



CHILD DEVELOPMENT CURRICULUM SEQUENCING

EXAM BOARD RATIONALE

We have chosen to go with the exam board OCR – Child Development Cambridge National, as it offers the best opportunity for the students to complete work to a standard that meets their target grade. OCR have recently changed their specification and unit modules, which has allowed a greater level of success for the students.

This course was chosen due to the mixture of NEA and exam-based learning. Two of the Coursework modules are more interactive which allows students to practice what they are being taught in more practical environments. One unit focuses on child nutrition and planning and making a meal suitable for a particular age range. The other looks at planning and observing a child to focus on specific needs e.g. physical, social or intellectual. The practical aspects will give students a range of skills that can be transferred to future workplaces and job roles, something outlined in the curriculum intent as being one of the bigger focuses of the Child Development course (self-confidence, time management, communication, planning and adaptability).

The Cambridge National Course is also designed to allow students more freedom in their presentation and students are given more time to ensure their coursework is completed to their best possible grade, as the scenarios are released at the start of the year. The BTEC course was examined as a potential option, however the limiting time factors, led to the decision to continue with OCR.

The exam content covers a wide range of topics that are all useful the students to know and understand should they go into the Child Development sector. The four Topic Areas covered during the exam are:

TA1: Preconception health and reproduction.

TA2: Antenatal care and preparation for birth.

TA3: Postnatal checks, postnatal care and the conditions for development.

TA4: Childhood illnesses and a child safe environment.

Overall, the course provides students with a comprehensive look into the Child Development sector covering a range of job role tasks/skills.

KEY SUBJECT SKILLS

Assessment Objective	RO57 Health and well-being for child development
A01	TA1: Preconception health and reproduction.
A02	TA2: Antenatal care and preparation for birth.
A03	TA3: Postnatal checks, postnatal care and the conditions for development.
A04	TA4: Childhood illnesses and a child safe environment.

Assessment Objective	RO58 Create a safe environment and understand the nutritional needs of children from birth to five years
A01	TA1: Creating a safe environment in a childcare setting.
A02	TA2: Essential equipment and factors for choice.
A03	TA3: Nutritional needs of children from birth to five years.

Assessment Objective	RO59 Understand the development of a child from one to five years
A01	TA1: Physical, Intellectual and Social development norms from one to five years.
A02	TA2: Stages and types of play and how play benefits development.
A03	TA3: Observe the development of a child aged one to five years.
A04	TA4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development.

BASELINE EXPECTATIONS

Knowledge and Skills Expectations

Key Stage 2

Year 6	Learners were taught: <ul style="list-style-type: none">• English – basic skills to help with reading and writing of coursework. Basic maths skills to help with calculations etc. in their food preparation unit.• PE – games to include in their activities when planning activities for young children.
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Key Stage 3

Year 7, 8 and 9	<p>Learners will be taught to:</p> <p>Child Development is a brand new subject that is only available as an option subject, however some of the skills needed for the course are provided from other curriculum subjects. Below are some examples of some of the skills that can be used from other areas of the curriculum</p> <p>English – Students should be already able to write a formed paragraph being able to use the point, evidence explain method. Students should already have some knowledge of being able to write formal and academic paragraphs. Through their time in KS3 the students should be able speak confidently and effectively which will be a useful tool for use in their planning and delivery of an activity for a toddler.</p> <p>Science - Through key stage three science students will learn about the key parts of a balanced diet something that they will need when planning and making a meal for a child according to government recommendations. Combined with this there should be some knowledge related to reproduction and development, so the students are able to talk about this in their exam content and in their NEA assignment.</p> <ul style="list-style-type: none">• content of a healthy human diet: carbohydrates, lipids (fats and oils), proteins, vitamins, minerals, dietary fibre, and water, and why each is needed• the consequences of imbalances in the diet, including obesity, starvation, and deficiency diseases <p>(The two bullet points above have been taken from the national curriculum for KS3 Science)</p> <p>PSHE – Within PSHE students learn about the fundamental values that underpin specific life developments, in PSHE they will explore, puberty, sex education and health education which will all help to inform them about the different units covered across the Child Development course.</p> <p>Technology - Students will come to the course knowing the fundamentals of health and safety in a working space and the use of risk assessments to lower risk of accident or injury.</p> <p>Physical Education – Students will come arrive at the course with the knowledge of a healthy active lifestyle. Also, through their work during the KS3 curriculum students will develop to assess their own personal performance, something that will be a useful skill when completing their evaluation during both NEA units.</p>
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Key Stage 4

Year 10 and 11

Learners will be taught to:

During the Year 10 students will learn a range of skill that are going to be transferable to Year 11:

- Pedagogical knowledge – students will have a clearer and more detailed knowledge of key aspects needed to complete the NEA assignment (examples, physical, intellectual, social, and emotional benefits)
- Students will have a greater level of knowledge on how to properly research topics and reference key information. This will assist them when they are completing their second piece of coursework.
- Through the planning process for each NEA it will prepare them for the unit they still have to complete in Year 11. If the unit being completed in Year 10 is R059 – the planning of their play activity will help them with planning a meal in R058 in Year 11. And vice versa if the other way around.
- Students will have developed their ability to write in a formal tone and will recognise the amount of detail needed to ensure they meet their target grade. They should have a higher pedagogical knowledge of how to produce an insightful and detailed piece of work.

