



Child Development

Year 10 - Half Term 1– R018

Prior Learning	Students will be introduced to the course, up to now they won't have previously studied this subject at a KS3 level. They may understand terminology and concepts from a variety of other subjects that relate directly to the course. For example, the Eatwell guide from Food and Nutrition and sex and relationships from their PSHCE and RE. Another cross-curricular link is with Biology with the reproduction topic.
What will I learn?	Students are to look at the roles and responsibilities of parenthood. Alongside pre-natal, postnatal and antenatal care. Throughout this a variety of different teaching styles are adapted and students enjoy the fact they can engage with the real antenatal sessions and review some real case studies. Students will look in detail at genetic counselling for hereditary diseases. Pre-conception health; i.e. diet, exercise, healthy weight, dangers of smoking/ alcohol and importance of up to date immunisations. They then consider the primary needs of the child; i.e. food, shelter, clothing, warmth and rest and sleep.
Next Steps	Students move on to the preparation for birth & consideration for postnatal checks and provision and conditions for development. Students tend to engage with the different mediums of teaching. The students also consider what happens if there are complications during pregnancy for either the child or mother and the variety of support available from the variety of health professionals.
Personal Development	Students are to consider the importance of healthy relationships alongside the importance of stable finances for a foundation for a healthy pregnancy. They also learn about different careers that this course could lead. Sex education is discussed alongside methods of contraception. Working in teams to produce display will allow students to demonstrate leadership in a small group.
Key vocabulary (AWL highlighted)	Pre-conception health, genetic counselling, review, career, medical, explain, expand, develop, contraception, conception, implantation, embryo, development, foetus, role model, consider, relationship, emotions, hormones, support, engage.
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	One Born Every Minute- Channel 4- https://www.channel4.com/programmes/one-born-every-minute What to expect when you're Expecting- https://www.amazon.co.uk/What-Expect-When-Youre-Expecting/dp/1471147525 Child Development- Miranda Walker- https://www.whsmith.co.uk/products/cambridge-national-level-12-child-development/miranda-walker/paperback/9781471899751.html?gclid=EAlaIqobChMI0c7X4vGQ6QViLPtCh2z7QNCEAQYA_SABEgKGofD_BwE&gclidsrc=aw.ds http://www.amazon.co.uk/Child-Care-Development-Pamela-Minett/dp/1444117130/ref=sr_1_1?s=books&ie=UTF8&qid=1440698576&sr=1-1&keywords=P.+Minett+Child+care+and+development Reproduction- http://www.bbc.co.uk/education/clips/zsrg9j6 Careers- http://www.nhscareers.nhs.uk/a-to-z
Enrichment opportunities	Students will interview parents for empirical evidence of experiences. As an extra-curricular opportunity, students may seek to visit local surgery/doctor/health care centre to interview parents/ practitioners.

Year 10 - Half Term 2 – R018

Prior Learning	Students have investigated the roles and responsibilities of parenthood. Alongside pre-natal, postnatal and antenatal care. Students have engaged with the real antenatal sessions and reviewed some real case studies.
What will I learn?	Students move on to the preparation for birth & consideration for postnatal checks and provision and conditions for development. Students tend to engage with the different mediums of teaching. The students also consider what happens if there are complications during pregnancy for either the child or mother and the variety of support available from the variety of medical professionals. They will also consider the roles of the different health professionals supporting the pregnant mother. Routine checks carried out at an antenatal clinic, including scans, i.e. promotion of healthy lifestyle and breastfeeding. Finally, the choices available for delivery.
Next Steps	Students will move on to understanding how to recognise, manage and prevent childhood illnesses. They will learn how immunity to disease can be acquired. With this they will be provided with the necessary tools to recognise and treat common childhood ailments. Synoptic links may be formed in relation to the coursework throughout.
Personal Development	Students will be able to identify different job roles and specialist support on offer from identified Health care specialists- Midwives, GP, Obstetrician, Gynaecologist and Paediatrician. Alongside this the locations of services for expectant mothers and how to access them. Taking on such a professional perspective at this stage ensures that students are prepared for the more practical elements of the course and gives them the resilience to continue.
Key vocabulary (AWL highlighted)	Midwife, community , Health Visitor, Obstetrician, conclusion , Paediatrician, evidence , APGAR score, Vernix, Lanugo, Fontanelle, Reflexes, Premature (pre-term), Post-natal, safety, health, disease, immunity, response , care, support, explain, discuss, analyse , relate, consideration, hygienic, structure , infection, immunity, preparation.
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx Newborn development- http://www.boultonhawker.co.uk/cat/product_details.php?p=853 http://www.bupa.co.uk/health-information/directory One Born Every Minute- Channel 4- https://www.channel4.com/programmes/one-born-every-minute What to expect when you're Expecting- https://www.amazon.co.uk/What-Expect-When-Youre-Expecting/dp/1471147525 Child Development- Miranda Walker- https://www.whsmith.co.uk/products/cambridge-national-level-12-child-development/miranda-walker/paperback/9781471899751.html?gclid=EAlaIQobChMI0c7X4vGQ6QIViLPtCh2z7QNCEAQYA_SABEgKGofD_BwE&gclid=aw.ds
Enrichment opportunities	Variety of opportunity for guest speakers (including Midwives, Speech and Language Therapists, “real-life parents” discussing birth experiences).

