

# Subject Curriculum Information Pack



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# Curriculum Intent



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## **Child Development Intent, Implementation and Impact statement**

### **The Intent of Child Development**

About 1.5 million people, in the UK, work in early years and childcare. Demand for both early years and childcare is likely to continue to rise due to the ageing population of the current workforce, so it will continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. The intention of this qualification is to ensure that each student has the opportunity to understand the wide range of opportunities and routes into early years and childcare, and to challenge stereotypes such as entry routes and gender roles.

This qualification is for learners aged 14-16 who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology. This course is designed so that the components build on each other as students grow with confidence. This allows to embed their knowledge whilst giving opportunities to put into practice what they learn. The coursework tasks are tailored so that students apply their knowledge to a real-life scenario.

The aim is to make lessons engaging and challenging but above all, they are memorable and enjoyable. We aim to use lessons to encourage our students to look at the world with an informed and enquiring mind.

### **The Implementation of the Child Development**

The Child Development course has been designed as a two-year course, beginning at the start of KS4. The course consists of mandatory units which will be taught and assessed in a sequenced order. Students will begin the summative assignment assessments before completing their exams.

- Activities to develop communication and presentation skills, both in individual and group scenarios.
- An emphasis on real world experiences, through the use of realistic case studies.
- All students are encouraged and supported to complete work tasks above their target grade.
- 50% of the course is assessed through a written exam, the other 50% of the course is assessed through controlled coursework. Assessment tasks are clearly differentiated with clear instructions to facilitate independent working.
- Individual feedback is given on practice assessment tasks to facilitate further progress, along with regular opportunities to resubmit improved work.

The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained could be of use for further studies in PHSE, Biology and other child development qualifications.

In the second topic of study, students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed, which could be of use in further studies in several areas.

In the third topic of study, students will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms. Researching, planning, observing and evaluating skills could be useful in further studies as these are transferable skills and could be applied to many subject areas.

### **The Impact of the Child Development**

The Child Development course has the intended impact of:

- Supporting students in achieving a national recognised qualification.
- Widening students' knowledge of the world around them.
- Opening opportunities for students to explore potential Child development related KS5 courses as well as higher education and employment.
- Build resilience and develop student's confidence to prepare them for their future studies or career.
- Raising aspirations through increased awareness and understanding of the range of Childcare careers available.

# Year 10 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 10 Child Development

	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	R057: Health and well-being for child development. R058: Create a safe environment and understand the nutritional needs of children from birth to five years.	R057: Health and well-being for child development. R058: Create a safe environment and understand the nutritional needs of children from birth to five years.	R057: Health and well-being for child development. R059: Understand the development of a child from one to five years.
<b>Key Learning &amp; Skills</b>	<p><b>R057:</b> 1.1 Factors affecting pre-conception health for woman and men, 1.2: Other factors affecting the pre-conception health for women, 1.3 Types of contraception methods and their advantages and disadvantages, 1.4: The structure and function of the reproductive systems, 1.5 How reproduction takes place.</p> <p><b>R058:</b> 1.1 Plan to create a safe environment in a childcare setting. Reasons why accidents happen and how to prevent them. 2.1(s) Choosing suitable essential equipment for a childcare setting. (working on live assessment material Task 1).</p>	<p><b>R057:</b> 1.6 The signs and symptoms of pregnancy. 2.1 The purpose and importance of antenatal clinics. 2.2 Screening and diagnostic tests. 2.3 The purpose and importance of antenatal classes. 2.4 The choices available for delivery. 2.5 The role of the birth partner in supporting the mother through pregnancy and birth, 2.6 Methods of pain relief when in labour.</p> <p><b>R058:</b> 3.1(s) current Government dietary recommendations for healthy eating for children from birth to five years, 3.2 Essential nutrients and their functions for children from birth to five years. (working on assessment Task 3). 3.1(s) current Government dietary recommendations for healthy eating for children from birth to five years, 3.2 Essential nutrients and their functions for children from birth to five years. (working on assessment Task 3).</p>	<p><b>R057:</b> 2.7 The signs that labour has started, 2.8 The three stages of labour and their physiological changes, 2.9 The methods of assisted birth. 3.1 Postnatal checks, 3.2 Postnatal care of the mother and baby, 3.3 The developmental needs of children from birth to five years.</p> <p><b>R058</b> complete assessment and submit for moderation.</p> <p><b>R059:</b> 1.1 Expected development norms.</p>
<b>End points</b>	Cambridge National in Child Development will encourage students to: <ul style="list-style-type: none"> <li>• understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years</li> <li>• develop learning and practical skills that can be applied to real-life contexts and work situations</li> <li>• think creatively, innovatively, analytically, logically and critically</li> <li>• develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.</li> </ul>		

