



Hazel Wood
High School

Part of the

Oak



Learning Partnership

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Child Development
Curriculum Overview
**Hazel Wood
High School**



Our Curriculum Content:

This qualification allows students to develop their knowledge and understanding of child development and growth of children up to the age of five, how children learn through play and how meeting the needs of individual children will support their development. In a practical learning environment, students will have the opportunity to develop applied knowledge in the following areas: the opportunity to develop applied knowledge in the following areas:

- the characteristics of children’s development from birth up to five years
- factors that affect growth and development
- the importance of play
- how play promotes children’s learning and development
- reasons why children may need support
- child-friendly environments to support play, learning and development in children from birth to five years old
- supporting all children to learn and develop physically, intellectually, emotionally and socially, and adapting activities to support children’s play, learning and development

Btec Level 1/ 2 Tech Award in Child Development		
Year 10	September to December	January to May
Unit Title	Component 1: Children’s Growth and Development GLH: 36 hours	From May to July, students will have the opportunity to prepare for any component resits or revision of the components in preparation for their exam. Component 2: Learning Through Play GLH: 36 hours
Key knowledge and understanding that enables skill building.	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: A Understand the principles of growth and development A1 To be able to understand how and why growth is measured A2 To be able to understand the principles of development	Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes: A Understand how children play A1 To be able to understand the stages of children’s play A2 To be able to understand types of play



	<p>A3 To be able to understand development across ages from birth to 18 months</p> <p>A4 To be able to understand development across ages from 18 months to 3 years</p> <p>A5 to be able to understand development across ages 3 to 5 years</p> <p>B Understand how factors impact on children’s overall development</p> <p>B1 To be able to understand how physical factors affect development</p> <p>B2 To be able to understand how environmental factors affect development</p> <p>B3 To be able to understand how social factors affect development</p> <p>B4 to be able to understand how financial factors affect development</p>	<p>B Understand how children’s learning can be supported through play</p> <p>B1 To be able to understand how children learn through physical play</p> <p>B2 To be able to understand how children learn through cognitive/intellectual play</p> <p>B3 To be able to understand how children learn through communication and language play</p> <p>B4 To be able to understand how children learn through social play</p> <p>B5 To be able to understand how children learn through emotional play</p> <p>B6 To be able to understand how play can be organised to promote learning</p> <p>B7 To be able to understand the role of the adult in promoting learning through play</p> <p>B8 To be able to plan play opportunities for children</p>
<p>Vocabulary</p>	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every student’s book.</p> <p>In child development, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>	
<p>Assessment</p>	<p>Throughout both of these components, students will be formatively assessed on their practical skills to ensure that teaching is bespoke to each of their development needs. They are given one-to-one or small group feedback during practical lessons that help them to move on with success. Students are expected to complete fortnightly homework assessments online, that test their increasing knowledge base in relation to component. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the ‘Do Nows’ for lessons. In lessons, there are regular ‘low-stakes’ quizzes to ensure that students’ knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.</p>	
	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks.</p> <ul style="list-style-type: none"> ● Task 1: Students will demonstrate their knowledge and understanding of growth and development of a child of a given age. ● Task 2: Students will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study. 	<p>Pearson sets the assignments for the assessment of this component. The assignment for this component consists of three tasks.</p> <ul style="list-style-type: none"> ● Task 1: Students will demonstrate their knowledge and understanding of how a child of a given age plays. ● Task 2: Students will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study.



