

**Calendar**

Component 1: Human Lifespan Development **Coursework** unit: 2 reports required

<b>Big Questions</b>  <b>Autumn 2019</b>	<b>Small Questions</b>	<b>Assessment Opportunities and Criteria. Teacher Feedback point (TFP)</b>	<b>Assessment Homework</b>
<p>Learning aim A: Understand human growth and development across life stages and the factors that affect it</p>	<ul style="list-style-type: none"> <li>• A1 Human growth and development across life stages Learners will explore different aspects of growth and development across the life stages using the physical, intellectual, emotional and social (PIES) classification.</li> <li>•What are the main life stages?: infants (birth to 2 years) early childhood (3–8 years) adolescence (9–18 years) early adulthood (19–45 years) middle adulthood (46–65 years) later adulthood (65+ years).                             <ul style="list-style-type: none"> <li>• PIES growth and development in the main life stages: physical growth and development across the life stages, including gross and fine motor skills, growth patterns, primary and secondary sexual characteristics, menopause, loss of mobility, muscle tone/strength and skin elasticity</li> <li>• intellectual/cognitive development across the life stages, including language development, problem solving, abstract and creative thinking, development/loss of memory and recall</li> <li>• emotional development across the life stages, including bonding and attachment, independence and self-esteem, security, contentment, self-image</li> </ul> </li> </ul>		<p>Recorded in workbooks completed so far</p>

Health and Social Care Curriculum Map: Component 1: Human Lifespan Development

	<ul style="list-style-type: none"> <li>• social development across the life stages, including the formation of relationships with others and the socialisation process.</li> </ul>		
<ul style="list-style-type: none"> <li>• A2 Factors affecting growth and development</li> </ul>	<ul style="list-style-type: none"> <li>• Learners will explore the different factors that can affect an individual's growth and development. Different factors will impact on different aspects of growth and development.</li> <li>• Physical factors, to include: genetic inheritance experience of illness and disease diet and lifestyle choices appearance.</li> <li>• Social and cultural factors, to include: culture, e.g. community involvement, religion, gender roles and expectations educational experiences o the influence of role models the influence of social isolation personal relationships with friends and family.</li> <li>• Economic factors, to include: income/wealth material possessions.</li> </ul>		
		<p>Assignment LA:A Learners could be asked to write a report to illustrate how people change over different life stages. Learners could choose an individual, e.g. a well-known person, and carry out desk research to find out how they have changed over the course of three life stages (the life stages chosen by learners) and then use this to write a report.</p>	

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Big Questions	Small Questions	Assessment	Homework
<p>B1 What are the different types of life event?</p> <p>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>	<ul style="list-style-type: none"> <li>How do physical events, to include: accident/injury ill health affect development?</li> </ul>		
	<ul style="list-style-type: none"> <li>How do Relationship changes, to include: entering into relationships marriage divorce parenthood bereavement affect development?</li> </ul>		
	<ul style="list-style-type: none"> <li>How life circumstances, to include do: moving house, school or job exclusion from education redundancy imprisonment and retirement affect development?</li> </ul>		
			Recorded in workbooks completed so far
<p>B2 How do people cope with change caused by life events?</p>	<p>Learners will explore how individuals can adapt or be supported through changes caused by life events. People may react very differently to the same type of even</p> <p>How individuals adapt to these changes?</p>		
	<ul style="list-style-type: none"> <li>What sources of support are there: family, friends, partner's professional carers and services community groups, voluntary and faith-based organisations?</li> <li>How do these support people?</li> </ul>		

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:	<ul style="list-style-type: none"> <li>• What other types of support are there: emotional information and advice practical help, e.g. financial assistance, childcare, transport? How do these work?</li> </ul>	<p>Assignment LA:B            Choose two people who have experienced the same event (e.g. marriage, redundancy, an accident) and investigate how it affected them. Learners should gather evidence through, e.g., interviewing the two people so that they can ask specific questions and draw out their experiences first hand. You can advise learners to ensure that the proposed individuals are suitable for generating the necessary evidence.            Example task</p> <ul style="list-style-type: none"> <li>• For two individuals, assess how well they adapted to the life event and the role and value of support in this process.</li> </ul> <p>Additional guidance Evidence must meet the requirements of the assessment criteria fully. Evidence could include a presentation and display of materials.</p>	