

## **COMPONENT 1- HUMAN LIFESPAN DEVELOPMENT**

**CHILDHOOD (3-8 years)** is the second life stage and lasts for a total of 5 years. It is also a time where children start to understand themselves and can express their likes and dislikes.

**PHYSICAL DEVELOPMENT:** children extend on and master skills that they started to learning during infancy. For example, children polish their gross and fine motor skills, through using play equipment and activities. Younger children tend to gain better control of themselves and develop a greater range of complex skills during childhood such as running, throwing a ball or riding a bike. In terms of Bella's gross motor skills it appears that she was able to balance and co-ordinated her physical movement from an early age, this could have been developed through the use of toys within the home as well as PE lessons and extra curricula activities that she liked to take part in. Other types of exercise that will have helped to build Bella's gross motor skills will have been activities such as outdoor play with her siblings and using equipment such as climbing frames, balls and ride toys: scooter and bikes.

Furthermore, children experience growth spurts where their bodies mimic that of an adult. In addition, height can depend on genetic inheritance but can differ between siblings.

Also during this life stage, fine motor skills are defined in terms of children being able to hold a pencil correctly, form letters/paint as well as to use their hands for a number of other activities including model making, eating with a knife and fork and dressing/undressing. Bella's fine motor skills will have be strengthen by her parents who will supported Bella to become independent.

**INTELLECTUAL DEVELOPMENT:** this is the most important stage in cognitive abilities as foundations for learning are set and built upon. For example around the age of three, children are able to state their full name, gender and age; they can also count and hold simple conversations. This then progresses using repetition and towards the end of this life stage children can:

- think in a co-ordinated way
- have more than 1 point of view
- develop concepts of quantity, length, measurements, distance, area, time, volume, capacity and weight
- distinguish differences between reality & fantasy, but often still frightened by supernatural characters in books, on the TV and so on

Therefore, Bella would have entered into the education system at around the age of 4 or 5 and learnt the foundations of her cognitive abilities; these would have also been aided by her parents as well as her siblings through interaction and play. However, this was around the time she was diagnosed with dyslexia, a common learning difficulty that can cause problems with reading, writing and spelling. Bella went on to improve in her learning after attending Kildgrove library and began reading and writing a grade ahead of her peers, she did not return to public school though.

**LANGUAGE DEVELOPMENT** also links to learning as the two go hand-in-hand. Through communication, children learn about social norms and about the socialisation within their family (culture, morals etc) as well as secondary socialisation that focuses on education, social media and friendships.

Bella grew up with three siblings so would have been interacting with children from a young age. Her older siblings would have talked to her and played with her as an infant and in her childhood, meaning her language would have developed significantly. Bella's extended family would have also had an input into her development and she would have not only learned new words it understood the culture of her family.

**EMOTIONAL DEVELOPMENT:** children learn to cope with their emotions and the feelings that others express towards them during early childhood. Controlling anger, jealousy and frustration as well as dealing with disapproval and criticism of their behaviour are part of emotional development during this life stage. A child's parent and friends all play a part in the process and support a child's emotional development by offering love, acceptance and respect. A child who feels encouraged and supported and who has good role models will develop self-confidence and a sense of independence more easily than a child who is criticised discouraged and over-protected during childhood.

In terms of Bella, she had both: supportive parents as well as negativity from peers who picked on her and bullied her about her learning disability (dyslexia). Both will have had a profound effect on the development of Bella, on the one hand she had a secure and loving relationship with her parents, while on the other she would have felt left out by her peers who bullied her: this would have had a negative impact on her self-concept because of the criticism she received from others. However, having attended other forms of education, Bella was able to enhance her reading and writing skills meaning that this development will have made her feel proud of herself.

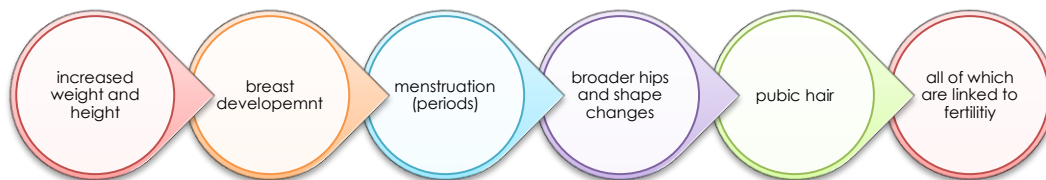
**SOCIAL DEVELOPMENT:** children need to make relationships with people from outside of their own family during early childhood, this helps them to learn how to cooperate and communicate with new people. In addition, children's play types change from solo to parallel play and then associative and cooperative whereby they need to understand rules. During this life stage, children are now able to make and choose their own friends and want their friends to approve of them and like them. However, Bella has three siblings so these will have been her first friends and from the off their will have been rivalries between them as they fought for attention from older family members or their mum and dad.

**ADOLESCENCE (9-18 years)** is the third life stage that people encounter and is where individuals form their own identities. The life stage lasts for around 9 years and is a time of greater change.

**PHYSICAL DEVELOPMENT:** hormones; namely the thyroid and pituitary glands that secrete growth and development hormones control physical change in this life stage. The glands control the following:

- the pituitary gland controls the production of hormones that affect growth and development; this is located at the base of the brain and is the size of a pea
- the thyroid gland is located in the neck and influences our general growth rate, bone and muscle development and the functioning of our reproductive organs

Therefore, in girls oestrogen and progesterone control the development and function of the reproductive organs. This means that Bella will have experienced the following physical changes:



Bella will have experienced the above changes from anywhere from 10+ years. This means that she would need to learn how to cope with the changes she was experiencing as well as being able to handle the emotions brought on by hormonal changes.

