





BTEC National H&SC Unit 1 Aim A – human growth and development through the life stages


| Key terms | |
|---------------------------|---|
| Abstract logical thinking | Solving problems using the imagination. |
| Accommodation | Modifying schemas to include new information/experiences. |
| Adolescence | Onset of puberty to develop from child to adult |
| Attachment | Strong emotional connection between child and caregiver. |
| Cognitive impairment | Problems remembering, concentrating, making decisions. |
| Concrete logical thinking | Solving problems using physical objects to handle. |
| Deprivation | Caregiver is not available, but the attachment has been formed. |
| Development | Increase in skills, abilities, and capabilities. |
| Developmental norms | Average set of expectations of development. |
| Disequilibrium | State of cognitive imbalance – develops learning. |
| Egocentric thinking | Unable to see a situation from another person’s perspective. |
| Emotional literacy | Recognise and express emotions. |
| Empathy | Understand another’s emotions. |
| Equilibrium | State of cognitive balance – maintains understanding. |
| Fine motor skills | Movements involving small muscle groups. |
| Gross motor skills | Movements involving large muscle groups. |
| Growth | An increase in a measured quantity, e.g. height or weight. |
| Hormones | Chemicals in the blood stream that regulate organs. |
| Life expectancy | Estimated number of years a person could expect to live. |
| Menopause | Ending of female fertility, reduction of female hormones. |
| Milestone | Ability reached by most children by a certain age. |
| Privation | There is no opportunity to form an attachment. |
| Puberty | Period of rapid growth, reach sexual maturity. |
| Self-concept | Awareness of being unique and individual. |
| Self-esteem | How a person feels about themselves, their value. |
| Self-image | How a person sees themselves, their mental picture. |
| Separation anxiety | Fear experienced when the infant is separated from their primary carer. |
| Stranger anxiety | When an infant becomes fearful around strangers. |

P -  Physical development of gross and fine motor skills. Needs environments that enable practise to happen.


I -  Intellectual development includes language skills, memory, hand-eye coordination, problem solving and internalised schemas.

E -  Emotional development occurs within the social context as emotions are identified in self and others. It leads to feelings of sympathy and empathy.


S -  Social development starts with child / caregiver attachment and forms the basis for all relationships throughout life.




Infancy (0-2)




Early Childhood (3-8)




Adolescence (9-18)



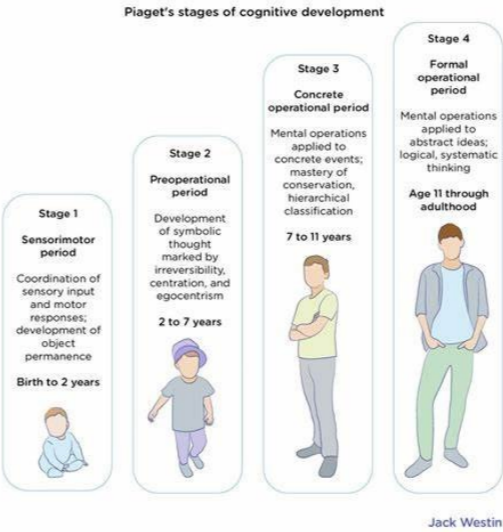
Early adulthood (19-45)



Middle adulthood (45-65)



Late adulthood (65+)



Theorists:

Chomsky Model of Language Acquisition Device to enable all children to naturally learn language. He does not account for SEND or social interaction.

Bowlby linked social and emotional importance of attachment to relationship with the mother in early childhood. He suggested a critical period in which this must happen.

