

### Summer Independent Learning

<b>Subject/Group</b>	<b>BTEC AAQ in Health and Social Care (Y11-Y12)</b>
<b>Topic</b>	<b>Human Lifespan Development and Health Promotion Education</b>
<b>Timescale</b>	<b>5 hours + reading</b>
<b>To be completed by</b>	<b>This work must be completed and handed in to your subject teacher on the first day of term.</b>

### Background Information/Context

*Human Lifespan and Development is a mandatory unit which is externally assessed. This unit is made up of four areas of study. They are human growth and development through the life stages, factors affecting human growth and development and the effects of ageing.*

**\*\*If you have difficulty in accessing IT resources to produce this work, you may complete it by hand, making sure you write clearly and neatly.**

### Human Lifespan and Development

#### Task 1 – PIES

This unit uses the abbreviation of PIES to represent the FOUR areas of human development.

PIES stands for:

- Physical development
- Intellectual development
- Social development
- Emotional development

Produce a spider diagram or a mind map which includes the following information:

- a. A definition for each of the PIES in relation to human development
- b. Examples of how each area of human development can be recognised in children and people.

You can choose to write your examples, draw images, or use photos. The image here represents physical development as it shows children running in a race.



## **Task 2 – Growth and Development**

There are SIX life stages in human development. You need to know them all, using the correct terminology.

Fill the gaps in the table:

Age	Stage	Example of growth/development
0-2 years	Infancy	
	Childhood or Early Childhood	
9-18 years		
	Early Adulthood	
	Middle Adulthood	Perimenopause and menopause
65+ years		

## **Task 3 – Physical Development - Motor Skills**

Produce a poster, with appropriate images, which explains the motor skills developed in children between the ages of 0-5 years old. You must include BOTH gross motor skills and fine motor skills with examples.

## **Promoting Health Education**

### **Task 4: Researching Key Health Organisations – WHO, NHS England, and DHSC**

Research the following three health organisations:

- 1. World Health Organization (WHO)**
- 2. NHS England**
- 3. Department of Health and Social Care (DHSC)**

For each organisation, complete the following:

#### ***1. What does the organisation do?***

- When was the organisation established?
- Is it a national or international body?
- What is its main purpose or mission?

#### ***2. Key Roles and Responsibilities***

- What are the organisation's aims in relation to health and social care?
- How does it support the public, health and social care settings, or healthcare professionals?
- Provide one example of a recent health promotion campaign, initiative, or area of focus (e.g. COVID-19 response, health inequalities, mental health strategy).

#### ***3. Impact on Health and Social Care***

- How does this organisation influence health and social care services in the UK?
- How does it help improve outcomes for individuals?
- How does it work in partnership with other organisations?

#### **Presentation of Work:**

You can present your findings in one of the following formats:

A written research summary (600–800 words), a PowerPoint or Google Slides presentation (minimum 9 slides – 3 per organisation) or a poster

<b>Make sure you have put your name on all sheets of paper.</b>
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### **Task 5: Read a Book**

How often do you read a book for pleasure?

What stops you from choosing to read a book?

Why read? Clark and Rumbold (2006) identify several main areas of the benefits to reading for pleasure:

- Reading attainment and writing ability
- Text comprehension and grammar
- Breadth of vocabulary
- Positive reading attitudes
- Greater self-confidence as a reader
- Pleasure in reading in later life
- General knowledge
- A better understanding of other cultures
- Community participation
- A greater insight into human nature and decision-making

Over the summer, we would like you to read at least one book (this can be fiction / non-fiction and does not have to be related to Health and Social Care). Be prepared to give feedback to the rest of your class in September; you might want to prepare a flashcard to help.

We have books available in college (see your teacher on induction day) or you can borrow books from your local library, for free, once you have registered. You can also buy books from charities shops, often for under a pound.

<https://www.wakefield.gov.uk/libraries-and-local-history/your-local-library/>

<https://www.barnsley.gov.uk/services/libraries/>

### **SIL Checklist**

Have you:

- Completed ALL tasks fully?
- Read a book and prepared a flashcard?

## Learning Resources

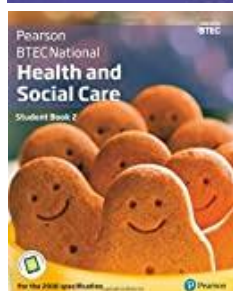
BTEC Pearson's have produced a several learning resources which will be useful for you. They have textbooks, revision guides and study guides designed to help you complete the course and do well in the relevant exams. The resources include:



### **BTEC National Health and Social Care Student Book 1**

Publisher: Pearson ISBN: 9781292126012

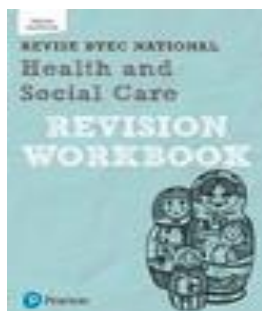
Author: Marilyn Billingham, Pamela Davenport, Hilary Talman, Nicola Matthews, Beryl Stretch, Elizabeth Haworth



### **BTEC National Health and Social Care Student Book 2**

Publisher: Pearson ISBN: 9781292126029

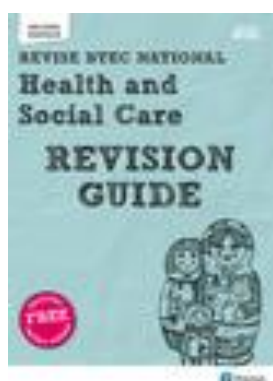
Author: Carolyn Aldworth, Nicola Matthews, Sue Hocking, Pete Lawrence, Marjorie Snaith, Mary Whitehouse, Elizabeth Haworth



### **Revise BTEC National Health and Social Care Revision Workbook**

Publisher: Pearson ISBN: 9781292299082

Author: Georgina Shaw, James O'Leary, Elizabeth Haworth, Brenda Baker



### **BTEC National Health and Social Care Revision Guide**

Publisher: Pearson ISBN: 9781292230443

Author: Brenda Baker, James O'Leary, Marie Whitehouse, Georgina Shaw