Year 10 - Half Term 3– R018

Prior Learning	Students have considered the roles of different medical professionals, analysed the routine checks carried out during antenatal appointments and the reasons for this. They have also looked at APGAR testing following the delivery of a new baby (half term 1 &2). Considerations have also been made on the postnatal provision for the mother and family with specific conditions needing to be met for the successful development of the child.
What will I learn?	Students will understand how to recognise manage and prevent childhood illnesses. They learn how immunity to disease can be acquired. With this they will be provided with the necessary tools to recognise and treat common childhood ailments. They are also able to consider when it is necessary to seek treatment by a doctor or emergency services for certain illnesses for example suspected meningitis. We also cover at this point diet related illness, the needs of an ill child and preparing a child for a hospital stay. Another main topic for this unit of work is child safety. Students will learn how to create a safe child friendly environment exploring safety labelling, common childhood accidents, social and internet safety.
Next Steps	Students will make synoptic links through the work on child safety that will progress nicely to the start of their first piece of coursework on 'Understanding the key factors when choosing equipment for babies from birth to 12 months'.
Personal Development	Students discuss the different roles within communities to support pregnant women and their families in a variety of different ways. Through this student's, are encouraged and supported to explore different career enrichment opportunities.
Key vocabulary (AWL highlighted)	Midwife, community , Health Visitor, Obstetrician, conclusion , Paediatrician, evidence , APGAR score, Vernix, Lanugo, Fontanelle, Reflexes, Premature (pre-term), Post-natal, safety, health, disease, immunity, response , care, support, explain, discuss, analyse , relate, consideration, hygienic, structure , infection, immunity, preparation.
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx Newborn development- http://www.boultonhawker.co.uk/cat/product_details.php?p=853 http://www.bupa.co.uk/health-information/directory One Born Every Minute- Channel 4- https://www.channel4.com/programmes/one-born-every-minute What to expect when you're Expecting- https://www.amazon.co.uk/What-Expect-When-Youre-Expecting/dp/1471147525 Child Development- Miranda Walker- https://www.whsmith.co.uk/products/cambridge-national-level-12-child-development/miranda-walker/paperback/9781471899751.html?gclid=EAlaIQobChMI0c7X4vGQ6QIVlPtCh2z7QNCEAQYA_SABEgKGofD_BwE&gclsrc=aw.ds
Enrichment opportunities	Interview an expectant mother or new mother with a focussed itinerary of questions related to the unit. If students struggle they can interview any parent based on past experience of birth.

