



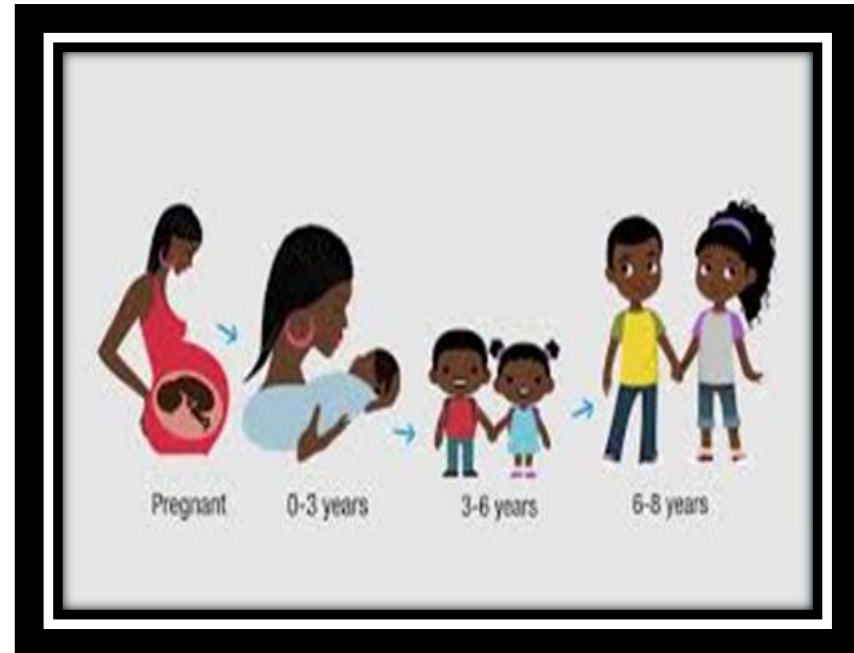
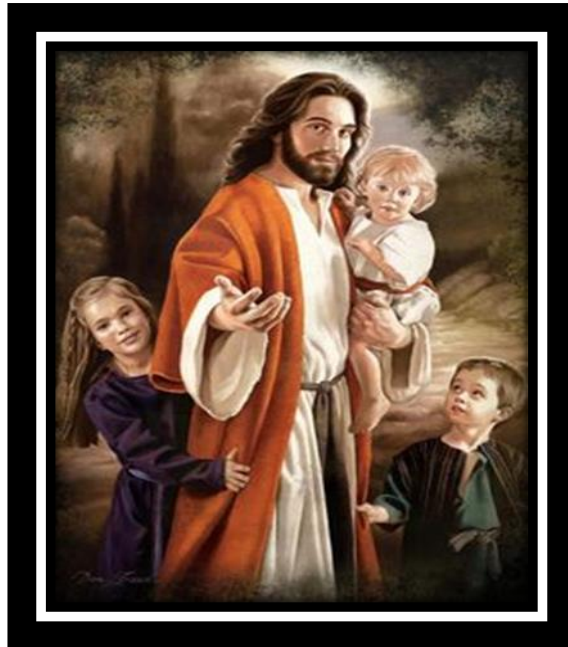
SAINT JOHN WALL CATHOLIC SCHOOL

A Catholic School for All



KS4 Child Development Knowledge and Skills Overview

Curriculum Intent: *“To educate each and every unique child in our care to hear and respond to what God calls them to be”.*



Luke 2:40

“And the child grew and became strong, filled with wisdom. And the favour of God was upon him”.