**INTELLECTUAL DEVELOPMENT:** the emergence of abstract thinking skills is the key feature of intellectual development during adolescence. A person who can think abstractly can think about things in logical ways: this is thought to be the final stage of the thought process whereby teenagers start to think in a rational way, meaning they can reason with others and are able to problem solve.

**EMOTIONAL DEVELOPMENT:** this is a turbulent time for adolescence as hormonal changes and powerful emotions can bring on mood swings and cause arguments between teenagers and their parents. Adolescents also try to forge their own identities that means they either can form stronger bonds with their parents and friends or can have regular arguments with them. Sexual experimentation also occurs during this life stage and around the age of 16, individuals know whether they are heterosexual, homosexual or bisexual. During the expansion of emotional development, individuals tend to gain greater understanding of their emotions as well as the thoughts, feelings and motives of others.

**SOCIAL DEVELOPMENT:** adolescents strive to achieve a personal identity that is distinctive and separate from their blood relations. As a result, social relationships with people outside of the person's immediate family become more important. For example, peer groups and close friends become significant and sources of advice and guidance in the quest for a new sense of 'who' the adolescent is. Peer pressure

can also be a contributing factor during this life stage and can lead to substance misuse, crime or positive influences such as helping others and valuing others. In addition, with her being a target of bullying in the past it may have resulted in her being unwilling to trust others that can lead to social isolation through the barrier she has when making friends.

Bella's social development mainly surrounded her family and close knit of friends. These were both positive influences on her social development and were confidants in which she could off load on to and talk through her problems with.

**PHYSICAL DEVELOPMENT**. During early childhood, there is rapid growth and development in physical abilities. Children gain strength, coordination, and motor skills, enabling them to walk, run, jump, and explore their environment. Whereas, in adolescence, there is another phase of significant physical growth and development. Puberty begins, leading to the development of secondary sexual characteristics, such as breast development in females and facial hair growth in males. Adolescents experience growth spurts, gain muscle mass and develop refined motor skills.

**INTELLECTUAL DEVELOPMENT**. In early childhood, intellectual development is characterised by curiosity, exploration, and the acquisition of basic cognitive skills. Children engage in imaginative play, learn language and basic numeracy, and develop problem-solving abilities. However, during adolescence, intellectual development becomes more advanced. Abstract thinking abilities develop, and adolescents can think critically, reason, analyse information and understand complex concepts.

**EMOTIONAL DEVELOPMENT** in early childhood involves learning to identify and express basic emotions, such as happiness, sadness, anger, and fear. Children begin to understand their own emotions and those of others, and they learn to regulate their emotions with the help of caregivers. Adolescents experience a wider range of emotions and may struggle with mood swings. They also start to develop a more sophisticated understanding of their own emotions and the emotions of others.

In early childhood, **SOCIAL DEVELOPMENT** focuses on building relationships with family members and peers. Children learn to share, take turns, and play cooperatively. Peer relationships become increasingly important, and adolescents seek acceptance and validation from their peers.

Keep track or group your templates by name

Name \*  
PIES growth and development through life stages  
Name of homework

Homework type  
Meaningful Homework

Describe the task for your students \*

**B** **I** **U** **S** **X<sup>2</sup>** **X<sub>2</sub>** 14 **A** **≡** **≡** **≡**

**TASK**  
Component 1: Human Lifespan Development (OA: Understand human growth and development across life stages)

For your homework, you will need to base your evidence on yourself or a family member. For your report, you must explain the process of growth and development (PIES) through two different life stages showing how PIES change over time.

**GUIDANCE**  
For each PIES, present your work in a paragraph.  
Draw a conclusion showing how PIES characteristics have changed between the two life stages  
Use the resources attached to build your response

PIES = Physical, Intellectual, Emotional and Social

**SUCCESS CRITERIA**

- I can describe growth and development (PIES) across two life stages
- I can give examples for each PIES
- I am able to show how the PIES characteristics change from one life stage to the next

Mark Band 0	Mark Band 1	Mark Band 2	Mark Band 3	Mark Band 4
<b>Task 1: PIES growth and development through the life stages</b>				
<b>Learning outcome A: Understand human growth and development across life stages and the factors that affect it</b>				
0 marks	1 – 3 marks	4 – 6 marks	7 – 9 marks	10 – 12 marks
No rewardable material	<p><b>Limited</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>superficial</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>superficial</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Adequate</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>partially detailed</b> account of an individual's PIES and development through the specified life stages</li> <li>a <b>partially detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Good</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>mostly detailed</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>mostly detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>	<p><b>Comprehensive</b> knowledge and understanding of an individual's PIES growth and development through the life stages and how the PIES characteristics change from one life stage to the next. Evidenced through:</p> <ul style="list-style-type: none"> <li>a <b>fully detailed</b> account of an individual's PIES growth and development through the specified life stages</li> <li>a <b>fully detailed</b> account of how the PIES characteristics change from one of the specified life stages to the next.</li> </ul>

Mark: 7

Task 1 – PIES Growth and Development through life stages – [REDACTED] you have provided adequate knowledge and understanding of PIES's growth and development for both early childhood and adolescence. Your work partially details how PIES characteristics change from early childhood and adolescence. Low MB3 due to lack of consistency in conclusion