ASSESSMENT

Year	Core Topics to be assessed – All assessments to feature retrieval
10	Summative assessment takes place at the end of each assignment (content taught in lessons). Formative assessments take place with first draft assignments. Summative assessment takes place with the second and final draft of the assignments.
11	Summative assessment takes place at the end of each assignment (content taught in lessons). Formative assessments take place with first draft assignments. Summative assessment takes place with the second and final draft of the assignments. Formative assessments also take place at the end of each Topic Area in the exam unit.

BRIEF VISION BEHIND SEQUENCING

Due to the Child Development course being run across two years and the exam being the final aspect that the students must submit. The sequencing and format have fallen around the terminal rule. By focussing mainly on one NEA unit during Year 10 – students can gain 30% of their overall grade early in the course. The NEA unit also provides students with a wide range of pedagogical skills and knowledge to help them as they progress through to Year 11. During this structure students will have the opportunity to develop their technical language for use throughout the course, as well as the core basic concepts that flow through each unit of work covered in Child Development. Previous years and research have demonstrated that overloading students with information can impact learning, therefore having one focus allows students to solely focus on one achievement at a time. The curriculum has tried to work alongside other subjects by using cross curricular links where possible, these will be highlighted further in the individual schemes of learning.

<p>What are the factors affecting pre-conception health for women and men?</p> <p>What contraception methods are there?</p> <p>What parts make up the male and female reproductive systems?</p> <p>What are signs and symptoms of pregnancy?</p>	<p>Exam content</p> <p>Revision notes made on A01 and A02 areas on flash cards and in exercise books.</p> <p>Exam question practice.</p> <p>Online quizzes.</p> <p>Revision workbooks.</p> <p>PPE in November</p>	RO57 AO1	<p>PRIOR LEARNING:</p> <p>Students will have prior knowledge from Biology lessons and PSHE Sex Education lessons.</p> <p>LINKS TO THE FUTURE:</p> <p><i>Knowledge can be used in career paths that involve working with and planning for children, as well as working in health settings such as paediatricians, midwives, health visitors etc,</i></p>	<p>What post-natal checks are needed?</p> <p>What checks are carried out on the baby immediately after birth?</p> <p>What are the developmental needs of a child from birth to five years?</p> <p>What are the general signs and symptoms of illness in children?</p> <p>How do we meet the PIES needs of a sick child?</p>	<p>Exam content</p> <p>Revision notes made on A03 and A04 areas on flash cards and in exercise books.</p> <p>Exam question practice.</p> <p>Online quizzes.</p> <p>Revision workbooks.</p> <p>PPE in January</p>	RO57 AO3	<p>PRIOR LEARNING:</p> <p>Students will have prior knowledge of developmental needs from RO59 unit of work.</p> <p>LINKS TO THE FUTURE:</p> <p><i>Knowledge can be used in career paths that involve working with and planning for children, as well as working in health settings such as paediatricians, midwives, health visitors etc,</i></p>		<p>Exam content</p> <p>Revision notes made on all AO areas on flash cards and in exercise books.</p> <p>Exam question practice.</p> <p>Online quizzes.</p> <p>Revision workbooks.</p> <p>Exam in May/June.</p>	AO1 AO2 AO3 AO4	<p>PRIOR LEARNING:</p> <p>All work carried out across Year 10 and Year 11 will help with final revision push prior to exam.</p> <p>LINKS TO THE FUTURE:</p> <p>Working as a childcare professional needs an understanding of the care needs for children of all ages. This qualification will help you to develop knowledge, understanding and skills that will allow you to help and support those in your care, starting from preconception through to children aged birth to five years. It is important that childcare settings provide a safe and nurturing environment to care for babies and young children, as well as providing activities and support to help them develop. This qualification will allow you to gain knowledge and skills to help provide such an environment for children in your care. The knowledge and skills you develop will help you to progress onto further study in the care sector. This may be other vocational qualifications, such as the Level 2 or Level 3 OCR Cambridge Technicals in Health and Social Care; the T Level Technical Qualification in Education and Childcare or the Early Years Educator Apprenticeship. The qualification also helps to develop other transferable skills, such as research and communication skills that will be valuable in other life and work situations.</p>
		RO57 AO2	<p>PRIOR LEARNING:</p> <p>Students will be unlikely to have any prior knowledge for this area of the course.</p> <p>LINKS TO THE FUTURE:</p> <p><i>Knowledge can be used in career paths that involve working with and planning for children, as well as working in health settings such as paediatricians, midwives, health visitors etc,</i></p>	<p>How do we provide a child safe environment for a child?</p>	RO57 AO4	<p>PRIOR LEARNING:</p> <p>Students will have prior knowledge of developmental needs from RO58 unit of work.</p> <p>LINKS TO THE FUTURE:</p> <p><i>Knowledge can also be used in career paths that involve working with and planning for childrens facility use.</i></p>					

