**Year 10 Child Development 2022 - 2023**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Big Ideas | RO57 – Unit 1 Health and well-being for child developmentRO58 – Unit 2Create a safe environment and understand the nutritional needs of children from birth to five years | RO57 – Unit 1 Health and well-being for child developmentRO58 – Unit 2Create a safe environment and understand the nutritional needs of children from birth to five years | RO57 – Unit 1 Health and well-being for child developmentRO58 – Unit 2Create a safe environment and understand the nutritional needs of children from birth to five years | RO57 – Unit 1 Health and well-being for child developmentRO58 – Unit 2Create a safe environment and understand the nutritional needs of children from birth to five years | RO57 – Unit 1 Health and well-being for child development | RO57 – Unit 1 Health and well-being for child development |
| Topics | RO57Pre-conception health and reproduction RO58Creating a safe environment in a childcare setting  | RO57Pre-conception health and reproduction RO58Creating a safe environment in a childcare setting o Choosing suitable equipment for a childcare setting  | RO57o Antenatal care and preparation for birth RO58o Choosing suitable equipment for a childcare setting o Nutritional needs of children from birth to five years. | RO57o Antenatal care and preparation for birth RO58o Nutritional needs of children from birth to five years. | RO57o Postnatal checks, postnatal care and the conditions for development  | RO57o Postnatal checks, postnatal care and the conditions for development  |
| Skills | * Identification of advantages and disadvantages
* Apply logic to justify decision making
* Understanding of different viewpoints without prejudice or bias
* Analysis of data
* Interpretation of online research
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| Assessment | RO57 – Formative testing throughout RO58 - Controlled assessment - ongoing | RO57 – Formative testing throughout RO57 – Summative End of PO testRO58 - Controlled assessment - ongoing | RO57 – Formative testing throughout RO57 – Summative End of PO testRO58 - Controlled assessment - ongoing | RO57 – Formative testing throughout RO57 – Summative End of PO testRO58 - Controlled assessment - ongoing | RO57 – Formative testing throughout RO57 – Summative End of PO test | RO57 – Formative testing throughout RO57 – Summative End of PO test |
| Linked learning | Students will have covered some areas of male and female reproductive systems, contraceptives and immunity during Science and PSHE lessons. Students can also draw on experience from younger siblings, and visiting GPs and other health professionals.This subject links with **Biology** – male and female reproductive systems, reproduction, development of the embryo and foetus.**PSHE** – contraceptives, healthy relationships. **English** – definitions of key terms, extended writing. **ICT** - word processing, research. **PE** – nutrition, **Food** – Nutrients |
| \*SMSC Links | 253. Provision for the spiritual development of pupils includes developing their understanding of different family settings and respect for different peoples values. Imagination and creativity is encouraged through use of different mediums to complete tasks set. Students will often reflect on their childhood and past experiences, along with those they have witnessed when sharing with peers.254. Provision for the moral development of pupils includes developing their ability to recognise the difference between right and wrong and to readily apply this understanding in their set tasks. Students learn about the consequences of their behaviour and actions along with learning to understand and appreciate the viewpoints of others on these issues255. Provision for the social development of pupils includes developing their social skills in different contexts, for example working and socialising with other pupils, including team work and presentations. Students will also practise respecting others with different view points and approaches to life.256. Provision for the cultural development of pupils includes developing their understanding and appreciation of the things we value and share in common across cultural, religious, ethnic and socio-economic communities |
| Literacy | * Key terminology
* External examination marks for Quality of Written Communication.
 | Numeracy | * Weeks and Months
* Measures of nutrients
* Interpretation of graphs
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| Enrichment | Appropriate trips will be organised as the opportunity arises. |
| Impact on personal development | A successful learner in this subject will demonstrate critical thinking skills, social and emotional intelligence, empathy and understanding. They will also develop and demonstrate their ability to apply their gained knowledge to a variety of scenarios linking theory to practice.Students will gain an understanding of their own and others views in terms of choices that need to be made when caring for children, either as a career or Gain a clear perspective on life and their interest in and respect for different people’s feelings and values;Appreciation of consequence of poor health choices in relation to an individual’s health before and during pregnancy. |

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| Ways to support student learning in this subject |
| * Watch documentaries about child development e.g. The secret life of 4 year olds, Super Nanny.
* Watch programmes relating to birth, e.g. One born Every Minute.
* Encourage students to pay attention to local and national news – relating to health professionals, pregnancy and birth.
* Ask them about their learning and for them to explain concepts they are learning about.
* Discuss with them, if appropriate, your own experience of pregnancy, labour, birth, antenatal appointments, the postnatal period and raising young children.
* Discuss with them career opportunities in Child Development and in Early Years settings.
* If you have family members/ friends with young children take them to visit them.
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