

# Welcome to Health and Social care!

From  
Ms Nock and Miss Bahad



## Prior Learning

N/A

## Learning Purpose

- **ALL** Demonstrate understanding of Growth and development Command words: explain, outline, describe Marks: ranges from 1 to 6 marks
- **MOST** Analyse information related to Growth and development Command words: analyse, assess. Marks: 10 marks
- **SOME** Command words: Discuss the benefits/ disadvantages of comparing children to milestones. Command words: discuss, evaluate, justify, to what extent Marks: ranges from 10 to 12 marks

## Future Learning

**Physical development  
across the life stages  
To include gross and fine  
motor skills**

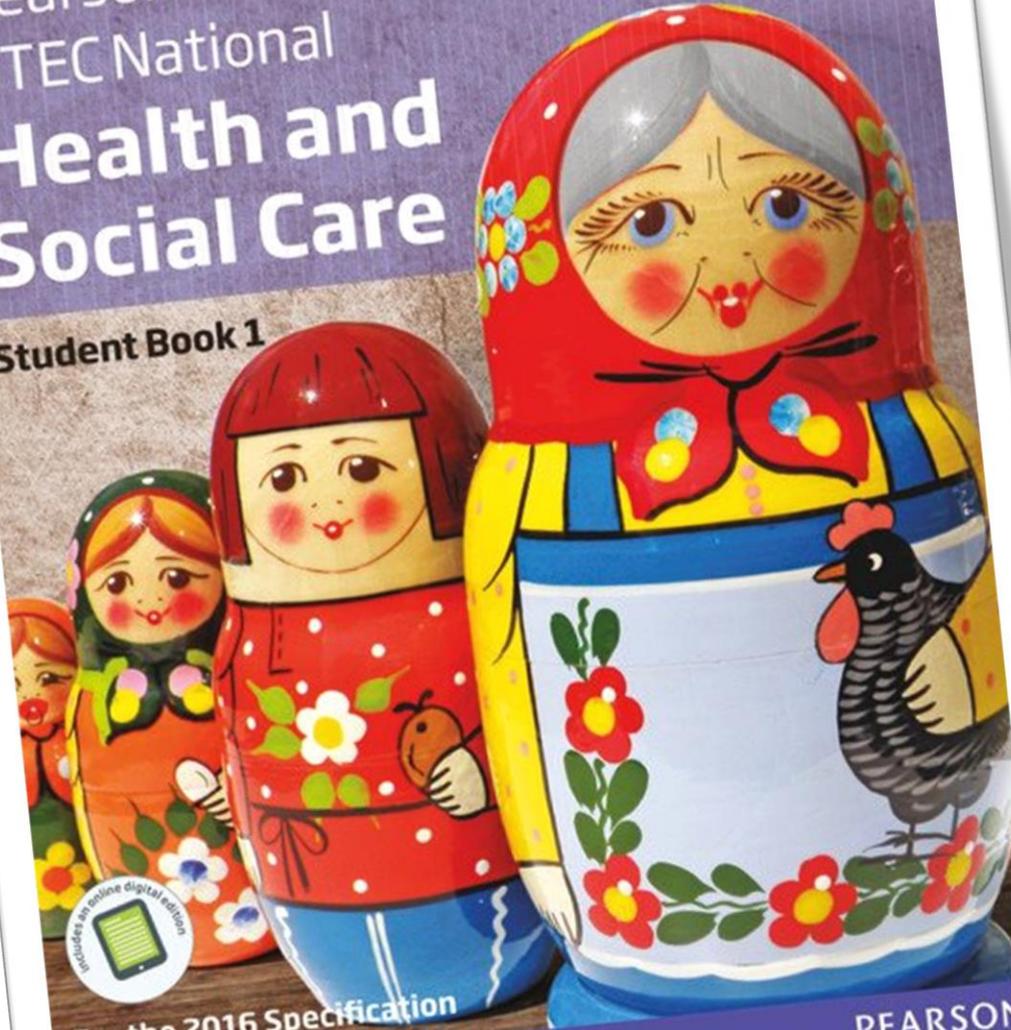
**Key terms: GROWTH, DEVELOPMENT**



endorsed for  
**BTEC**

Pearson  
BTEC National  
**Health and  
Social Care**

**Student Book 1**



For the 2016 Specification

**PEARSON**

ALWAYS LEARNING

# BTEC Level 3 National in Health and Social Care

Qualification	Qualification size
<b>Pearson BTEC Level 3 National Extended Certificate in Health and Social Care</b> (Single Award)	Equivalent in size to one A Level. 4 units of work.
<b>Pearson BTEC Level 3 National Diploma in Health and Social Care</b> (Double Award)	Equivalent in size to two A Levels. 8 units of work.

<b>Unit</b>	<b>Type</b>	<b>Diploma (Double Award)</b>	<b>Extended Certificate (Single Award)</b>
<b>1 Human Lifespan Development</b>	Exam	Year 1	Year 1
<b>2 Working in Health and Social Care</b>	Exam	Year 1	Year 2
<b>4 Enquiries into current research in Health and Social Care</b>	Controlled assessment	Year 2	
<b>5 Meeting Individual Care and Support Needs</b>	Coursework	Year 1	Year 1
<b>6 Work experience in Health and Social care</b>	Coursework	Year 1 and 2	
<b>7 Principles of Safe Practice in Health and Social Care</b>	Coursework	Year 2	
<b>8 Promoting Public Health</b>	Coursework	Year 2	
<b>12 Supporting Individuals with Additional Needs</b>	Coursework	Year 1	Year 2

Exam May 2022

# Unit 1- Human Lifespan Development

You will have one lesson a week for this unit



# Unit 1- Learning Aims

- A- Human growth and development through the life stages