Year 10 - Half Term 4– R019

Prior Learning	Students now understand how to recognise manage and prevent childhood illnesses (half term 3). They have learnt how immunity to disease can be acquired. With this they will be provided with the necessary tools to recognise and treat common childhood ailments for themselves. Students will understand the wider detail and concepts of safety around immunisation.
What will I learn?	Understand the key factors when choosing equipment for babies from birth to 12 months. They will begin to research the necessities of equipment when raising young children. When considering the development of a child from 0-12 months will equipment change during this time. If so why? Why are their guidelines given for equipment, and what is the relevance of this? There will be continued discussion throughout this element about synoptic links that can be drawn from looking at child safety in the prior unit.
Next Steps	Students will then begin research on equipment for children aged 1-5 years. Are there any similarities? What are the differences in equipment? Why is this?
Personal Development	This course aims to inspire and prepare students for a variety of different career paths working with children and young people. Consistent reference to career opportunities e.g teacher, midwife or nursery practitioner.
Key vocabulary (AWL highlighted)	Safety, analysis, conclusion, equipment, features , durability, hygiene, cost, design, evaluate , preference, necessary, development, considerations, discussion, assessment , speech, communication , sight, focus , maturity, appropriateness , age, discuss, produce, synoptic, link , necessities, suitability.
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx Newborn development- http://www.boultonhawker.co.uk/cat/product_details.php?p=853 http://www.bupa.co.uk/health-information/directory One Born Every Minute- Channel 4- https://www.channel4.com/programmes/one-born-every-minute What to expect when you're Expecting- https://www.amazon.co.uk/What-Expect-When-Youre-Expecting/dp/1471147525 Child Development- Miranda Walker- https://www.whsmith.co.uk/products/cambridge-national-level-12-child-development/miranda-walker/paperback/9781471899751.html?gclid=EA1aIQobChMI0c7X4vGQ6QIViLPtCh2z7QNCEAQYA_SABEgKGofD_BwE&gclidsrc=aw.ds
Enrichment opportunities	Consider contacting or discussing with either a parent, guardian or someone they know who works at a nursery or as a professional working with children what equipment they feel is needed for children aged 0-5.

Year 10 - Half Term 5– R019

Prior Learning	Half term 4 was the start of understanding the key factors when choosing equipment for babies from birth to 12 months. They can make synoptic links with child safety from the previous unit at work at this stage when considering the factors to consider when choosing equipment for babies; durability, cost, hygiene.
What will I learn?	Understand the key factors when choosing equipment for babies from birth to 12 months. They will begin to research the necessities of equipment when raising young children. When considering the development of a child from 1-5 years, will equipment change during this time frame? If so why? Why are there guidelines given for equipment, and what is the relevance of this? There will be continued discussion throughout this element about synoptic links that can be drawn from looking at child safety in the prior unit.
Next Steps	Students will consolidate work to consider both elements with regards to the coursework map and scenario and be able to start planning how they can fit what they already know to answer the assessed unit for R019.
Personal Development	Students will set own action goals and show understanding of complex terms. Working autonomously with their research and coursework will give them the confidence when working in a professional environment.
Key vocabulary (AWL highlighted)	Safety, analysis, conclusion, equipment, features , durability, hygiene, cost, design, evaluate , preference, necessary, development, considerations, discussion, assessment , speech, communication , sight, focus , maturity, appropriateness , age, discuss, produce, synoptic, link , necessities, suitability.
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx Newborn development- http://www.boultonhawker.co.uk/cat/product_details.php?p=853 http://www.bupa.co.uk/health-information/directory One Born Every Minute- Channel 4- https://www.channel4.com/programmes/one-born-every-minute What to expect when you're Expecting- https://www.amazon.co.uk/What-Expect-When-Youre-Expecting/dp/1471147525 Child Development- Miranda Walker- https://www.whsmith.co.uk/products/cambridge-national-level-12-child-development/miranda-walker/paperback/9781471899751.html?gclid=EA1aIQobChMI0c7X4vGQ6QIViLPtCh2z7QNCEAQYA_SABEgKGofD_BwE&gclid=aw.ds
Enrichment opportunities	Watch BBC iPlayer series called Life and Birth. What can be taken away from this? How does this relate to exam practise. Discuss with parent/ guardian or family member if they had any complications or a straight forward birth. Can any of the conditions be identified.

