

Unit 1: Human Lifespan Development

Scheme of work

Guided learning hours (GLH): 30

Number of lessons: 30

Duration of lessons: 1 hour (This document is editable to allow you to change session length to suit the variation in your centre).

Learners should spend lesson time and non-supervised time working on assignments.

Unit type: Core

Lesson	Unit content	Activities	Links to other units
1	General introduction	<p>Discuss content of unit and how it will assessed.</p> <p>Tutor to show learners a video from the Internet or clip from a soap opera to introduce the topic of Lifespan Development.</p>	All
2	Introduction and life stages	<p>Learners listening to input from the teacher/tutor, e.g. using PowerPoint or other presentation materials to summarise the different life stages.</p> <p>Learners work in small groups to identify examples of people at different life stages.</p>	
3	Infancy	<p>Teacher/tutor introduces the topic of infancy.</p> <p>PowerPoint or other presentation materials are used to summarise each type of development during infancy (PIES).</p> <p>Teacher/tutor introduces the following key terms: gross motor skill, fine motor skill, language development, bonding and egocentric.</p>	

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		Activity: In groups, learners identify activities for infants that would encourage them to share.	
4	Early childhood	<p>Teacher/tutor introduces the topic of early childhood. PowerPoint or other presentation materials are used to summarise each type of development during early childhood (PIES).</p> <p>Teacher/tutor introduces the key term, modelling,</p> <p>Activity: In groups, learners consider why having positive 'role models' is important to children.</p>	
5	Adolescence	<p>Teacher/tutor introduces the topic of adolescence. PowerPoint or other presentation materials are used to summarise each type of development during adolescence (PIES).</p> <p>Teacher/tutor introduces the following key terms: abstract thinking, peer group, oestrogen, testosterone and empathise.</p> <p>Activity: In pairs, learners should identify two physical changes that happen to boys and two physical changes that happen to girls during adolescence.</p>	
9	Early adulthood	<p>Teacher/tutor introduces the topic of early adulthood. PowerPoint or other presentation materials are used to summarise each type of development during early adulthood</p>	

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		<p>(PIES).</p> <p>Activity: learners work in small groups to discuss why the social life of a young person may be very different to an older person.</p> <p>Learners should report back to the group.</p>	
11	Middle adulthood	<p>Teacher/tutor introduces the topic of middle adulthood.</p> <p>PowerPoint or other presentation materials are used to summarise each type of development during middle adulthood (PIES).</p> <p>Teacher/tutor introduces the key term, menopause.</p> <p>Activity: learners work in small groups to draw up a list of positive and negative aspects of being in middle adulthood.</p>	
12	Later adulthood	<p>Teacher/tutor introduces the topic of later adulthood.</p> <p>PowerPoint or other presentation materials are used to summarise each type of development during later adulthood (PIES).</p> <p>Teacher/tutor introduces the key term, dementia.</p> <p>Activity: learners work with a partner to list reasons why crosswords and quizzes help with intellectual development in later adulthood.</p>	
15	Influences on human growth and development.	<p>Teacher/tutor introduces the topic of influences on human growth and development.</p> <p>PowerPoint or other presentation materials are used to outline</p>	

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		<p>the influence of physical and environmental factors on human growth and development.</p> <p>Teacher/tutor introduces the key term, genes.</p> <p>Activity: learners work in small groups to identify different physical features that are inherited from our parents.</p>	
16	Social, cultural and emotional factors	<p>Teacher/tutor introduces the topic of influences on human growth and development.</p> <p>PowerPoint or other presentation materials are used to summarise the role of play in infancy and childhood, role models and culture in influencing development.</p> <p>Activity: in pairs, learners should identify two positive and negative ways celebrities may be role models to young people.</p>	
23	Influences on life	<p>Teacher/tutor introduces the topic of influences on life.</p> <p>PowerPoint or other presentation materials are used to summarise how economic, physical and psychological factors influence development.</p> <p>Teacher/tutor introduces the key terms, manual work and non-manual work.</p> <p>Activity: In pairs learners should pick a wealthy celebrity who they are both interested in and who appears in the news a lot.</p>	

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		Learners should discuss the positives and negatives of having such a high level of income. Learners should decide which social class category they belong in and prepare a 6 slide Power Point presentation to show the rest of the class.	
27	Life events	<p>Teacher/tutor introduces the topic of life events.</p> <p>PowerPoint or other presentation materials are used to summarise how expected life events, unexpected life events and managing changes influence growth and development.</p> <p>Activity: learners should work in small groups to consider how physical, intellectual, emotional and social development of a person might be affected by the following life events:</p> <ul style="list-style-type: none"> • starting or leaving school • getting a full-time job • moving in with a partner • retiring from work. 	
28	Revision	<ul style="list-style-type: none"> • Learners work in small groups to create quizzes of content from the unit. • Learners swap quizzes with another group and test themselves on their knowledge. 	
29	Revision	<ul style="list-style-type: none"> • Teacher/tutor to go over content that learners are particularly struggling with. 	
30	Revision	<ul style="list-style-type: none"> • Teacher/tutor to go over content that learners are particularly struggling with. 	