



# Curriculum Intent

## Child Development



### PRIORITIES IN WHOLE SCHOOL CURRICULUM INTENT

Enjoyment of learning  
Knowledge acquisition and recall  
Extensive vocabulary  
Effective communication through writing, speaking & listening, and use of technology  
Numeracy  
Critical evaluation of information  
Enterprise and problem-solving  
Working with others

### KEY QUESTIONS TO CONSIDER

- 1. Why has content been selected?** Is there sufficient focus on the most powerful knowledge, concepts and skills?
- 2. Does learning provide sufficient challenge?** Is there sufficient challenge for all learners in all year groups?
- 3. Why is learning sequenced in this way?** Does the sequence enable students to build on prior learning, and learn in increasing breadth and depth over time?
- 4. How is learning sequenced or spaced to promote long-term memory?**

### SUBJECT CURRICULUM INTENT

The course will equip learners aged 14-16 with the knowledge and understanding of a child aged 0-5 years. They will get the opportunity to apply their knowledge to a practical situation. The course followed is OCR Cambridge Nationals which allows learners to achieve a Pass/ Merit /Distinction at levels ½. The aim of the course is to inspire learners to gain a knowledge and understanding of Child Development and apply their knowledge in a more vocational setting. The Child Development curriculum allows learners to achieve their full potential and move on to the next stage of their lives. The course ensure that students move on to be inquisitive and creative learners.

### HOW IS THE TIME USED IN KEY STAGE 4?

The Child Development course starts in September of year 10. The first Unit, R018, underpins all of the other learning in this qualification. Students develop the essential knowledge and understanding in Child Development covering reproduction, parental responsibility, antenatal care, birth, postnatal care and provision, conditions for development and child safety. This K&U is then applied to complete the two aspects of their coursework to understand the equipment and nutritional needs of children from birth to five years. (R019) In the third topic of study students will gain an understanding of the development norms from birth to five years. (R020)

**YEAR 10**

CONCEPTS	KNOWLEDGE	SKILLS	RATIONALE	FUTURE DEVELOPMENT
<p><b>Ro18 Health and wellbeing for child development</b> LO1: Understand reproduction and the roles of parenthood.</p>	<p>Wide range of factors that impact on the decision to have children</p> <p>Preconceptual Health</p> <p>Meeting a child's Primary Care Needs</p> <p>Contraception Reliability /efficiency</p> <p>Male/female reproduction</p>	<p>Research Skills</p> <p>Interview techniques</p> <p>Numeracy/literacy</p> <p>Communication Skills</p> <p>Working with others</p> <p>Comparison of different viewpoints.</p> <p>Group Work</p> <p>Paired working</p> <p>Interview skills</p> <p>Research skills</p> <p>Numeracy skills</p> <p>End of topic assessment Lo1</p>	<p>The course commences with the introduction of the course with the first three examined R018 units to:</p> <ul style="list-style-type: none"> <li>• Introduce the subject and basis of essential subject knowledge.</li> <li>• The CA at a later date year 10 require more K&amp;U and evaluative and analytical skills.</li> <li>• The exam units covered in year 10/11 need a level of maturity and exam and revision skills which are built upon throughout Year 10/11 key stage 4.</li> <li>• The exam is completed in the summer of year</li> </ul>	<p>Guest speaker:</p> <p>Surrogacy example/speaker</p> <p>Contraception presentation/health visitor.</p>

HT1

				<p>10, but resits in January/ June year 11 if results are not up to a student's target grade.</p> <ul style="list-style-type: none"> <li>The remaining of year 11 can then be spent completing coursework which is essential.</li> </ul>	
HT2/3	LO2: Understand antenatal care and preparation for birth	<p>Roles of the health professionals</p> <p>Checks carried out during pregnancy</p> <p>Choices available for delivery</p> <p>Labour &amp; Birth</p>	<p>Interview</p> <p>Numeracy/literacy</p> <p>Literacy Skills</p> <p>Communication Skills</p> <p>Working with others</p> <p>Group Work</p> <p>Paired working</p> <p>Interview skills</p> <p>Research skills</p> <p>Numeracy skills</p> <p>End of topic assessment Lo 1&amp;2</p>		<p>Guest speakers from different professionals e.g. midwife/doctor/health visitor</p> <p>Vocational link to local colleges and courses for future years?</p> <p>Guest speakers?</p>

HT3/4	<p><b>Health and wellbeing for child development</b> LO3: Understand postnatal checks, postnatal provision and conditions for development.</p>	<p>Postnatal checks on a new born baby Specific needs of a new born baby Specific needs of a preterm baby Postnatal provision for mother and family Conditions required for development</p>	<p>Literacy Skills Communication Skills Working with others Group Work Paired working Interview skills Research skills Numeracy skills End of topic assessment Lo 1,2 &amp;3</p>	<p>This unit is essential knowledge for the completion of the first C/A pieces. This forms a natural point at which coursework can be introduced to ensure knowledge can be applied and linked to develop coursework next term. (time permitting)</p>	<p>Visit/virtual visit to a special care baby unit.</p>
HT4	<p><b>Understand the equipment and nutritional needs of children from birth to five years.</b> LO3: Know nutritional guidelines and requirements for children from birth to five years.</p>	<p>Current gov dietary guidelines The Eatwell Guide Making Healthy Choices The functions and sources of nutrients Macronutrients, proteins, fats and carbohydrates Macronutrients vit A, B, C, D, E, K minerals calcium &amp; iron</p>	<p>Interview Numeracy/literacy Literacy Skills Communication Skills Working with others Group Work Paired working Interview skills Research skills Numeracy skills</p>	<p>By introducing coursework delivery here students are encouraged to think at a higher/more complex level as they research and complete a range of assignments. (R019)  This provides the opportunity for pupils apply their K&amp;U to date to work independently on their coursework and achieve or surpass their minimum expected grade. By applying their K&amp;U to</p>	

