

Calendar

UNIT 1: Human Lifespan Development

Big Questions Spring 2020	Small Questions	Assessment Opportunities and Criteria. Teacher Feedback point (TFP)	Assessment Homework
<p>Human growth and development through the life stages</p> <p>A1 Physical development across the life stages</p> <p>What is the difference between growth and development?</p> <p>What are the principles of growth and development?</p>	<ul style="list-style-type: none"> • Growth and development are different concepts: <ul style="list-style-type: none"> • principles of growth – growth is variable across different parts of the body and is measured using height, weight and dimensions • principles of development – development follows an orderly sequence and is the acquisition of skills and abilities. • What is growth? • What is development? • What are developmental norms • How is life expectancy changing and what impact will this have? • How is growth measured? • How does the rate of growth differ for different body parts? • How and why are centile charts used? • How does development happen? 		<p>P6 WB1</p> <p>KO WB2</p>
<ul style="list-style-type: none"> • In infancy (0–2 years), 	<ul style="list-style-type: none"> • How does the individual develop gross and fine motor skills ?: • the development of gross motor skills • the development of fine motor skills 		

<p>What are the physical changes during infancy and early childhood?</p>	<ul style="list-style-type: none"> • milestones set for the development of the infant – sitting up, standing, cruising, walking. • What are gross motor skills? • What are fine motor skills? • How do these develop? • What are the milestones for fine and gross motor skills? 		
<p>In early childhood (3–8 years), the individual further develops gross and fine motor skills:</p>	<ul style="list-style-type: none"> • riding a tricycle, running forwards and backwards, walking on a line, hopping on one foot, hops, skips and jumps confidently • turns pages of a book, buttons and unbuttons clothing, writes own name, joins up writing. 		<p>KO of infancy & EC WB3</p>
<p>In adolescence (9–18 years), the changes surrounding puberty:</p> <p>What are the physical changes in adolescence?</p>	<p>Development of primary and secondary sexual characteristics What is the role of hormones in sexual maturity?</p> <ul style="list-style-type: none"> • What are the changes surrounding puberty? • What are primary and secondary sexual characteristics? • How do these change for males and females? • What is the role of hormones during puberty? 		<div style="border: 1px solid black; padding: 5px;"> <p>Prepare an information sheet for boys and girls about to go through puberty. You must use key terminology and include the changes for males and females</p> </div> <p>WB4 P5</p>

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<p>In early adulthood (19–45 years), the individual reaches physical maturity:</p> <p>In middle adulthood (46–65 years), the female enters menopause:</p> <p>In later adulthood (65+ years), there are many effects of ageing:</p>	<ul style="list-style-type: none"> • physical strength peaks, pregnancy and lactation occur <p>perimenopause – oestrogen levels decrease, causing the ovaries to stop producing an egg each month. The reduction in oestrogen causes physical and emotional symptoms, to include hot flushes, night sweats, mood swings, loss of libido and vaginal dryness.</p> <p>causes and effects of female menopause and the role of hormones in this effects of the ageing process in middle adulthood.</p> <ul style="list-style-type: none"> • health and intellectual abilities can deteriorate. 		<p>HWK to be added to map during teaching but they are in workbooks</p>
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A2 Intellectual development across the life stages In early adulthood memory loss in later adulthood.	<ul style="list-style-type: none"> In infancy and early childhood there is rapid growth in intellectual and language skills: 		
	<ul style="list-style-type: none"> Piaget's model of how children's logic and reasoning develops – stages of cognitive development, the development of schemas, his tests of conservation, egocentrism and how his model may explain children's thoughts and actions 		
	<ul style="list-style-type: none"> Chomsky's model in relation to how children acquire language – Language Acquisition Device (LAD), the concept of a critical period during which children may learn language, which may explain how children seem to instinctively gain language. 		
	<ul style="list-style-type: none"> In early adulthood, thinking becomes realistic and pragmatic, with expert knowledge about the practical aspects of life that permits judgement about important matters The effects of age on the functions of memory 		
A3 Emotional development across the life stages The development and importance of self-concept:	<ul style="list-style-type: none"> Attachment to care-giver in infancy and early childhood: theories of attachment, to include types of attachment and disruptions to attachment. definitions and factors involved in the development of a positive or negative self-esteem definitions and factors involved in the development of a positive or negative self-image. 		
A4 Social development across the life stages The stages of play in infancy and early childhood:	<ul style="list-style-type: none"> solo play, parallel play and co-operative play. 		