- B- Factors affecting human growth and development
- C- Effects of ageing



## Unit 1 Overview

There are three sections or Learning Aims to this unit – A, B and C.

**LA A** – Human growth and development throughout the life stages:

- A1 Physical
- A2 Intellectual
- A3 Emotional
- A4 Social



**LA C** – Effects of ageing:

- C1 Physical changes of ageing
- C2 Psychological changes of ageing
- C3 Societal effects of an ageing population

**LA B** – Factors affecting human growth and development:

- B1 – Nature / nurture debate
- B2 Genetic factors that affect development
- B3 Environmental factors that affect development
- B4 Social factors that affect development
- B5 Economic factors that affect development
- B6 Major life events that affect development

# Unit 1- Human Lifespan development

## Assessment outcomes

**AO1** Demonstrate knowledge of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.

Command words: Describe, evaluate, discuss, identify, to what extent, justify

Marks: Ranges from 3 to 6 marks.

**AO2** Demonstrate understanding of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing.

Command words: Describe, which, explain, evaluate, discuss, outline, to what extent, explain, justify

Marks: Ranges from 1 to 6 marks.

**AO3** Analyse and evaluate information related to human development theories/models and factors affecting human growth and development.

Command words: Evaluate

Marks: 10 marks.

**AO4** Make connections between theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

Command words: Evaluate, discuss, to what extent, justify

Marks: Ranges from 10 to 12 marks.

# About the examination

The examination will last 1 hour and 30 minutes and there are a maximum of 90 marks available. There will be short-answer questions and long-answer questions.

- Short-answer questions are worth 1 to 6 marks.
- Long-answer questions are worth 10 to 12 marks.

Remember, all the questions are compulsory and you should attempt to answer each one.



## Grade descriptors

To achieve a grade a learner is expected to demonstrate these attributes across the essential content of the unit. The principle of best fit will apply in awarding grades.

