



Curriculum Intent and vision for Child Development

Our vision for the Child Development Curriculum at Stanborough is for pupils to develop applied knowledge and practical skills in the early years sector and prepare students for further and higher qualifications in Child Care and Health and Social Care. The Child Development course will help students gain a wide overview of the beginning of life, from conception to five years.

Key Stage 4

What is your curriculum intent for Key Stage 4?

We follow OCR Cambridge Nationals level 1/2. This means students will be graded Pass/Merit/Distinction at either level 1 or 2, which is equivalent to the performance points at GCSE. The aim of the qualification is to inspire students to learn about the social, physical and intellectual development of a child 0-5 years, as well as dietary guidelines and equipment children of this age require. Students will develop knowledge about the roles and responsibilities that come with parenthood- from reproduction and pregnancy- through to preparation for birth. They will understand how a baby can develop and thrive in the right conditions. Throughout the course students will acquire transferable skills in research, evaluating, analytical and critical thinking.

How does Key Stage 3 prepare students for Key Stage 4?

Students can apply their knowledge from key stage 3 in the following cross curricular links:

Science-anatomy, conception and foetal development, RDI's, medication and vaccinations, sonography

Cultural studies-life and death, abortion, ethics and morals, immaculate conception

Mathematics-Apgar score, gestation, BMI, height and weight-growth centiles

English-speech and language development, story time and reading

Geography- LEDC's, famine and poverty, demographics

History--NHS, Public Health, poverty,

MFL-cultural differences in birth practices, language barriers

Art, Design and Technology- crafts, colours,

Music and Performing Arts-nursery rhymes

PE-fine and gross motor skills development, exercise and weight management, diet and lifestyle choices

Life skills- Pregnancy and birth, weight and diet related illnesses

ICT- NHS online, power point and word processing

What do students cover in Key Stage 4? When do they study it?

Year 9	Year 10	Year 11
<ul style="list-style-type: none"> • Introduction to the course and the study skills that will be used • Equipment needs of babies and young children and an understanding of the factors needed to be considered when choosing equipment • Nutritional needs of babies and children 0-5 years, including hygiene practices (a practical element is assessed during this module). 	<ul style="list-style-type: none"> • Development norms of children 0-5 years. • Benefits of play • Developing activities to observe the development norms in children up to the age of 5 (a practical element is assessed during this module). 	<ul style="list-style-type: none"> • Reproduction and the roles and responsibilities of parenthood • Antenatal care and preparation for birth • Postnatal checks, postnatal provision and conditions for development • How to recognise, manage and prevent childhood illnesses • Know about child safety

Why do they study it in that order?

The year 9 units are a nice way to introduce the subject. The assignments in year 10 require more evaluative and analytical skills. The exam units covered in year 11 need a level of maturity and exam and revision skills which are built upon throughout key stage 4. The exam is sat in January of year 11, but can be re sat in June if results are not up to a student's target grade. The remaining of year 11 can then be spent improving coursework which is submitted in May of year 11.

How do you ensure students embed knowledge? What do you revisit? When do you revisit it?

Students will embed knowledge through a variety of techniques such as debates, story boards, posters, leaflets extended answer questions and discussions

Exam topics are regularly revisited through retrieval strategies in 'do it now' tasks and through mock exams.

How do your curriculum choices contribute to the student's cultural capital?

The Child Development curriculum has been designed to contribute to the student's cultural capital by increasing their awareness of factors that affect the decision to have children as well conditions for development of a child.