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The importance of friendships and friendship groups:	<ul style="list-style-type: none"> the social benefits of friendships the effects of peer pressure on social development. 		
	<ul style="list-style-type: none"> The development of relationships with others. 		
	<ul style="list-style-type: none"> The development of independence through the life stages: peer influence in adolescence, starting employment, leaving home, starting a family. 		
B Factors affecting human growth and development			
B1 The nature/nurture debate related to factors	<ul style="list-style-type: none"> Development across the lifespan is a result of genetic or inherited factors – Gesell’s maturation theory. Development across the lifespan is a result of environmental factors – Bandura’s social learning theory. Both factors may play a part – stress-diathesis model. 		
B2 Genetic factors that affect development	<ul style="list-style-type: none"> Genetic predispositions/disorders to particular conditions – cystic fibrosis, brittle bone disease, phenylketonuria (PKU), Huntington’s disease, Klinefelter’s syndrome, Down’s syndrome, colour blindness, Duchenne muscular dystrophy, <ul style="list-style-type: none"> susceptibility to diseases such as cancer, high blood cholesterol and diabetes. Biological factors that affect development – foetal alcohol syndrome, effects of maternal infections and lifestyle/diet during pregnancy, congenital defects. 		
B3 Environmental factors that affect development	Exposure to pollution – respiratory disorders, cardiovascular problems, allergies. • Poor housing conditions – respiratory disorders, cardiovascular problems, hypothermia, and anxiety and depression.		

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	<ul style="list-style-type: none"> • Access to health and social care services – availability of transport, opening hours of services, ability to understand the needs and requirements of particular ser 		
B4 Social factors that affect development	<ul style="list-style-type: none"> • Family dysfunction – parental divorce or separation, sibling rivalry, parenting style. • Bullying – effects of bullying on self-esteem, self-harm, suicide. • Effects of culture, religion and belief – beliefs that may prevent medical intervention, dietary restrictions 		
B5 Economic factors that affect development	<ul style="list-style-type: none"> • Income and expenditure. • Employment status. • Education. • Lifestyle 		
B6 Major life events that affect development	<ul style="list-style-type: none"> • Predictable events: these are events that are expected to happen at a particular time. While expected, they may still have an effect on a person’s health and wellbeing. This effect can be positive or negative, regardless of the event. 		
	<p>Unpredictable events: these are events that happen unexpectedly and can have serious physical and psychological effects on an individual. These effects can be positive or negative, regardless of the event.</p>		
	<p>Many events can be either predictable or unpredictable depending on the life course of the individual. They can include:</p> <ul style="list-style-type: none"> • starting school/nursery • moving house • marriage and divorce • starting a family • beginning employment • retirement • death of a relative/partner/friend • accidents or injury • changing employment • leaving home 		

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	<ul style="list-style-type: none"> • promotion or redundancy • serious illness. <p>The effects of life events on health.</p>		
	<p>Holmes-Rahe social readjustment rating scale and the effects of life events on a person's stress levels and health.</p>		
C Effects of ageing			
C1 The physical changes of ageing	<p>Cardiovascular disease – age can increase the risks of cardiovascular disease. This can be exacerbated by lifestyle choices.</p> <ul style="list-style-type: none"> • The degeneration of the nervous tissue. • Osteoarthritis. • Degeneration of the sense organs. • The reduced absorption of nutrients. • Dementia, to include Alzheimer's disease. • Effects of illnesses that are common in ageing 		
C2 The psychological changes of ageing	<ul style="list-style-type: none"> • Effects on confidence and self-esteem. • Effects of social change: role changes loss of a partner loss of friends increase in leisure time. • Financial concerns. • Effects of culture religion and beliefs. • Social disengagement theory. • Activity theory. 		
C3 The societal effects of an ageing population	<p>Health and social care provision for the aged.</p> <ul style="list-style-type: none"> • Economic effects of an ageing population. 		