### **Level 3 Pass**

Learners are able to explore familiar applications of physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. Learners can use research with relevance to given situations related to human development theories/models and factors affecting human growth and development. They can select and organise information using appropriate knowledge and concepts about theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

### **Level 3 Distinction**

Learners are able to articulate arguments and views concisely and professionally to justify and evaluate physical, intellectual, emotional and social development across the human lifespan, factors affecting human growth and development and effects of ageing. They are able to use detailed analysis and research to make recommendations related to human development theories/models and factors affecting human growth and development. They can draw on knowledge and understanding of theories/models in relation to human development, factors affecting human growth and development and effects of ageing.

# Unit 1- Human Lifespan Development



# How do all of these pictures link together?



# STARTER

- Starter: Think of someone you have known for a long time (ideally since they were a child.) How have they changed from when you first met them?



# Lesson Objectives

- To understand the unit 1 specification
- To examine the development through life stages
- To define the terms growth and development
- To interpret centile lines from a graph



## A1 Physical development across the life stages

### RECAP

If you have studied level 2 or GCSE Health and Social Care you should be aware that there are several life stages. What are they and what are the age ranges for each?



Look at the images to help you if you are struggling.

As we go through periods of our life we are said to be in different 'life stages'. We all develop at roughly the same rate and do things around the same age. Within each life stage specific development characteristics occur. We will be looking at each life stage in turn.

# Link the life stages

- Infancy
  - Later Adulthood
  - Adolescence
  - Early Adulthood
  - Early Childhood
  - Middle Adulthood
- 65+
  - 0-2
  - 19-45
  - 3-8
  - 9-18
  - 46-65



# Growth and Development

## Unit 1: Human Lifespan Development: The Life stages

Age	Life Stage	What life stages are your family?	What life stages are the Goggle-box Viewing panel?
	Infancy		
	Early Childhood		
	Adolescence		
	Early Adulthood		
	Middle Adulthood		
	Later Adulthood		



## A1 Physical development across the life stages

In order to complete this unit you need to know the difference between 'Growth' and 'Development'. These are two separate things. What do you think they mean?

**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

Percentile Charts are used to determine whether or not someone is growing at the norm for their age. These are often used with children to track that they are the correct weight and height for their age.

Health visitors often monitor the growth of children, especially babies. During a check they will measure the length of the baby, its weight and its head circumference. If the head grows too fast or too slow it could indicate other medical issues.

Physical

Intellectual

**There are four types of development**

Social

Emotional

# Principles of Growth

- Growth describes an increase in quantity.
- As height increases so does weight- the process of growth.
- Although growth is continuous, the rate is not smooth.
- There can be periods of more rapid growth in infancy and puberty.
- When referring to growth it is important to consider 2 dimensions:
  1. Weight
  2. Length/height



# Growth

- Infants grow rapidly during the first 6 months of their lives.
- Healthy new-borns double their birth weight by 4 to 5 months.
- By age 2, a healthy infant will be approximately half their adult height.
  
- Health visitors can measure the growth and monitor a child's health and development. They can also identify other issues such as under/over weight.
- A health visitor will carry out measurements and plot the results on a growth chart to ensure that an infant is meeting their milestones.



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# Key Definitions

Try and define as many as possible!

- Growth
- Development
- Self esteem
- Self image
- Physical
- Intellectual
- Emotional
- Social
- Gross motor skills
- Fine motor skills
- Life stages
- Reflexes



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# Key Definitions

- Growth - To get bigger in size
- Development - Learning new skills and acquiring capabilities
- Self esteem - How much you like, accept and respect yourself
- Self image - The way we view our self
- Physical - The changes and development of the body
- Intellectual - How much we know and the amount we can learn
- Emotional - How we develop emotionally and understanding emotions
- Social - Making friends, building relationships, learning to communicate
- Gross motor skills - The development of controlling large body parts e.g. legs/walking
- Fine motor skills - The development of controlling small body parts e.g. fingers
- Life stages - The different stages of life
- Reflexes - Movements that we are born with eye blinking



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# Independent research

- Draw a table in your book like the one on the right->.
- Using Google identify and explain at least 4 PIES changes that an infant will develop during this life stage.

