



**Intent for the Year 10 Child Development) Curriculum 2021-2022**

All children will experience a well-balanced and comprehensive curriculum that enhances informed, intellectual, developmental of both children aged 0-5 and professional/personal development into potential parenthood. This course will support students in making informed decisions about not only how to work with children but why it can be both challenging and rewarding.

Both levels 1 and 2 are offered to students, which guides a highly differentiated and accessible curriculum to all students irrespective of ability or prior knowledge.

**Implementation:** *The scheme of learning is spiral, to ensure that each lesson builds upon and interleaves prior learning, as students can attain higher grades if they are able to 'link' their schematic knowledge and apply it in practice.. All students will be privy to three lessons a week, with a mixture of exam based and practical lessons- to support both RO18, 19 AND 20.*

**Curriculum adaptations as a result of the pandemic:** *The curriculum has been adapted in case students need to work from home, with google drive lessons and resources and training for all students.*

Term	Enquiry/Topic/Unit: <i>What is going to be taught?</i>	Key Outcomes: <i>What will students have achieved by completing this scheme of learning?</i>	Character Education: <i>How does this topic link to a sense of Self, Others and the World, in terms of Character Education?</i>	Assessment: <i>Will there be formative and/or summative testing? What role will interleaving play? How will this be marked?</i>	Vocabulary: <i>What are the key words for this topic/unit that students must know?</i>	Home-Learning: <i>What homework will be set and why (e.g. consolidate/extend)? How will this be marked?</i>
1a	LO1/lo2/lo3- RO18 Health and Wellbeing for child development. (PARENTHOOD, PREPARATION FOR BIRTH AND DEVELOPMENT)		Creative Empathy Confident Reflective Responsibility Compassionate – as students reflect on their own upbringing and that of others	1 mark exam questions Vocabulary PLC 2 mark exam questions 4 mark exam questions HCSE PAPER Poster review- linked to coursework Self and peer assessment	<ul style="list-style-type: none"> <li>• Development</li> <li>• Physical</li> <li>• Emotional</li> <li>• Social</li> <li>• Intellectual</li> <li>• Budget</li> <li>• Equipment</li> <li>• Genetic disorders</li> <li>• Down's syndrome</li> <li>• Primary needs</li> <li>• Secondary needs</li> <li>• Nature</li> <li>• Nurture</li> <li>• Socialisation</li> <li>• Domino scheme</li> <li>• Home birth</li> <li>• Water birth</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="https://www.earlyyearsprofessionals.com/level-2-childcare-qualification/">https://www.earlyyearsprofessionals.com/level-2-childcare-qualification/</a></li> <li>• <a href="http://www.channell4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002">http://www.channell4.com/programmes/one-born-every-minute-the-dads/on-demand/60895-002</a></li> </ul>



					<ul style="list-style-type: none"><li>• Private/ independent midwife</li><li>• Arrested birth</li><li>• Forceps</li><li>• Ventouse</li><li>• caesarean section</li><li>• Pain relief</li><li>• Cervix</li><li>• Uterus</li><li>• Amniotic fluid</li><li>• Placenta</li><li>• Dilates</li><li>• Contractions</li><li>• Placenta</li><li>• Membranes</li><li>• Menstrual Cycle</li><li>• Oestrogen</li><li>• Progesterone</li><li>• Ova</li><li>• Cilia</li><li>• Lining</li><li>• Implanted</li><li>• Dilates</li><li>• Penis</li><li>• Conception</li><li>• Fertilisation</li><li>• Ovulation</li><li>• Implantation</li><li>• Embryo</li><li>• Foetus</li><li>• Barrier method</li><li>• Condom</li><li>• Contraceptives</li><li>• IUD</li><li>• Implant</li><li>• Natural fertility awareness</li><li>• Withdrawal method</li><li>• Abstinence</li></ul>	<ul style="list-style-type: none"><li>• <a href="https://www.scarymommy.com/presure-to-have-kids">https://www.scarymommy.com/presure-to-have-kids</a></li><li>• <a href="http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx">http://www.nhs.uk/conditions/pregnancy-and-baby/pages/planning-pregnancy.aspx</a></li><li>• Write a paragraph on how you would like to raise your children focusing on customs and values, patterns of behaviour and social interaction. Include the following points?<ul style="list-style-type: none"><li>• How will you be a good role model to your children?</li><li>• What values and customs would you want your family to have (religion, beliefs, what activities will your family do together such as meal times).</li><li>• What socially acceptable behaviour will you guide your children to have?</li></ul></li></ul> <p>Reflection piece: Socialisation, customs and values including patterns of behaviour and role models Collage about you*</p>
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						<p><a href="https://www.youtube.com/watch?v=ICyqLtm0670">https://www.youtube.com/watch?v=ICyqLtm0670</a></p> <p>Recap Q and A video</p> <p>Key word plc review</p> <p>Specialised diagnostic testing-match the test with description</p>
1b	To recognise and evaluate the methods of contraception		<p>Consider the world around you and the consequences of our actions.</p> <p>Curious</p> <p>Empathy</p> <p>Reflective</p> <p>Respectful</p> <p>Empathetic</p>	<p>HCSEs</p> <p>Mock papers</p> <p>Vocabulary PLC</p>	<ul style="list-style-type: none"> <li>• Barrier method</li> <li>• Condom</li> <li>• Contraceptives</li> <li>• IUD</li> <li>• Implant</li> <li>• Natural fertility awareness</li> <li>• Withdrawal method</li> <li>• Abstinence</li> </ul>	<p>Specialised diagnostic testing, match the test with description.</p> <p>Exam questions</p>
2a	What is antenatal care and who provides it?		<p>Reflect and reflect on the pressures faced by people working with children.</p>	<ul style="list-style-type: none"> <li>• January exam?</li> <li>• 1 mark and 3 mark questions</li> <li>• 6 mark questions</li> <li>• Revision and assessment week</li> </ul> <p>2 exam papers completed with PLCs and self-assessment</p>	<ul style="list-style-type: none"> <li>• Midwife</li> <li>• Obstetrician</li> <li>• GP</li> <li>• Gynecologist</li> <li>• Pediatrician</li> </ul>	<p>Create questions for a midwife, Obstetrician, GP, Gynecologist and Pediatrician on the different stages of labour</p> <p>Key word mind map</p> <p>Scenarios- What would you do if?</p> <p>Revision</p> <p>Students to create a google form folder and share it with teacher</p>