# Curriculum Assessment Map: Year 10 Child Development



<b>Informal (formative) Assessment</b>	<ul style="list-style-type: none"> <li>Starters and plenaries, paired/group work, presentations, verbal feedback and exam and coursework content.</li> </ul>	<ul style="list-style-type: none"> <li>Starters and plenaries, paired/group work, presentations, verbal feedback and exam and coursework content.</li> </ul>	<ul style="list-style-type: none"> <li>Starters and plenaries, paired/group work, presentations, verbal feedback and exam and coursework content.</li> </ul>
<b>Formal (summative) Assessment</b>	<ul style="list-style-type: none"> <li>End of unit assessments</li> <li>Coursework</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessments</li> <li>Coursework</li> </ul>	<ul style="list-style-type: none"> <li>End of unit assessment</li> <li>Coursework</li> </ul>

# Year 11 Curriculum Assessment Map



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# Curriculum Assessment Map: Year 11 Child Development

	Autumn Term	Spring Term	Summer Term
<b>Topic</b>	R057: Health and well-being for child development. R059: Understand the development of a child from one to five years.	R057: Health and well-being for child development. R059: Understand the development of a child from one to five years.	R057: Health and well-being for child development. R059: Understand the development of a child from one to five years.
<b>Key Learning &amp; Skills</b>	<b>R057:</b> 4.1 Recognise general signs and symptoms of illness in children. 4.2 How to meet the needs of an ill child. <b>R059:</b> 1.1 Expected development norms. (working on live assessment material). 2.1 (s) and 2.2 (s) The stages and types of play activity 2.3(s) How play benefits development (working on live assessment material).	<b>R057:</b> 4.3 How to ensure a child-friendly safe environment. Knowledge organisers and revision <b>R058:</b> opportunity for resubmission on new live assignment. <b>R059:</b> 3.1 Ways to observe and record the development of a child (working on live assessment material). 4.1 Planning and evaluating play activities. (working on live assessment material).	<b>R057:</b> Revision and sit Examination. <b>R059</b> 4.1 Planning and evaluating play activities (working on and completion of R059). Submit for moderation.
<b>End points</b>	Cambridge National in Child Development will encourage students to: • understand and apply the fundamental principles and concepts of Child Development to include health and well-being, creating a safe environment, the nutritional needs of children from birth to five years, and the development of children from one to five years • develop learning and practical skills that can be applied to real-life contexts and work situations • think creatively, innovatively, analytically, logically and critically • develop independence and confidence in using skills that would be relevant to the childcare sector and more widely.		
<b>Informal (formative) Assessment</b>	• Starters and plenaries, paired/group work, presentations, verbal feedback and exam and coursework content.	• Starters and plenaries, paired/group work, presentations, verbal feedback and exam and coursework content.	• Starters and plenaries, paired/group work, presentations, verbal feedback and exam and coursework content.
<b>Formal (summative) Assessment</b>	• End of unit assessments • Coursework	• End of unit assessments • Coursework	• Final exam • Coursework



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