

Unit 1: Human Lifespan development PLC



| Topic | Date RAG | Revised Date RAG | Re-sit revision Date RAG |
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| Learning Aim A: Explore human growth and development across life stages | | | |
| Topic A.1 The different life stages people pass through during the life course (Can you write a short definition of each?) | | | |
| Infancy (0-2 years) | | | |
| Early Childhood (3-8 years) | | | |
| Adolescence (9-18 years) | | | |
| Early adulthood (19-30 years) | | | |
| Middle adulthood (31-45 years) | | | |
| Later adulthood (46 years +) | | | |

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| Topic A.2 Key aspects of human growth and development at each life stage | | | |
| Physical development – physical growth and physiological change across the life stages: | | | |
| Infancy and early childhood – development of gross motor skills and fine motor skills | | | |
| Definition of each | | | |
| Common examples of each and activities that promote their development | | | |
| The differences between fine and gross motor skills | | | |
| Adolescence – the main physical changes in puberty (Write a definition for each or give examples) | | | |
| Sexual maturity | | | |
| Growth spurt | | | |
| Primary and secondary sexual characteristics | | | |

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| Early adulthood (Definition) | | | |
| Physical maturity | | | |
| Middle adulthood – menopause (description and main effects), | | | |
| Ageing process (hair loss, greying hair, loss of muscle tone) | | | |
| Later adulthood – (<i>Why each occurs</i>) | | | |
| Ageing process – hair loss, greying hair, | | | |
| Loss of muscle tone, loss of strength, loss of mobility, | | | |
| Loss of fine motor skills, sensory loss | | | |
| Intellectual/cognitive development across the life stages – developing thinking and language skills and common activities that promote them: (<i>Examples of how each can be promoted</i>) | | | |
| Rapid learning in the early years (language, moral development) | | | |
| Learning and developing new skills including abstract and creative thinking, problem solving | | | |
| Memory and recall, effects of old age on memory. | | | |
| Emotional development across the life stages – developing feelings about self and others: (<i>Definition of each</i>) | | | |
| Bonding and attachment | | | |
| Security | | | |
| Self-image (definition, common reasons for positive and negative self-image) | | | |
| Self-esteem (definition, common reasons for positive and negative self-esteem) | | | |
| Contentment. | | | |
| Social development across the life stages – forming relationships: (<i>Definitions of each</i>) | | | |
| Friendship and friendship groupings | | | |
| The formation of relationships with others | | | |
| Independence (activities and events that promote independence, including performing tasks and activities for self, entering employment, learning to drive). | | | |

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| Learning aim B: Investigate factors that affect human growth and development and how they are interrelated | | | |
| Topic B.1 Physical factors that affect human growth and development | | | |
| How the following physical factors can affect human growth and development: (<i>examples of each</i>) | | | |
| Genetic inheritance (inherited characteristics, disabilities) | | | |
| Lifestyle choices (diet, exercise, alcohol, | | | |

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| smoking, drugs) | | | |
| Illness and disease (general effects on growth and development). | | | |
| Topic B.2 Social, cultural and emotional factors that affect human growth and development | | | |
| How the following social, cultural and emotional factors can affect human growth and development: <i>(example of each)</i> | | | |
| Influence of play (solitary play/social play) | | | |
| Culture (effects of religion and spirituality, community influences) | | | |
| Gender (inequality of employment opportunity and pay, social inequality, expectations) | | | |
| Influence of role models | | | |
| Influence of social isolation. | | | |
| Topic B.3 Economic factors that affect human growth and development | | | |
| How the following economic factors can affect human growth and development: | | | |
| Income/wealth (effects of level of income) | | | |
| Occupation (type, status, security of income) | | | |
| Employment/unemployment/not in education, employment or training (effect on income, social and emotional effects). | | | |
| Topic B.4 Physical environment factors that affect human growth and development | | | |
| How the following physical environmental factors affect human growth and development: | | | |
| Housing conditions (effects of poor living conditions) | | | |
| Pollution (effects on health). | | | |
| Topic B.5 Psychological factors that affect human growth and development | | | |
| How the following psychological factors can affect human growth and development: | | | |
| Relationships with family members including unconditional acceptance | | | |
| Growing up in care | | | |
| Friendship patterns and relationship with partner/s (effects on emotional and social development) | | | |
| Stress (effects on physical, intellectual, emotional and social development of individual experiencing stress). | | | |
| Topic B.6 The expected life events that can affect human growth and development and the positive and negative effects of the events on growth and development: | | | |
| Starting, being in and leaving education | | | |
| Moving house/location | | | |
| Entering and being in employment | | | |
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| Living with a partner/marriage/civil ceremony | | | |
| Parenthood | | | |
| Retirement | | | |
| Topic B.7 The unexpected life events that can affect human growth and development and the effects of the events on personal growth and development and that of others: <i>(Consequences of each)</i> | | | |
| Death of a partner, relative or friend | | | |
| Accidents and injury, ill health | | | |
| Exclusion, dropping out of education | | | |
| Imprisonment | | | |
| Promotion/redundancy/unemployment | | | |
| Topic B.8 Understanding how to manage the changes caused by life events: <i>(Examples of each)</i> | | | |
| Types of support (formal, informal, emotional, physical) | | | |
| Support offered by people (family, friends, partners, professional carers, including district nurse and social care worker) | | | |
| Support offered by community groups, voluntary and faith-based organisations managing expectations. | | | |