

Stanborough



# **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 and Early Years and Education course will help students gain a wide overview of the beginning of life, from conception to five years and understand the role of the childcare practitioner.**

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**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

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

### **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 is 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.

## **Key Stage 5**

### **What is your curriculum intent for Key Stage 5?**

At KS5 we follow the NCFE CACHE Level 3 Applied General Award for Early Years, Childcare and Education, which is equivalent in size and rigour to an A Level and as such contributes to entry requirements for Higher Education. Students will be graded Pass/Merit/Distinction. All units are vocationally based and aim to allow students to develop an understanding of a range of childcare provisions and the role of the childcare professional. They will learn about significant milestones and explore relevant theories related to human development, educational frameworks and how they are applied to optimise positive outcomes for children. The curriculum aims to allow students to progress to further and higher education and develop knowledge and skills in early years, childcare and education.

### **How does Key Stage 4 prepare students for Key Stage 5?**

Students who have taken Level 1/2 Child Development at key stage 4 will have knowledge of developmental milestones and the importance of learning through play, which will be built upon in the Play and Learning unit. They will also be able to build upon their knowledge of stages of development from birth to five years. The transferable skills in research, evaluating, analytical and critical thinking learnt in KS4 will also be prevalent in KS5. However it is not mandatory that students have studied Child Development as KS4 to take it at KS5.

### **What do students cover in Key Stage 5? When do they study it?**

<b>Year 12</b>	<b>Year 13</b>
01: The role of the early years, childcare and education practitioner	04: Statutory educational frameworks
02: Human development from conception to 19 years	05: Play and learning
03: Key legislation, policy and procedures	

### **Why do they study it in that order?**

Students start with the first two units as this underpins the whole course and carries the most GLH. In March of year 12 they will sit their scenario based short answer exam which is based on the first two units. The remaining three units will be studied at the end of year 12 into year 13, with a synoptic extended written assignment on all five units at the end of year 13. Throughout the course, students will be working on their portfolio of evidence, which will cover all five units.

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

Students will imbed knowledge through discussions, research, debates, independent reading, presentations and external speakers. Unit 1 and 2 will be revisited in year 13 in preparation for the synoptic extended written assignment. All units will be regularly referred to throughout the course through lessons and homework.

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

The curriculum gives students opportunities to develop the following transferrable skills:

- teamwork and partnership building
  - professional and personal development
  - communication
  - evaluation
  - research
  - analysis
  - reflection

### **How do you prepare students for learning beyond Key Stage 5?**

The course is suited to helping students to progress to higher education and apprenticeship courses such as an Advanced Apprenticeship for the Children and Young People's Workforce or Early Years Educator, which leads to vocationally related employment in early years and childcare with a license to practice. The course is vocationally based and there are opportunities to observe children and practitioners, therefore would also prepare students to go onto job roles such as Early Years practitioner in a range of settings.

