**Little Heath Sixth Form**

**(Subject)** Personal Learning Checklist

**Student Name: ……………………….…………………………………..………**

|  |  |
| --- | --- |
| **Unit 1****Understanding Human Growth and Development** | **Unit Code:****6938** |
| *Minimum Target Grade:* | *Aspirational Target Grade:* |

*KEY:* ***Red =*** *with difficulty* ***Amber*** *= not sure* ***Green*** *= yes*

|  |  |  |  |
| --- | --- | --- | --- |
| **GCSE Re-Cap (Skills and Knowledge)** | **Red** | **Amber** | **Green** |
| * B1 You and your Genes : Genetic inheritance
 |  |  |  |
| * Development in adolescence
 |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Skills**  | **Red** | **Amber** | **Green** | **To address this before the exam I will:-** |
| * Be able to apply knowledge of human growth and development to service-users at different life stages
 |  |  |  |  |
| * Be able to analyse issues and problems presented in case studies
 |  |  |  |  |
| * Be able to evaluate evidence, make judgements and draw conclusions from evidence presented in case studies
 |  |  |  |  |
| **Knowledge/Specification** |  |  |  |  |
| **1.1 Life stages and aspects of human growth and Development** |  |  |  |  |
| Understand the key factors that influence human growth and development during the following life stages:* infancy (0–2 years);
* early childhood (2-8 years);
* adolescence (9-18 years);
* early adulthood (18-45 years);
* middle adulthood (46-65 years);
* later adulthood (65+ years).
 |  |  |  |  |
| Understand the range of skills and abilities people develop throughout their life. Learn and be able to explain the development of:* physical skills — including gross and fine motor skills
* intellectual/cognitive ability — including thinking and language skills
* emotional development — including the formation of self-concept
* social skills — including forming relationships with others
 |  |  |  |  |
| **1.2 Factors affecting growth and development** |  |  |  |  |
| Understand the range of factors that influence human growth and development and that also have an impact on our experience of health andwell-being.The two main types of factors are:* genetic or inherited factors
* environmental factors
 |  |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Understanding of how genetic inheritance of disease can occur, and how it can affect a person’s development and health experience. |  |  |  |  |
| Understand that a range of environmental influences on human growth, development and health and well-being which include:* lifestyle factors — such as diet, exercise, use of drugs, alcohol, and smoking
* social factors — such as family, friends, health services, community groups, social class, socialisation and cultural beliefs
* physical environment factors — such as air and water quality, noise pollution, access to employment, income, education, and safe neighbourhoods
* psychological factors — such as self-esteem, self-concept, relationships with family and partners, and stress.
 |  |  |  |  |
| Understand the ‘nature-nurture’ debate and the interactions between genetic and environmental factors in determining our health and well-being.  |  |  |  |  |
| Understand the extent to which people can influence the factors that affect their health and well-being and the implications that this hasboth for individuals and for health and social care workers. |  |  |  |  |
| **1.3 Promoting health and wellbeing** |  |  |  |  |
| Understand that health and well-being can be defined in different ways.For example:* as the absence of disease; this is sometimes described as a biomedical approach to health
* as a complete state of physical, mental and social well-being; this is more than simply the absence of disease and is based on a holistic approach to health
* people often construct their own meanings of what it means to be ‘healthy’; personal definitions of health and well-being vary according a person’s age, social background, cultural heritage, individual experiences, and the circumstances in which they live
* ill-health and disease can be classified as social, psychological, emotional or physical, and can be defined as the breakdown of general health and well-being.
 |  |  |  |  |
| Understand that governments and other interest groups often run ‘health promotion’ campaigns which aim to:* make people more aware of health issues
* improve fitness levels generally
* help prevent ill-health.
 |  |  |  |  |
| Understand the different approaches to health promotion including:* focusing on preventing disease (including immunisation, screening);this is a medical approach to health promotion
* encouraging individuals to adopt healthier lifestyles by the provision of information (ie evidence of effects of smoking, alcohol, poor diet); this approach focuses on education to change behaviour
* focusing on political action to change the physical or social environment (ie no smoking policy in public places, banning advertising and sponsorship). This approach operates at a societal level.
 |  |  |  |  |

|  |
| --- |
| **REVISION****Use the information on this checklist to make revision cards and notes** |

**Grade tracking:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |
| *Grade* | *Date* | *Grade* | *Date* | *Grade* | *Date* |
|  |  |  |  |  |  |

*Note: You should discuss this checklist regularly with your subject teacher/mentor*