Year 10 - Half Term 6 – RO19

Prior Learning	<p>At this point the pupils' have started to cover all aspects of child development and parental responsibility in half term 1 and 2; from pre-conception, antenatal health, delivery and the early years of child development. Students are building on and developing essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and wellbeing.</p> <p>Students gain an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.</p>
What will I learn?	<p>Students will make provisions for their foundations of their coursework by researching different items that are required for a nursery setting such as travel systems, baby carriers, feeding equipment, sleeping equipment and clothing. They will test and consider these items against the following factors; hygiene, durability, cost and comfort/design. Student will produce a portfolio of work based on a job role and scenario. The end of year 10 is predominantly where the foundations are to be put in place for the write up at the start of year 11.</p>
Next Steps	<p>Discussion of requirements for post-16 courses such as the level 3 in child development at Blackpool and the Fylde college.</p>
Personal Development	<p>Students will become proficient at time management to meet the required deadlines for the coursework. They will need to be disciplined and will learn a vast amount on ethics and the importance of avoiding plagiarism in their work.</p>
Key vocabulary (AWL highlighted)	<p>Select, nutrition, choose, include, factors, consider, range, support, evidence, demonstrate, ability, relevant, suitable, format, present, macro and micro nutrients, function, sources, requirements, demonstrations, investigate, combination, resources, comparison, witness statement, appropriate, hygiene practices, commercially available, analysis, understand, plagiarism.</p>
How and when will I be assessed?	<p>Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam</p>
Resources to use	<p>Cambridge National Level ½ Child Development By Miranda Walker (Textbook) www.tesco.com/direct/baby-toddler/ NHS nutrition: http://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx Government guidelines – eatwell plate: https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material/the-eatwell-plate-how-to-use-it-in-promotional-material https://www.nutritionprogramme.co.uk/ Nutrition Analysis for Recipes, Diets and Meals. The Nutrition Programme is a resource which students can use to gain information on healthy choices.</p>
Enrichment opportunities	<p>Opportunity to research the leading brands of baby equipment, interview a parent or guardian with questions such as; 'what equipment did they find essential when raising children?'. Consider the items that can be bought for babies and young children. Was is what they expected?</p>

Year 11 - Half Term 1 – R019

Prior Learning	<p>At this point the pupils' have started to cover all aspects of child development and parental responsibility from pre-conception, antenatal health, delivery and the early years of child development (year 10, half term 1, 2 & 3). Students are building on and developing essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and wellbeing (year 10, Half term 4).</p> <p>Students gain an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.</p>
What will I learn?	<p>Students will have made provision and started to construct a framework for their R019 unit of coursework. The first half term in year 11 is to formalise this and to consolidate this getting to grips with both equipment needed for children and nutritional requirements of children from birth to 5 years old.</p> <p>Whilst research is an essential aspect here students can personalise to what they feel is necessary based on a category of requirements as-well as this, they perform a practical activity to produce a formula feed in a sanitary and effective way to feed an infant.</p>
Next Steps	<p>Students will look at how a child develops and students are given the opportunity to investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They will then apply and demonstrate their knowledge and understanding through practical activities. Links to required skills for OCR Child Development at post-16 level.</p>
Personal Development	<p>Career advice available with referral to JSU for anyone who requires further information on post-16 courses.</p>
Key vocabulary (AWL highlighted)	<p>Select, nutrition, choose, include, factors, consider, range, support, evidence, demonstrate, ability, relevant, suitable, format, present, macro and micro nutrients, function, sources, requirements, demonstrations, investigate, combination, resources, comparison, witness statement, appropriate, hygiene practices, commercially available, analysis, understand.</p>
How and when will I be assessed?	<p>Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam</p>
Resources to use	<p>Cambridge National Level ½ Child Development By Miranda Walker (Textbook) www.tesco.com/direct/baby-toddler/ NHS nutrition: http://www.nhs.uk/Livewell/Goodfood/Pages/Healthyeating.aspx Government guidelines – eatwell plate: https://www.gov.uk/government/publications/the-eatwell-plate-how-to-use-it-in-promotional-material/the-eatwell-plate-how-to-use-it-in-promotional-material https://www.nutritionprogram.co.uk/ Nutrition Analysis for Recipes, Diets and Meals. The Nutrition Programme is a resource which students can use to gain information on healthy choices.</p>
Enrichment opportunities	<p>Create a variety of games based on knowledge that would be suitable to play with a younger child and would fulfil the developmental norms discussed in lessons.</p>

