



Year 11 Subject PoS

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p>Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<ul style="list-style-type: none"> • provide pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life Child development GCSE prepares student for adulthood both in terms of careers working with children and as future parents. The controlled assessment elements encourage independent study habits where student’s research, and present information for target audiences. In year 11 students undertake a study of a child, undertaking risk assessments, conducting age appropriate play activities and comparing the child to developmental norms. • clearly state the end points that pupils are building towards and the knowledge and skills required to reach them. The end point is the successful completion of the 3 areas (RO57, 58, 59) There are 3 end points: The 50% written exam (this can be sat in January of year 11 and again at the end of year 11) and 2 pieces of controlled assessment (one of which is completed in year 10). Students having gained the knowledge and skills relating to this subject in year 10 then embark on the second lengthy controlled assessment project <p>The skills that students require to successfully complete the course are communication skills. Students communicate meaning, feelings and viewpoints in a logical and coherent manner, for example discussing the importance of immunisation. They can make oral and written summaries, reports and presentations, taking account of audience and purpose, for example writing extended responses to questions, and reviewing secondary research for the controlled assessment task. Students are encouraged to participate in discussions, debates and interviews, for example evaluating feeding options for a baby. Students also develop the skills so that they can interpret, analyse and present information in oral, written and ICT formats, for example understanding information on food labels and reading instructions for formula feed. And finally students explore and respond both imaginatively and critically, to a variety of texts, for example carrying out research using a range of secondary sources.</p>		



In KS4 students are given the skills to work independently on project based work. They set goals and are encouraged to organise their own time to meet the set deadlines. The second controlled assessment requires commitment, time management and independent study habits.

- is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points. Students begin the second piece of controlled assessment at the start of year 11 in the order that is set by the exam board (understand the developmental norms of physical, intellectual and social development from birth to 5 years), then understand the benefits of learning through play. Once students have an understanding of these areas they then can undertake a study of child and show a practical application of their theory knowledge. They visit and learn about their child and then they plan and develop play activities which the child participates in. The final aspect is to fully evaluate the planning and the carrying out of the play activities. Alongside the controlled assessment memory recall lessons are planned to prepare students for the year 11 mock exam and the exam in June.

- has high ambition for all pupils

Teacher and students will know the TMG and AST for Child Development. Assessments will be graded and compared to the TMG and AST. Students will participate in the feed forward process and identify www and ebi. Students have the opportunity to improve their controlled assessments from the preliminary marking. To prepare students for their external exam teachers will do revision activities to encourage memory retrieval so that students have the knowledge and confidence to succeed in their exam.

Term	Topic NB To include Spaced memory retrieval	No. of Lessons	Assessment
Autumn 1	<p><u>Content:</u> RO19 LO2 Understand the key factors when choosing equipment for children from one to five years for a nursery. RO19 LO4 Investigate a feeding solution RO19 Understand the Development of a Child from Birth to Five Years</p> <p><u>Skills:</u> RO20 part 1- Understand the theory and developmental norms (Physical, intellectual and social) from birth to 5 years. Understand the physical, intellectual and social development norms from birth to 5 years. Describe and understand how children learn and play Preparing for controlled assessment and child study, how to event sample and conduct research.</p>	17	RO19 part 3 and 4 RO20 part 1 controlled assessment
Autumn 2	<p><u>Content:</u> Understand the Development of a Child from Birth to Five Years (R020- Controlled Assessment)</p> <p><u>Skills:</u></p>	10	RO18 Mock exam RO20 part 2 controlled assessment



	<p>Describe, evaluate and identify the key factors of play, the types of play and how children learn through play.</p> <p><u>Content:</u> Revision of Health and Well Being for Child Development</p> <p><u>Skills:</u> Be able to recall facts on the roles and responsibilities of parenthood; antenatal care and preparation for birth; postnatal checks, provision and conditions for development; recognise, manage and prevent childhood illness</p>	5	
Spring 1	<p><u>Content:</u> Understand the Development of a Child from Birth to Five Years (R020- Controlled Assessment)</p> <p><u>Skills:</u> Plan Play activities to meet a chosen developmental area with a child aged 0-5 years Carry out play activities with a child 0-5 years old, collate written observations and evaluate the chosen activities</p>	15	Controlled assessment R020 part 3 be able to plan different play activities for a chosen developmental area with a child from birth to 5 years.
Spring 2	<p><u>Content:</u> Understand the Development of a Child from Birth to Five Years (R020- Controlled Assessment)</p> <p><u>Skills:</u> Carry out play activities with a child 0-5 years old, collate written observations and evaluate the chosen activities</p>	15	Controlled assessment R020 part 4 be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to 5 years old.
Summer 1	Continued revision (memory retrieval) for final exam.	10	Past papers
Summer 2	n/a		n/a