Physical	Intellectual	Emotional	Social
		Creating a relationship with parents this is called bonding	
			Learning to babble
	Learning to babble and learn words		
Learning to walk			Learning to play



0-2  
years

What developmental norms  
can you think of?



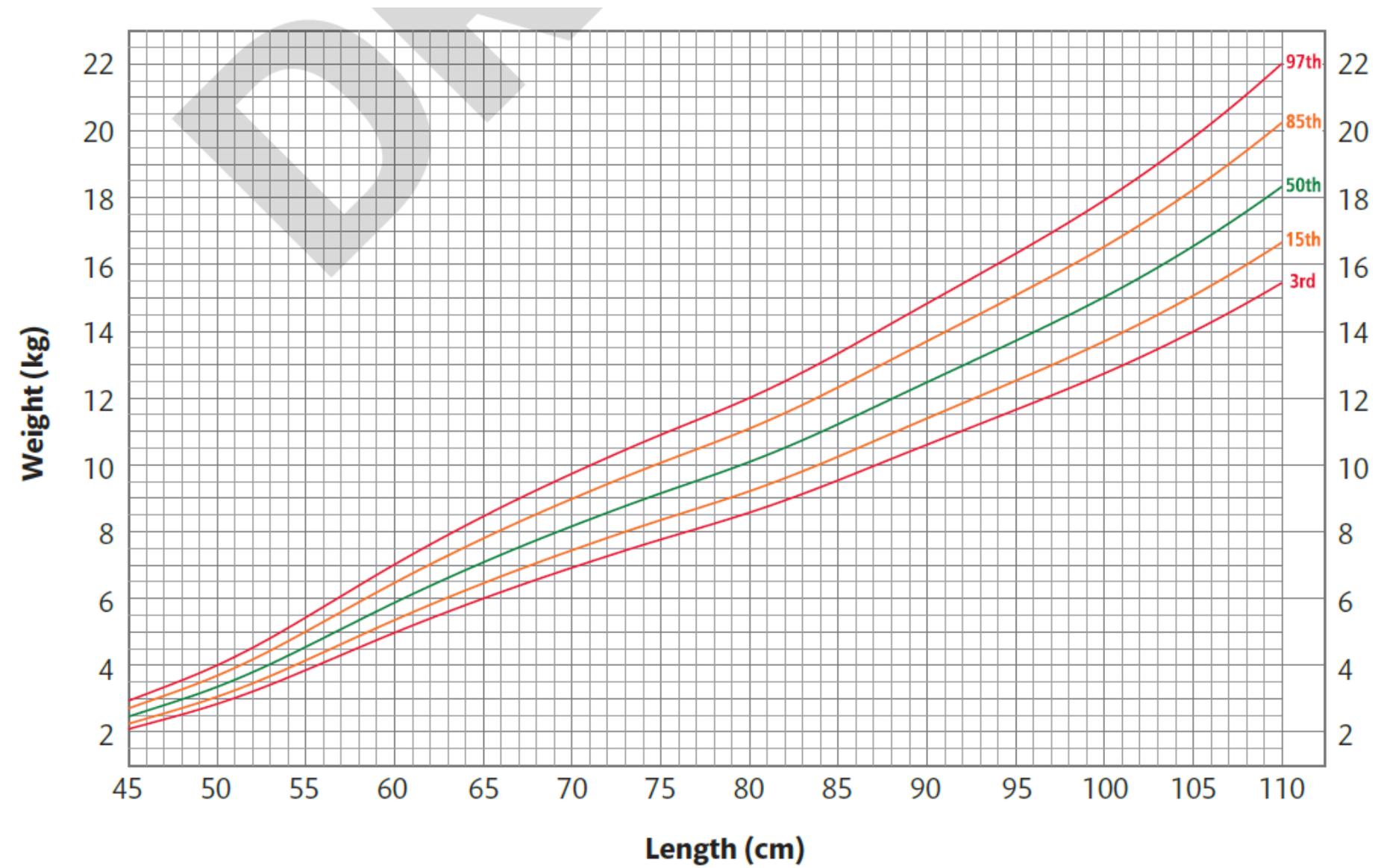
# Developmental norms

- Development can be seen as a journey. As the journey progresses, children reach a number of key milestones. These are also referred to as developmental norms and describe the skills that infants, children and adolescents are expected to develop at particular ages or stages of their life. The four main areas of skills acquisition are:
  1. physical – gross and fine motor skills
  2. social development
  3. emotional development
  4. intellectual development and language skills
- Although children will pass through the same developmental stages, you should remember that every child is unique and develops at their own rate.
- Norms help professionals describe an average set of expectations. Developmental milestones provide a baseline to monitor and take a developmental history in a particular area.



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enable them to recognise, delayed in one or more of



**Centile lines-** lines on a graph used to show average measurements of height, weight and head circumference. The lines represent the values of the measurements taking into account age and sex.

**What are the curved lines and what do they mean?**  
 The lines on the growth chart are called centiles (or percentiles) and show the expected pattern of growth. The numbers refer to the percentage of babies at or lower than the line, for example, a baby whose weight is on the 50th centile means that 50% of babies the same age as her are the same weight or less.

# Mini Plenary

- Sarah is a 1 year old girl who is developing normally. Her health visitor has come to visit her for a one year check. When she was born, Sarah weighed around 3kg, the health visitor finds that she now weighs 9kg. Sarah's mother mentions that Sarah has recently begun to use words such as 'dada' and 'moo,' the health visitor says that this is normal language development and Sarah won't move on to two-word phrases until around 2 years old.
