

Child Development Curriculum Intent

The Child Development curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, in Year 10 the first concept students are introduced to is what it means to be a practitioner in a Child Development/Care Setting, the characteristics these roles require and their responsibilities to the babies and children in their care. This is a crucial concept for students to master, as moving forward students will need to be able to confidently apply theoretical concepts to practical real-world scenarios.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, the ability to apply theory to specific child development/care scenarios. At the beginning of each unit students will be guided and supported through expert modelling and scaffolding how to do this effectively. As the course progresses students will be able to do this more independently.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, when studying reproduction, labour and delivery, students will watch various clips from real life documentaries such as 'One Born Every Minute'. Cultural Capital is identified in our document as the hinterland.

The document below details the core substantive and disciplinary knowledge and how these build over time in our subject.

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Year 10 Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>R058 Create a safe environment and understand the nutritional needs of children from birth to five years (coursework):</p> <p>Topic Area 1: Creating a safe environment in a childcare setting</p> <p>Topic Area 2: Choosing suitable equipment for a childcare setting</p> <p>Topic Area 3: Nutritional needs of children from birth to five years</p>	<p>Topic Area 2: Presentation of new information through a variety of methods including watching videos and practical exploration with equipment. Students are then required to complete independent research and apply knowledge to assess suitability for nursery scenario as presented in set study.</p> <p>Topic Area 1: Presentation of new information through a variety of methods including watching videos and practical exploration with equipment. Students are then required to design a safe environment for a nursery scenario as presented in set study.</p> <p>Topic Area 3: Presentation of new information through a variety of methods including watching videos and practical exploration with equipment. Use knowledge to make comparisons of different milk formulas. Use knowledge and conduct further research to plan, create and evaluate a meal for a specific age-range as set out in the set study.</p>	<ul style="list-style-type: none"> • Using the internet to look complete virtual tours of a range of different childcare settings • Visit to a nursery/childcare setting
Spring	<p>R059 Understand the development of a child from one to five years (coursework):</p> <p>Topic Area 1: Physical, intellectual, and social developmental norms from one to five years</p>	<p>Topic Areas 1: Presentation of new information through videos and teacher demonstration. Capital cultural links are made through class discussion and watching of documentaries to help embed knowledge further.</p>	<p>Watching real life documentaries to look at how children develop and the different stages of play;</p> <ul style="list-style-type: none"> • The Secret life of a 4/5 year olds

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	<p>Topic Area 2: Stages and types of play and how play benefits development</p> <p>Topic Area 3: Observe the development of a child aged one to five years</p> <p>Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p>	<p>Topic Area 3: Students will observe a chosen individual in the stated age range on the set study to identify the stage of development reached and use prior learning from Topic Area 1 to compare to make comparisons to developmental norms.</p> <p>Topic Area 2: Presentation of new information through videos and teacher demonstration. Capital cultural links are made through class discussion and watching of documentaries to help embed knowledge further.</p> <p>Topic Area 4: Application of knowledge and understanding from Topic areas 1, 2 and 3 to plan a suitable play activity for child previously observed. Students will then demonstrate understanding further by delivering the activity and evaluating their performance.</p>	<p>Visit to a nursery/childcare setting</p>
<p>Summer</p>	<p>Once all coursework is complete and submitted to exam board for moderation in Summer 1 students to begin exam unit.</p> <p>R057 Health and well-being for child development (exam):</p> <p>Topic Area 1: Pre-conception health for women and men</p> <ul style="list-style-type: none"> • Factors affecting the pre-conception health for women and men • Other factors affecting the pre-conception health for women 	<p>There are two sections to the exam. Section A requires students to show their understanding through questions in real world contexts, recall and application of knowledge to the specific context.</p> <p>Section B requires students to recall knowledge and apply based on the exam question command word; identify, describe, explain, analyse or evaluate.</p> <p>Presentation of new information through a variety of methods including comprehension tasks, match up tasks, analysing case studies. Knowledge retrieval tasks to help embed</p>	<p>Linking to real life examples/Case studies/Watching real life documentaries –</p> <ul style="list-style-type: none"> • One born every minute • Child Birth: All or Nothing • Life and Birth • Children’s Hospital

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	<ul style="list-style-type: none"> • Types of contraception methods and their advantages and disadvantages • The structure and function of the reproductive systems • How reproduction takes place • The sign and symptoms of pregnancy 	<p>learning. Capital cultural links are made through class discussion and watching of documentaries to provide further opportunities to recall knowledge but also the application to varying real world scenarios. Students are then required to apply their knowledge to exam questions.</p>	
<p>Year 10 End Point</p>	<p>Both coursework units will be completed and ready to be submitted to the exam board in Summer 1. This gives us the opportunity to get a head start on the exam unit and then if required re-submit any students who need to improve coursework in year 11. Students will have a comprehensive understanding of how to assess the suitability of equipment and create safe environment in childcare setting. They will also have a clear understanding of the nutritional needs of children and be able to apply their knowledge to create a suitable meal for a specified age. Further to this students will be able to identify developmental norms of children from birth to 5 years old and suggest play activities to suit specified developmental areas.</p>		

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Year 11 Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland
Autumn	<p>R057 Health and well-being for child development (exam):</p> <p>Topic Area 1: Pre-conception health for women and men</p> <ul style="list-style-type: none"> • Factors affecting the pre-conception health for women and men • Other factors affecting the pre-conception health for women • Types of contraception methods and their advantages and disadvantages • The structure and function of the reproductive systems • How reproduction takes place • The sign and symptoms of pregnancy <p>Topic Area 2: Antenatal care and preparation for birth</p> <ul style="list-style-type: none"> • The purpose and importance antenatal clinics • Screening and diagnostic tests • The purpose and importance of antenatal (parenting) classes • The choices available for delivery 	<p>There are two sections to the exam. Section A requires students to show their understanding through questions in real world contexts, recall and application of knowledge to the specific context. Section B requires students to recall knowledge and apply based on the exam question command word; identify, describe, explain, analyse or evaluate.</p> <p>Presentation of new information through a variety of methods including comprehension tasks, match up tasks, analysing case studies. Knowledge retrieval tasks to help embed learning. Capital cultural links are made through class discussion and watching of documentaries to provide further opportunities to recall knowledge but also the application to varying real world scenarios. Students are then required to apply their knowledge to exam questions.</p>	<p>Linking to real life examples/Case studies/Watching real life documentaries –</p> <ul style="list-style-type: none"> • One born every minute • Child Birth: All or Nothing • Life and Birth • Children’s Hospital

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	<ul style="list-style-type: none"> • The role of the birth partner in supporting the mother through pregnancy and birth • The methods of pain relief when in labour • The signs that labour has started • The three stages of labour and their physiological changes • The methods of assisted birth 		
Spring	<p>R057 Health and well-being for child development (exam):</p> <p>Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p> <ul style="list-style-type: none"> • Postnatal checks • Postnatal care of the mother and baby • The developmental needs of children from birth to five years <p>Topic Area 4: Childhood illnesses and a child safe environment</p> <ul style="list-style-type: none"> • Recognise general signs and symptoms of illness in children • How to meet the needs of an ill child • How to ensure a child friendly safe environment 		
Summer	<p>R057 Health and well-being for child development (exam): Revision of all topic areas for exam</p>		

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Year 11 End Point	Students will have completed the 2 mandatory and 1 optional unit required to complete the course. Upon completion of R057 students will have an in depth knowledge and understanding of Health and well-being for child development.
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