	<p>Functions of each nutrient</p> <p>Sources of each nutrient</p> <p>Vitamins</p> <p>Minerals</p> <p>Additional dietary requirements</p> <p>Nutritional requirements from 0-6 months</p> <p>Nutritional requirements from 6-12months</p> <p>Nutritional requirements from 1-5 years</p>	<p>End of topic assessment Lo 1,2,3,4</p>	<p>improve their understanding to coursework this will hopefully increase their knowledge for exam-based questions.</p>	
	<p><b>LO4 Understand how to recognise manage and prevent childhood illnesses.</b></p> <p>How immunity to disease can be acquired.</p> <p>How to recognise and treat common child hood ailments.</p> <p>When to seek treatment by a doctor.</p> <p>Seeking emergency help. Diet related illnesses.</p>	<p>Interview</p> <p>Numeracy/literacy</p> <p>Literacy Skills</p> <p>Communication Skills</p> <p>Working with others</p>	<p>Assessed in RO18 external exam.</p> <p>Application of knowledge in RO19 &amp; RO20 through controlled assessment.</p>	

	<p><b>LO5 Child Safety</b></p> <p><b>Completed by May</b></p>	<p>Needs of an ill child</p> <p>How to prepare for a stay in hospital.</p> <p>How to create a child friendly environment</p> <p>Safety labelling</p> <p>Common childhood accidents</p> <p>Social Safety</p>	<p>Group Work</p> <p>Practical hands on experience</p> <p>End of topic assessment LO 1,2,3,4</p> <p>Paired working</p> <p>Interview skills</p> <p>Research skills</p> <p>Numeracy skills</p> <p>Interview</p> <p>Numeracy/literacy</p> <p>Literacy Skills</p> <p>Communication Skills</p> <p>Working with others</p> <p>Group Work</p> <p>Paired working</p> <p>Interview skills</p> <p>Research skills</p> <p>Numeracy skills</p>	<p>Assessed in RO18 external exam.</p> <p>Application of knowledge in RO19 &amp; RO20 through controlled assessment.</p>	<p>Guest speaker from British Red Cross, to delivery first aid course for children.</p> <p>Practical resuscitation and examples of emergency first aid.</p>
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	<p><b>Revision RO18</b></p> <p><b>Assessment HT5 May / June</b></p> <p><b>HT6: RO20 Understand the development of child from birth to 5 years.</b></p>	<p>LO1 Understand the physical, intellectual, social development.</p>	<p>End of topic assessment Lo 1,2,3,4 &amp;5</p> <p>Exam technique LO1:5</p> <p>Practice Exams</p> <p>Walking talking exam</p> <p>Self-testing</p> <p>Research skills</p> <p>Working with others</p> <p>Group work</p> <p>Paired work</p> <p>Observation</p>	<p>Reteach content / revision strategies / DTT close the gaps.</p> <p><b>External Assessment RO18</b></p> <p>Initial development of stages for child 0-5 introduced prior to the summer holidays to allow students to complete observations during the summer period.</p> <p>Introduction through secret life of 5 year olds, Child of our time (TV documentaries)</p>	<p>Online resources: Purchase Hodder</p> <p>All students need a child 0-5 to observe.</p>
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				<p>Links to RO18 Lo3 &amp; 5 to apply knowledge to setting and child.</p> <p>Planned at this point so pupils have hook to link learning and apply skills in introductory visit.</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 11 HT 1:3</p>	<p><b>HT1</b> <b>RO20 Understand the development of child from birth to 5 years.</b></p> <p><b>Completed Feb Half term</b></p>	<p>LO1 Understand the physical, intellectual, social development.</p> <p>Stages and types of play and how play benefits development</p> <ul style="list-style-type: none"> <li>• Stages of play</li> <li>• Types of play</li> </ul> <p>LO2 Understand the benefits of learning through play.</p> <p>LO3 Plan and evaluate different play activities for a child aged 1-5 years.</p>	<p>Presentation skills</p> <p>Methods of observation</p> <p>Methods of recording</p> <p>Planning play activities</p> <p>Observation</p> <p>Interviews</p> <p>Communication skills</p> <p>Working with others</p> <p>Comparison</p> <p>Analysis</p>	<p>Pupils return in Y11 having completed their introductory visit in the summer.</p>	



		<p>LO4 Carry out and evaluate different play activities for a chosen developmental area for a child birth to 5 years.</p>			
<p>HT 4/5</p>	<p><b>RO19 Understand the equipment and nutritional needs of children from birth to 5 years.</b></p>	<p>LO1 Understand the key factors when choosing equipment for babies from birth to 12 months.</p> <p>LO2 Understand the key factors when choosing equipment for babies from 12 months to 5 years.</p> <p>LO3 Know the nutritional requirement and guidelines for children from 0-5 years.</p> <p>LO4 Be able to investigate and develop feeding solutions from 0-5 years.</p>	<p>Numeracy/literacy</p> <p>Literacy Skills</p> <p>Communication Skills</p> <p>Working with others</p> <p>Group Work</p> <p>Paired working</p> <p>Interview skills</p> <p>Research skills</p> <p>Numeracy skills</p> <p>Comparison of view points</p> <p>Analysis</p> <p>Evaluation</p>	<p>RO19 delivered at this point to allow for application of prior knowledge from RO18 and RO20. Pupils have developed experiential learning from their child study of a child 0-5 therefore makes the application of learning more real from their experience</p> <p>Application of knowledge from RO18 demonstrated through synoptic assessment.</p> <p>Coursework selected due to outside links with external agency- Breastfeeding Together</p>	<p>Breastfeeding Together</p>