	<ul style="list-style-type: none"> Task 3: Students will demonstrate their knowledge and understanding of development and factors affecting development of a child based on a case study. The assignment will take approximately 6 supervised hours to complete. The assignments will be marked by centres and moderated by Pearson. Assignments for this component will be set by Pearson in September and will be submitted for moderation in December. 	<ul style="list-style-type: none"> Task 3: Students will demonstrate their knowledge and understanding of a suitable play experience/activity based on a case study. The assignment will take approximately 6 supervised hours to complete. The assignment will be marked by centres and moderated by Pearson. Assignments for this component will be set by Pearson in January and will be submitted for moderation in May.
Year 11	September to January	February to June
Unit Title	Component 3: Supporting Children to Play, Learn and Develop External Synoptic GLH: 48 hours	Once the course has been completed, students will take part in interventions for other subjects with summer exams.
Key knowledge and understanding that, where necessary, enables skill building.	<p>Lesson Objectives in our Medium-Term Plans are sequenced to ensure that students know and understand the following learning outcomes:</p> <p>A Investigate individual needs that may impact on a child's play, learning and development</p> <ul style="list-style-type: none"> A1 To be able to understand individual needs A2 To be able to know how individual needs may impact on play, learning and development <p>B Create safe environments to support play, learning and development in children aged 0-5 years</p> <ul style="list-style-type: none"> B1 To be able to know how to ensure all children are safe B2 To be able to understand health and safety considerations for inside environments for children with individual needs B3 To be able to understand health and safety considerations for outside environments for children with individual needs <p>C Adapt play to promote inclusive learning and development</p> <ul style="list-style-type: none"> C1 To be able to understand the benefits of adapting activities for all children in play, learning and development C2 To be able to understand how to adapt activities/resources to support a child with physical needs (ensuring age appropriateness) 	



	<p>C3 To be able to understand how to adapt activities to support a child with cognitive and intellectual needs (ensuring age appropriateness)</p> <p>C4 To be able to understand how to adapt to activities to support a child with communication or language needs (ensuring age appropriateness)</p> <p>C5 To be able to adapt activities/resources to support a child experiencing social and emotional needs (ensuring age appropriateness)</p>	
Vocabulary	<p>All lessons, throughout the course, introduce key terminology at the start, to ensure that students know key words and subject terminology. In addition to this, the key terminology for the course is recalled and retrieved through fortnightly homework and there is a full subject glossary at the back of every student's book.</p> <p>In child development, students also utilise a personal glossary where they record words that are new to them. These glossaries are used by the teacher to test whether students have learnt and know new words.</p>	
	<p>Key terms used in the assessment:</p> <p>Assess Complete Discuss Evaluate Explain Give Identify Match State Which</p>	
Assessment	<p>Throughout this component, students will be formatively assessed on the application of knowledge to exam style questions to ensure that teaching is bespoke to each of their development needs.</p> <p>Students are expected to complete fortnightly homework assessments online, that test their increasing knowledge base in relation to component. Where questions are consistently incorrect with many pupils responding incorrectly, these are addressed in the 'Do Nows' for lessons.</p>	



In lessons, there are regular 'low-stakes' quizzes to ensure that students' knowledge base is developing and to help them to retrieve, and commit to memory, key learning points.

Assessment objectives

AO1 Know about adaptations that may need to be made to activities for children in order to meet individual needs and support learning and development, promote inclusion and be aware of the role of the adult in managing safe environments.

AO2 Demonstrate understanding of the types of adaptations that may need to be made to activities due to a child's individual needs, and environmental risks and hazards that may impact children's learning and development.

AO3 Apply knowledge and understanding to adapt activities to meet children's individual needs and promote inclusion.

AO4 Making connections between areas of development, children's individual needs and activities to ensure the adapted activities best support individual children to develop and to promote inclusion.

In November, students will sit a Mock examination. The result from this examination will be reported to parents, alongside a realistic expected grade for the subject.

Findings from the Mock exam will result in some explicit reteaching so that students can identify their own areas for development and areas of success. This will also enable course leader to adapt teaching where there may be gaps in knowledge.

This external component builds on knowledge, understanding and practices acquired and developed in Components 1 and 2 and includes synoptic assessment. Students will complete activities related to children's play, learning and development and will plan how to support children with individual needs.

An exam worth 60 marks will be completed under supervised conditions. The supervised assessment period is 2 hours and should be arranged in the period timetabled by Pearson. The assessment availability is January/February and May/June. Students will sit this examination in the January/February window and will have the opportunity to resit this in the May/June window if needed.