						Label equipment to an age range (collage)
2b	RO20 What are the key factors when choosing equipment for children from 0 to 5 years?		Reflective and responsible- as the work becomes more independent but links back to RO18	Teacher assessment- coursework unit. Will need internal and external moderation.	<ul style="list-style-type: none"> <li>• Suitability</li> <li>• Practicality</li> <li>• Ergonomics</li> <li>• Safety</li> <li>• Durability</li> <li>• Flammability</li> </ul> Design	<ul style="list-style-type: none"> <li>• Key word plc review</li> </ul> Hand in dates each week
3a	Why are there government guidelines for nutrition?		Reflect on the responsibility government has in supporting the development of children.	Exam questions Peer and self-review PLCs	<ul style="list-style-type: none"> <li>• MILK GLAND</li> <li>• FAT</li> <li>• AREOLA</li> <li>• MILK DUCT</li> <li>• NIPPLE</li> <li>• RESERVOIR FOR MILK</li> <li>• Colostrum</li> <li>• Weaning</li> <li>• Eat well plate</li> <li>• Protein</li> <li>• Carbohydrates</li> <li>• Fat</li> <li>• Vitamins</li> <li>• Fibre</li> <li>• Minerals</li> <li>• Water</li> <li>• Government</li> <li>• Supplements</li> <li>• Nutrients</li> <li>• Macronutrients</li> <li>• Micronutrients</li> </ul>	<ul style="list-style-type: none"> <li>• Key word plc review</li> <li>• Compare your plate compared to the government guidelines <a href="https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/">https://www.nhs.uk/live-well/eat-well/the-eatwell-guide/</a></li> </ul> Create a +/- table
3b	What affects nutrient intake?		Consider the responsibility of parents and childcare providers	Practical self-assessment Q and A interview Homework	<ul style="list-style-type: none"> <li>• Hydration</li> <li>• Nutrients</li> <li>• Macronutrients</li> <li>• Micronutrients</li> </ul>	<ul style="list-style-type: none"> <li>• Key word plc review</li> <li>• <a href="https://www.nhs.uk/conditions/baby/">https://www.nhs.uk/conditions/baby/</a></li> </ul>



			in ensuring all children have a balanced diet.	Marking of books	<ul style="list-style-type: none"> <li>• Weaning</li> <li>• Nutritional analysis</li> <li>• Labelling</li> <li>• Calories</li> <li>• Nutrition</li> <li>• Cost</li> </ul>	<p><a href="https://www.nutmeg-feeding.com/feeding/babys-first-solid-foods/">weaning-and-feeding/babys-first-solid-foods/</a></p> <ul style="list-style-type: none"> <li>• <a href="https://www.nutmeg-uk.com/register.asp">www.nutmeg-uk.com/register.a sp</a></li> </ul> <p>Understand how apps for children's nutrition work</p>
<p><b>Impact:</b> <i>Students will have gained a comprehensive knowledge of RO18, which will enable them to sit the exam. They will also have built the foundations to access RO19 and 20. The curriculum is spiral in order to support students with both career and personal life choices. It gives them the skills to make informed decisions, with the knowledge to back up these choices. The Year 10 scheme of work enables students to enter childcare settings with a knowledge of how children develop and daily working practices, prior to work experience.</i></p> <p><i>The curriculum can be differentiated towards different career choices, as we ask students to apply their knowledge in a multitude of settings such as: parent, nursery worker, midwife, paediatrician etc. The curriculum will, in time, enable students to work with local employers (childcare based) in order to gain practical experience and apply the knowledge they have gained.</i></p>						