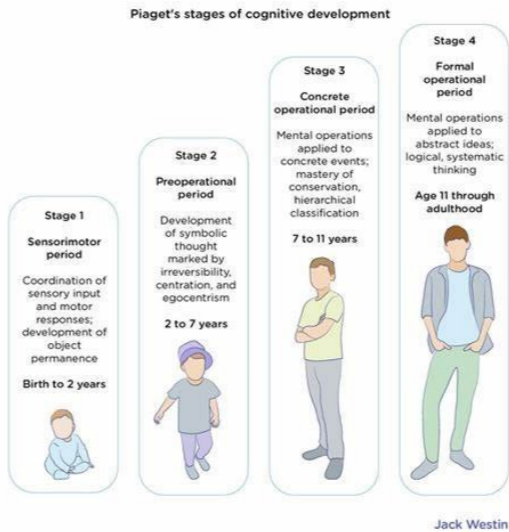
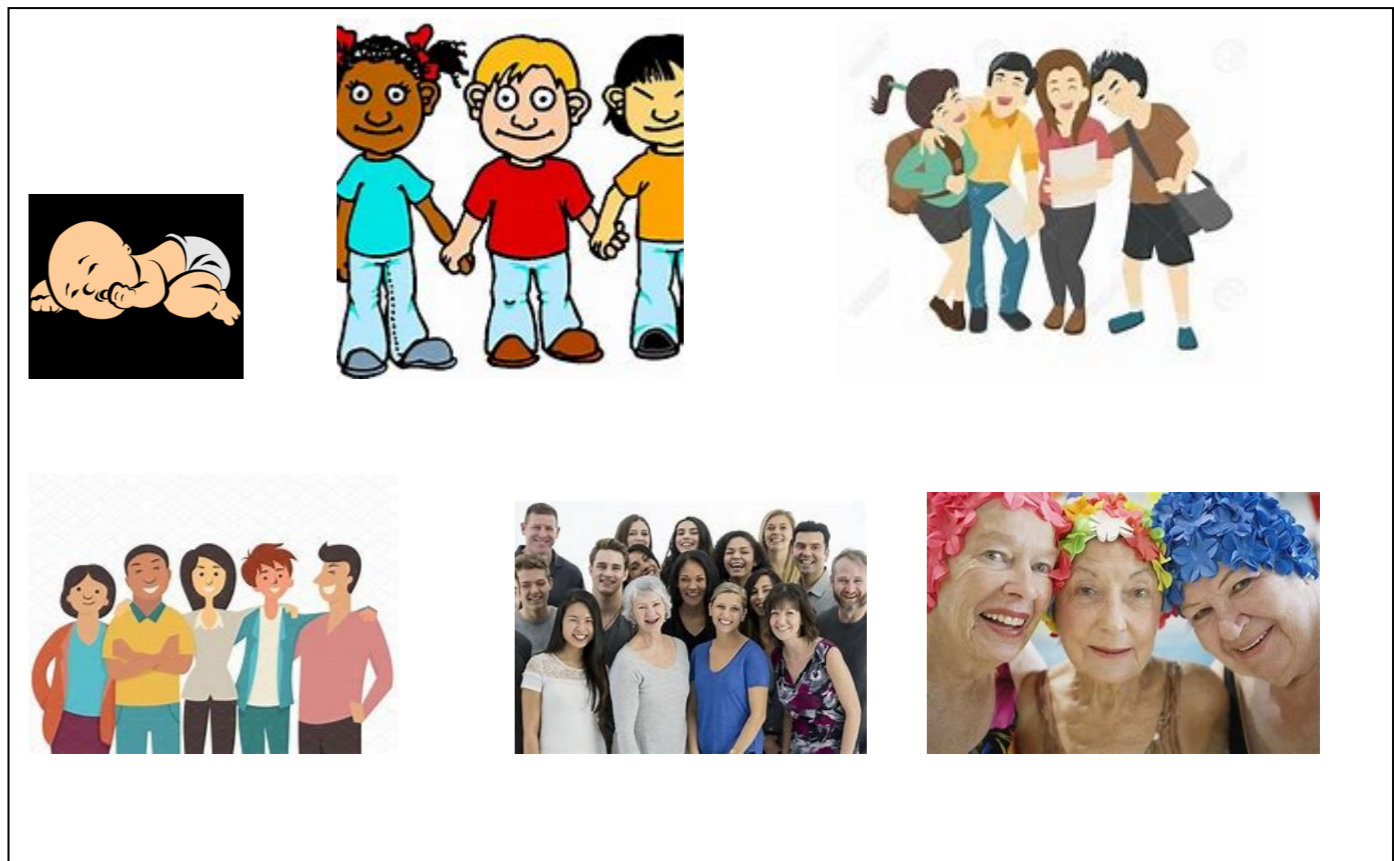
Schaffer & Emerson suggested babies respond to many caregivers and can form multiple relationships.

Piaget also considered the importance of play and social experiences in cognitive development.

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Theorists:


Chomsky

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S -  Social development starts with child / caregiver and forms the basis for