



## Year 10 Subject PoS Child Development 2022+

Learning	Loving	Living
Key Knowledge Link apply and adapt Build knowledge and skills Self-regulated, reflective independent Know what they are good at and what to improve Stretched, challenged supported Wider ideas culture and the world Use technology flexibly and responsibly	Well informed global citizens Believe they can make a difference Shape community and school Care about the environment and each other Responsible for their own behaviour Grow spiritually Respect and tolerance Charity, volunteering and fundraising	Wider learning Leadership, teamwork, collaboration Success for all abilities Value creative subjects Interactions with the world of work Safety, mental and physical health Equipped for their unique future Apply to the world beyond
<b>Curriculum Intent</b>		
<ul style="list-style-type: none"> <li>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. Students are encouraged to do their year 10 work experience in a nursery or EYFS classroom to allow them to see children at play and observe their development. The RO58 controlled assessment teaches the students how to investigate and evaluate equipment for children and understand the importance of nutrition for children and how to plan meals for babies and small children.</li> <li>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, RO58, RO59) There are 3 end points: The 50% written exam and 2 pieces of controlled assessment. 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.            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.</li> <li>is planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</li> </ul>		



Students require no specific prior knowledge to start the GCSE. Lessons are sequenced to impart knowledge and develop skills. Students start with the 2 most accessible and readily understood course units of childhood safety and childhood illness. Students find these easy to relate to having been children themselves in recent years. The course then progress to preconception, pregnancy and birth which require more maturity and scientific understanding. Having gained the knowledge and skills relating to this subject, the students embark on lengthy controlled assessment projects which require commitment, time management and independent study habits. Students complete the course with an end summative mock exam.

- 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> RO57 Know about child safety and a child-safe environment RO57 Understand how to recognise, manage and prevent childhood illness.</p> <p><u>Skills:</u> Describe and understand how to create a safety child-friendly environment. Know and understand safety labelling. Name and describe common childhood accidents (causes and prevention) and development an awareness of social safety. Describe, explain and understand how immunity to disease and infection can be acquired, how to recognise and treat common childhood ailments and disease, understand and explain diet-related illness, understand and explain the needs of an ill child and a child going for a hospital stay.</p>	9 9	End of unit test
Autumn 2	<p><u>Content:</u> RO57 Topic 1 pre-conception health and reproduction</p> <p><u>Skills:</u> To understand, explain and apply the factors that affect decisions to have children and the roles and responsibilities of having children.</p>	6 10	End of unit test



	Understand the importance of pre-conception health. Recognise and evaluate methods of contraception and to name and describe the structure and function of the reproductive systems.		
Spring 1	<p><u>Content:</u> RO57 Topic 2 - Understand antenatal care and preparation for birth.</p> <p><u>Skills:</u> Describe, evaluate and apply understanding of the different health professionals supporting the pregnant mother and the range of diagnostic and routine tests carried out during pregnancy. Describe, evaluate and explain the 3 stages of labour, pain relief and method of delivery.</p>	15	End of unit test
Spring 2	<p><u>Content:</u> RO58 Topic area 1: Create a safe environment in a childcare setting. RO58 Topic area 2: Choosing suitable equipment for a childcare setting</p> <p><u>Skills:</u> Be able to investigate, evaluate and present information relating to the key equipment for children and the key factors to consider when buying equipment for children 0-5 years. To be able to conduct a risk assessment for a nursery.</p>	5 10	Controlled assessment RO 58 x 2 pieces
Summer 1	<p><u>Content:</u> RO57 Topic 4: Postnatal checks, postnatal care and conditions for development.</p> <p><u>Skills:</u> Describe and understand the postnatal check for a new-born baby and the specific needs of pre-term babies. Advise on the postnatal provision available to the mother and family. Describe, identify and evaluate the key factors when choosing equipment for babies from birth to 12 months.</p>	15	End of unit test.
Summer 2	<p><u>Content</u> RO58 – Nutritional needs of children from birth to five years. RO57 Topics 1-4 Revision and preparation for mock exam.</p> <p><u>Skills:</u> Be able to investigate and develop feeding solutions for children birth to five years.</p>	10 5	Controlled assessment RO58 Topic 3- Investigate and develop feeding solutions from birth to five years.



	<p>To know the requirements of bottle feeding and menu planning for children 0 to 5 years. To evaluate feeding solutions. Revision techniques/Memory recall of RO57 Topic areas 1-4 To investigate and present information relating to the current dietary guidelines, function and source of the nutrients and nutritional requirements for stages of feeding children 0-5 years.</p>		<p>Mock exam.</p>
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