Year 11 - Half Term 2 – R020 Coursework

Prior Learning	<p>Students are building on and developing essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and wellbeing (half term 2). They have been given an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive.</p> <p>Students have learnt about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being (year 10 Half term 4,5 and 6).</p>
What will I learn?	<p>Students will look at how a child develops; they are given the opportunity to investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms.</p> <p>Scenario for assignment you have been asked to work at a crèche in your local area for children from birth to five years. The organiser knows that you are studying a child development course and has asked you to produce materials and plan different play activities to support the knowledge and understanding of the other volunteers.</p>
Next Steps	<p>Students will apply and demonstrate their knowledge and understanding through practical activities. To understand the different ways of recording observations of children and how to interpret the data collected. This will link to how this new found ability can be advantageous in college applications and the specifics of different courses that rely on this for example Psychology and Health and Social Care A-Level.</p>
Personal Development	<p>This aspect of the course gives students the ability to practise working as a professional by carrying out and recording play activities with their child. This will give them the confidence, resilience and inspiration for specific career choices working with children age 0-5 years.</p>
Key vocabulary (AWL highlighted)	<p>Opportunity, birth, work, studying, child, development, organiser, produce, materials, play, activities, support, knowledge, physical, intellectual, social, norms, developmental, benefits, timescale, resources, considerations, observations, recording, method, suggestions, improvements, conclusions, speech, communication.</p>
How and when will I be assessed?	<p>Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam</p>
Resources to use	<p>Channel 4- The Secret life of four year olds- http://www.channel4.com/programmes/the-secret-life-of-4-5-and-6-year-olds/on-demand/55485-001 Argos-Buying guide linked to development and toy safety advice. http://www.argos.co.uk/static/BuyingGuide/bgTrail/preschooltoys_00132.htm Magic Number Squares- https://nrich.maths.org/2476 Birth to 5 development timeline- http://www.nhs.uk/Tools/Pages/birthtofive.aspx OCR Child Development for GCSE- http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?s=books&ie=UTF8&qid=1440698388&sr=1-1&keywords=ocr+child+development+for+gcse</p>
Enrichment opportunities	<p>Makaton online learning. Students can learn the derivative from British Sign Language (more frequently used by children). This will broaden knowledge but also support in a variety of careers where students will deal with children with speech, language and communication difficulties. It also alleviates the misconception that sign language is just for the deaf community.</p>

Year 11 - Half Term 3– R020 Coursework

Prior Learning	Students are building on and developing essential theoretical knowledge and practical skills needed to create the best conditions for a child’s development and wellbeing (half term 1 and 2). They have been given an overview of the roles and responsibilities of parenthood, from pre-conception through antenatal to postnatal care. Students develop an appreciation of the importance of creating the best conditions for a child to thrive (year 10 half term 1). Students have looked at how a child develops (year 10 half term 2); they are given the opportunity to investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms.
What will I learn?	Students will apply and demonstrate their knowledge and understanding through practical activities. To understand the different ways of recording observations of children and how to interpret the data collected. They will identify different ways of observing children, making decisions on the most appropriate and effective ways and to be able to analyse the data collected in the form of judgements, strengths, weaknesses and improvements. To understand the importance of writing an evaluation.
Next Steps	Consider meeting with schools career adviser to discuss and engage with post-16 courses specific to child development. Great emphasis on increasing their level 1/2 qualification to a level 3 at Blackpool and the Fylde college.
Personal Development	This course leads directly to working within a professional role for example; midwife, health care assistant, nursery worker, health visitor, teacher, paediatric nurse, speech and language therapist. This is just to name a few. Students really have the opportunity to understand the importance of confidentiality and the importance of being sensitive and professional when working with families.
Key vocabulary (AWL highlighted)	Opportunity, birth, work, studying, child, development, organiser, produce, materials, play, activities, support, knowledge, physical , intellectual, social, norms , developmental, benefits , timescale, resources , considerations, observations, recording, method , suggestions, improvements, conclusions , speech, communication .
How and when will I be assessed?	Formative – weekly GCSE style exam questions Summative – Mid and end of topic mock exam
Resources to use	Channel 4- The Secret life of four year olds- http://www.channel4.com/programmes/the-secret-life-of-4-5-and-6-year-olds/on-demand/55485-001 Argos-Buying guide linked to development and toy safety advice. http://www.argos.co.uk/static/BuyingGuide/bgTrail/preschooltoys_00132.htm Magic Number Squares- https://nrich.maths.org/2476 Birth to 5 development timeline- http://www.nhs.uk/Tools/Pages/birthtofive.aspx OCR Child Development for GCSE- http://www.amazon.co.uk/OCR-Home-Economics-GCSE-Development/dp/0340975067/ref=sr_1_1?s=books&ie=UTF8&qid=1440698388&sr=1-1&keywords=ocr+child+development+for+gcse
Enrichment opportunities	Watch One Born Every Min (4od) in order to revise and recap exam content at this stage of the course and to expand knowledge for any complications that may not directly link to exam but most certainly will link to real life application.