



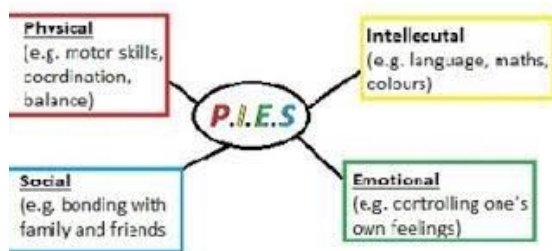
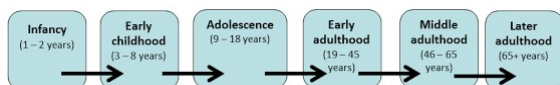
# Knowledge Organiser:

## Year 10 Health and Social Care

### Component 1 Human Lifespan Development

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A1 Human growth and development across life stages (using the physical, intellectual, emotional and social (PIES) classification). **1**



#### Examples:

##### Infancy (birth to 2 years)

**Physical** growth of weight and height, development of gross and fine motor skills,

**Intellectual:** rapid development of language and thinking skills such as memory/recall

**Emotional:** attachments are formed, emotional wellbeing is based on bonding/attachment, security and contentment

**Social:** strong dependence on adults/carers, socialisation through family, engage in solitary play

##### Early adulthood (19–45 years)

**Physical:** peak physical fitness, full height reached, sexual maturity reached, women at their most fertile

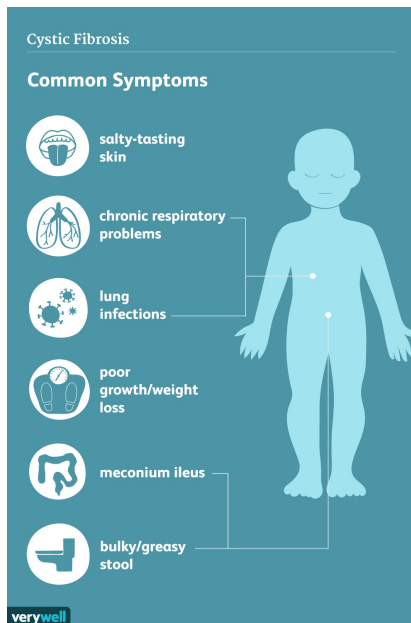
**Intellectual:** mastery of abstract and creative thinking, careers become important, may return to education

**Emotional:** independent living and control over own lives, emotional wellbeing is based on attachment, security and contentment –

**Social:** intimate and long-lasting relationships are formed

#### A2 Factors affecting growth / development

**Physical factors:** e.g. Inherited conditions – sickle cell disease, cystic fibrosis, muscular dystrophy **2**



**Lifestyle:** nutrition, physical activity, smoking, alcohol, substance misuse.

**Emotional factors:** fear, anxiety/worry, upset/sadness, grief/bereavement

**Social factors:** supportive and unsupportive relationships with others – friends, family, peers and colleagues and social inclusion.

**Cultural factors:** religion, gender roles and expectations, gender identity, sexual orientation and race.

**Environmental factors:** housing needs, conditions, location, home environment – experiences of abuse and neglect, exposure to pollution – air, noise and light

**Economic factors:** employment situation, financial resources – income, inheritance, savings  
An inheritance is a **financial term describing the assets passed down to individuals after someone dies**. Most inheritances consist of cash from a bank account and housing but may contain stocks,

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# Knowledge Organiser: Year 10 Health and Social Care Component 1 Human Lifespan Development

## B: Understand how individuals deal with life

### events

3

### B1 Different types of life event

- **Health and wellbeing:**

Accident/injury

Physical illness

Mental and emotional health and wellbeing

- **Relationship changes:**

Entering into relationships

Long-term relationship, Divorce, separation for non-married couples,

**Marriage** - the legally or formally recognized union of two people as partners in a personal relationship

**Civil partnership** - a legally recognized union with rights similar to those of marriage, created originally for same-sex couples in jurisdictions where they were not legally allowed to marry.

**Parenthood** - the state of being a parent and the responsibilities involved

**Bereavement** - the experience of losing someone important to us.

- **Life circumstances:**

Moving house,

School or job exclusion from

education **Redundancy** - the state of being no longer in employment because there is no more work available

**Imprisonment** - the state of being imprisoned; captivity

**Retirement** - the action or fact of leaving one's job and ceasing to work

**Changes to standards of living** - the degree of wealth and material comfort available to a person or community.

### The Top 5 Life Events

- 1 Significant Other
- 2 Family
- 3 Work
- 4 Health
- 5 Other Changes in Schedule

## B2 Coping with change caused by life

### events

4

- The character traits that influence how individuals cope:

**Resilience** - To able to withstand or recover quickly from difficult conditions.

**Self-esteem** - confidence in one's own worth or abilities; self-respect.

**Emotional intelligence** - the capacity to be aware of, control, and express one's emotions.

**Disposition** - a person's character traits, e.g. positive, negative.

- The sources of support that can help individuals adapt:

- Family, friends, neighbours, partners - Professional carers and services

- Community groups,

- Voluntary and faith-based organisations

- **Multi-agency working:** When different teams work together to provide care for the service user. e.g. social services working with mental health trust, children's services working with the justice system

Working with Families



- **Mul**disciplinary team is made up of a number of professionals from the same service but with different roles. e.g. a health visitor working with a GP, psychiatric nurse with an occupational therapist.

- The types of support that can help individuals adapt:

**Emotional support** - is an intentional verbal and nonverbal way to show care and affection for one another.

Information, advice, endorsed apps

**Practical help** – financial assistance, support with childcare, domestic chores, transport.

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# How do we use Knowledge Organisers in Health and Social Care

## How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

## How will we use knowledge organisers in Health and Social Care?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			
MID UNIT			
Learning Check point 2			
END OF UNIT			