



Child Development Curriculum Intent

Curriculum Vision

Child development enables learners to understand how to aid the holistic development of a child, so that this child can then become a well-rounded member of society. Students identify the many needs of a young child throughout their development, and develop an understanding of how children can be nurtured to pass through these developmental milestones. Students are taught the physical, intellectual, social and emotional development of the child.

Students understand the need and importance for safeguarding, and develop an understanding of the types of abuse, and the signs and risk factors of abuse. Through critically evaluating high-profile safeguarding failures the students develop an awareness of the need to safeguard children and how to do so, knowledge which can support them in their day to day lives and future careers. The understanding and knowledge that this course provides is transferable from the home to the workplace.

Students will:

1. Develop an understanding of the needs of a child, and how to encourage the child's holistic development. By understanding the variety of physical, intellectual, emotional and social needs of children at different ages within the early years, students can learn how to accommodate these needs and how the use of different activities in an early year's centre and the use of routines at home can help the child to continue to develop.
2. Learn how to safeguard children, so that they can recognise the different types of abuse which may occur on a child and the signs of the abuse, and how to deal with these in a professional manner.
3. Explore the professional standards and practices in childcare settings. For example, how to appropriately dress when working with children and the need for effective time keeping to help support child to staff ratios.

Concepts and Skills

Students explore the following concepts:

- Physical, intellectual, language, emotional and social development of the child
- Holistic development
- Safeguarding
- Childcare settings within local provision
- Roles and responsibilities of childcare settings
- Professional standards and practices in childcare settings

Vocabulary

Students explore a range of subject-specific terminologies and are encouraged to use these fluently in their work. A selection is below:

- Crèche
- Nursery
- Local Provision
- Safeguarding
- Physical
- Intellectual
- Emotional
- Social
- Fine Motor Skills
- Gross Motor Skills
- Holistic
- Special Educational Needs
- Educational Health Care Plans
- SENCO - Special Educational Needs Co coordinator
- Visual
- Auditory
- Kinaesthetic
- Transitions

Homework

Curriculum-aligned homework helps our students achieve mastery in Child Development by consolidating and extending what they learn in lessons so that they know more and remember more. It also guides students to build strong independent study habits.

All students in years 10-11 have revision and exam practice as part of their homework in Child Development. Our low stakes Do Nows at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'. Students in years 10 and 11 have additional research tasks, as well as retrieval and application questions.

This helps our students achieve mastery in Child Development. Students who need extra support to achieve mastery are supported by our 10:10 programme in Child Development and all have access to our daily Homework Club.

Implementation

Overview Statement

The curriculum in Child Development is sequenced coherently so that concepts and skills are developed over time. This supports students of all abilities, especially SEN students. Students first learn about the different types of childcare settings, how local provision works, the features of the different settings and the roles and responsibilities of the staff within them. From this they can research a variety of different types of settings which are local to them (this can be integrated in with them applying for work experience placements within year 10). In preparation for this they will learn how to prepare for placement, from dress code to time keeping and the importance of these. They will learn about this through case studies and scenarios where students can see the negative impact of inappropriate dress and poor time keeping in the workplace. The dangers of this will be linked into teaching the students about safeguarding.

Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Child Development through the Frayer Model and students are taught to read, write and speak like a child care worker. Technology is employed through the use of research tasks, powerpoints to present their work and online quizzes to strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

Impact

Key Stage Four

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in areas of local provision, responsibilities of care workers, safeguarding and children's developmental milestones. Students will understand the importance of following the safety procedures laid out by the employer, as well as be able to verbalise the importance of this using subject specific vocabulary. Students will be able to identify the developmental milestones of children from the age of 0-5 and will be able to identify these as physical, intellectual, emotional and social milestones. They will understand the needs of these children at different ages and how to help the child develop through the use of routines and activities.

Through developing their knowledge of these concepts, they are able to prepare themselves for work placement, explain the different developmental milestones of children and give suggestions on how to support a child's holistic development.

Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. For example, the link between healthy living, catering and child development, when discussing the nutritional needs of children, and how this then affects their holistic development. Their progress in Child Development is recognised through their Technical award entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.