

Year 11: Child Development

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	<p>R057 LO1 Pre-conception health and reproduction</p> <p>Focus: Recall of key content, application of knowledge to H&Sc settings, developing exam technique</p>	<p>R057 LO2: Antenatal care and preparation for birth,</p> <p>Focus: Recall of key content, application of knowledge to H&Sc settings, developing exam technique</p>	<p>R057 LO3 Postnatal checks, postnatal care and the conditions for development</p> <p>Focus: Recall of key content, application of knowledge to H&Sc settings, developing exam technique</p>	<p>R057 LO4 Childhood illnesses and a child safe environment</p> <p>Focus: Recall of key content, application of knowledge to H&Sc settings, developing exam technique</p>	<p>R057 All LO's</p> <p>Focus: recall of key content, application of knowledge to H&Sc settings, developing exam technique</p>	<p>R057 All LO's</p> <p>Focus: recall of key content, application of knowledge to H&Sc settings, developing exam technique</p>
Assessments	Recall activities & EOTT to assess knowledge and understanding of LO1	Recall activities & EOTT to assess knowledge and understanding of LO1 & LO2	Recall activities & EOTT to assess knowledge and understanding of LO1, LO2 & LO3	Recall activities & EOTT to assess knowledge and understanding of LO1, LO2, LO3 & LO4	Recall activities & Mock Papers	Students sit full R057 Exam paper
Building on Prior Learning	<p>Substantive Knowledge – Building their understanding from R058 & R059 of key concepts such as Creating a Safe Environment, Nutritional Needs, Developmental Norms and Type of Play, students will be making links across units to apply theory to exam questions.</p> <p>Disciplinary/procedural Knowledge – Students are familiar with the process and importance of the application of theory to child development/care-based scenarios. Students will build on this in Year 11 will become more sophisticated in their application, making multiple links between the three units studied.</p>					
Cultural Capital	<p>There is cultural capital in abundance in this programme of study: In all aspects of the course students are required to apply theory to real world examples in a range of different child development/care scenarios. In order to embed this into students' normal mode of working in the subject they are shown various clips from different child development/care documentaries for example: One born every minute, Secret life of a..etc. This enables students to see how different service providers and practitioner apply different theoretical concepts in practice.</p>					
Mastery	<p>In terms of mastery by the end of the year students will have developed, through the support of expert modelling and scaffolding, a sophisticated understanding of key concepts relating to the health and well-being for child development. Students will have confidence in applying theory of key concepts such as pre-conception health, reproduction, antenatal and postnatal care, childhood illnesses and safe environments to a wide variety of different case studies.</p>					
Development of Character	<p>A wide range of virtues are covered through the teaching of Child Development. The course is centred around the ability to apply theory to real world examples and evaluate or analyse the impact this has on babies and children. Therefore, students spend a lot of time trying to understand how different actions can impact feel in different ways, which in turn helps instil character virtues such as respect, tolerance, empathy, patience, understanding and willingness.</p>					
Extra-Curricular opportunities	<p>Outside of School: NHS Careers Workshop, Applied Healthcare workshop at the UCB</p>					
Metacognitive Learning	<p>Students will initially be shown how to approach the competition of their exam questions and what the application of theory should look like, thorough modelling. Students will be given support and guidance at the start of each unit to help them develop the structure and formatting of their exam questions. As the units progresses there will be a gradual reduction of scaffolding/assistance in order to develop independence and resilience. Student's will be guided both through teacher/peer feedback to both respond to and set their own targets to help further their progress.</p>					