- Next, the health visitor measures Sarah and finds that she is 74cm long; the health visitor reassures Sarah's mother that this is normal for her weight and age. Finally, the health visitor gives Sarah some toys to play with and monitors her abilities; Sarah can build a tower with three blocks, point to a picture of a sheep in a book and can sit herself up after lying down.

Is Sarah meeting the expected milestones for her age? Explain.



# Motor Skills:

- **Gross motor skills** pertain to **skills** involving large muscle movements, such as independent sitting, crawling, walking, or running.
- **Fine motor skills** involve use of smaller muscles, such as grasping, object manipulation, or drawing.



Children's physical development is showing strength, agility and dexterity and is going at a steady rate. Their gross and fine motor skills developing all the time.

**Identify which is which?**



# TASK

- Scenario:
- As a newly recruited social worker, you have been asked to create a portfolio containing information on the development across the life stages.
- **TASK 1:** Create a timeline of your own development across the life stages. Pay particular attention to physical development (as this is what we are going to be focusing on in upcoming lessons)



# Plenary

- Evaluate the importance of milestones when monitoring a child's development.



# Plenary: Evaluate the importance of milestones when monitoring a child's development.

- Children develop at different rates
- Children react differently to their surroundings and can perform better at certain tasks if that particular task involves something they can relate to
- They don't tend to take into account different conditions such as Down's Syndrome
- A child's background can affect progress
- + Developmental screening provides a quick check of your child's development. It can be thought of a snapshot of your child's motor, cognitive, language, and social-emotional skills.
- + By participating in a developmental screening program, parents can check their child's development and address any potential concerns
- + Intervention before primary school has huge benefits because it sets children up for future success.
- + Studies have shown that children who receive early treatment for developmental delays are more likely to graduate from high school, hold jobs, live independently, and avoid teen pregnancy, delinquency, and violent crime.

# Extension:- Childhood development



- Watch the [secret life of babies](#) and make a note of all the ways a human grows and develops between 0-2 years old.