KS4 Child Development Scheme of Work Overview

Sequencing of topics and Career links	Year 9- R0 18 Health and well-being for child development	Career links <ul style="list-style-type: none"> ❖ Midwife ❖ Obstetrician ❖ General Practitioner (GP), nurse, ❖ Gynaecologist ❖ Paediatrician ❖ Health Visitor ❖ Social Worker ❖ Teacher-Early Years, Primary/Secondary/Further Ed. ❖ SENDCO ❖ Play Therapist ❖ Children's nurse ❖ Counsellor ❖ Educational psychologist/ Child psychotherapist ❖ Speech and language therapist ❖ Paramedic ❖ Sonographer 	<p style="text-align: center;"><u>Sub Specialities</u></p> <ul style="list-style-type: none"> ❖ Maternal and Foetal Medicine ❖ Gynaecological Oncology ❖ Urogynaecology ❖ Reproductive Medicine ❖ Reproductive Healthcare
	Year 10-RO's 18 & 19- Understand the equipment and nutritional needs of children from birth to five years		
	Year 11-RO's 18 & 20- Understand the development of a child from birth to five years		
Calendared assessments	Yr. 9- Autumn and Summer Yr. 10— Autumn and Spring Yr. 11 – Autumn and Spring		
Personal Development <i>(Cross curricular, SJW Values, SMSCV, cultural capital)</i>	<p>The Child Development specification underpins in part the RSE and Health Curriculum 2020, lending itself to developing the whole child-physically, intellectually and emotionally; SJW Values and Cultural Capital opportunities are also embedded. Key Stage Three cross curricula knowledge and skills are referenced, giving opportunity to measure memory retention.</p> <p>Science-anatomy, conception and foetal development, RDI's, medication and vaccinations, sonography</p> <p>Religious Education-life and death, abortion, ethics and morals, immaculate conception,</p> <p>Mathematics-Apgar score, gestation, BMI, height and weight-growth centiles,</p> <p>English-speech and language development, story time and reading,</p> <p>Geography- LEDC's, famine and poverty, demographics</p> <p>History--NHS, Public Health, History of Mental Health, Medicine through the ages, Poverty Housing Policy, Dev. Of Children's Life Expectancy, Windrush</p> <p>MFL-cultural differences in birth practices, language barriers,</p> <p>Art, Design and Technology- crafts, colours,</p> <p>Music and Performing Arts-nursery rhymes, baby yoga,</p> <p>PE-fine and gross motor skills development, exercise and weight management,</p> <p>Health Studies-Diet and Lifestyle Choices, Pregnancy and Birth, Child Developmental Milestones, Weight and Diet Related Illnesses</p> <p>ICT, Business and Media- pregnancy and baby tracker apps, NHS online, NSPCC, ChildLine, social media platforms and groups</p>		

Progression model	What knowledge will pupils develop? <i>(Including key terminology)</i>	What skills will pupils develop? <i>(Including literacy & Numeracy)</i>
	<p>This qualification comprises three units and is for pupils who wish to develop applied knowledge and practical skills in child development. It is designed with both practical and theoretical elements, which will prepare students for further and higher qualifications in Child Care, Health and Social Care, Midwifery, Obstetrics & Gynaecology, Psychology, Sociology and Biology.</p> <ol style="list-style-type: none"> 1. Health and well-being for child development-examination unit 2. Understand the equipment and nutritional needs of children from birth to five years- internal assessment <ul style="list-style-type: none"> ❖ Pupils will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs. This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. 3. Understand the development norms of a child from birth to five years-internal assessment. <ul style="list-style-type: none"> ❖ Pupils will gain an understanding of the development norms from birth to five years and the stages and benefits of play. Pupils will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five. 	<ol style="list-style-type: none"> 1. Examination unit-pupils will develop an understanding of the physical, intellectual, social, emotional, ethical and economic factors that need to be considered before conception; as well as the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses. 2. Pupils will transfer their knowledge and understanding of nutrients, ethics, food allergies and intolerances, calories and RDI's to design make and evaluate lunch or dinner for a child aged between 12 months to five years old. Pupils will learn how to assemble a feeding bottle, make the formula, disassemble and then sterilise all component parts-steam sterilising, microwave sterilising and chemical/water sterilising. 3. Pupils will transfer their knowledge and understanding of child development norms to plan, execute and evaluate a social experiment. Pupils will select a child and plan three age/stage activities, predicting how the child will interact and react. They will evaluate their findings cross referencing with and drawing comparisons with societal child development norms.

Development homework

- ❖ Past papers, mark schemes and examiner/moderator reports
- ❖ **OCR Child Development revision book**
- ❖ **Learning Journals** and Knowledge organisers
- ❖ PLC checkers

Career Research list:

- ❖ <https://www.healthcareers.nhs.uk/explore-roles/doctors/roles-doctors/obstetrics-and-gynaecology>
- ❖ <https://www.healthcareers.nhs.uk/explore-roles/midwifery/faqs-midwifery>
- ❖ <https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/social-worker>
- ❖ <https://www.ucas.com/ucas/after-gcses/find-career-ideas/explore-jobs/job-profile/health-visitor>
- ❖ <https://www.healthcareers.nhs.uk/explore-roles>
- ❖ <https://getintoteaching.education.gov.uk/how-to-become-a-teacher>
- ❖ <https://www.prospects.ac.uk/jobs-and-work-experience/job-sectors/social-care/working-with-children>

Watch List

- ❖ The Midwives
- ❖ Life and Birth
- ❖ Help! We're Having A Baby
- ❖ Babies 24/7
- ❖ Call the Midwife
- ❖ One Born Every Minute
- ❖ Bringing Up Baby
- ❖ The Worlds Strictest Parents
- ❖ Super Nanny
- ❖ Real Families

