop cultural capital (including careers, WRL and SMSC): **Unit 1 -** SMSC woven throughout this unit of study as students are asked to learn about the factors that affect health and wellbeing, while learning about physiological and lifestyle indicators. They then need to apply this knowledge to current case studies and reflect on theories. This will support their learning for the exam, but their own personal life and that of their family members. **Unit 2** - SMSC woven throughout this unit of study as students are asked to learn about working in the health and social care sector. Students learn about the human body and how different issues can affect the body and how to deal with them. This is related to patient facing careers along with good general knowledge for life. Students will also attend lunch time exam boosters ran by both Mr Andrews and Mr Gaddu to support learning for Unit 1 and Unit 2.					