

At key stage four, this level 1 / 2 Child Development curriculum is appropriate for pupils who are looking to develop significant knowledge and understanding in Child Development, and to be able to apply their learning to various Early Years settings. This qualification is appropriate for pupils who are interested in Child care occupations, who are motivated to complete independent work and are challenged by learning through practical and written activities across the 2-year course. The study of Child Development aims to encourage pupils to develop their understanding of the fundamental aspects of child growth and development. The curriculum allows our students to begin their journey into becoming skilled childcare practitioners who will be equipped with skills relevant to delivering high quality care to babies and young children, as well as preparing our students for further study and employment.

The Curriculum in Child Development is broad, balanced and relevant to the needs of the students and future employers. The curriculum challenges pupils to think abstractly, work collaboratively and problem solve to develop curiosity and the desire for knowledge. Through modelling and explicit opportunities to reflect on feedback, this allows pupils to embed their knowledge whilst giving opportunity to put into practice what they learn. This ensures they develop their technical skills, which they can relate to real life scenarios through case studies and local community contexts. Our curriculum means pupils are able to revisit and improve core skills and knowledge over time, deepening their understanding.

pupils will engage in both written and practical assessments throughout the two-year course which will allow them to show their understanding of theory and be able to apply it effectively.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
10 Term 1	Content Area 1: Child Development Students will know aspects of holistic development including physical, intellectual/cognitive, communication and language, social and emotional development. Content Area 2: Factors That Affect a Child's Development Students will know different factors that affect a child's development including nature vs nurture, biological and environmental factors, effects of biological and	Builds on Ks3 prior knowledge from their mandatory subjects including extended writing skills, mathematics, ITC use, science.	Learners will develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skills	Learners will understand knowledge which will inform future training and work in the early years sector: • Different aspects of holistic development • Short-term and long-term effects of biological and environmental factors on the healthy growth and development of the child • Ways in which the early years practitioner supports the wellbeing and basic care needs of the child through expected and	Nature, nurture, holistic, biological, environmental, developmental milestones, multidisciplinary, multiagency,	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	environmental factors on development, types of transitions, the impact of transitions on a child's development and support strategies			unexpected transitions		
10 Term 2	Content Area 3: Care Routines, Play and Activities Students will know different care routines, play and activities to support the child including basic care needs, basic care routines, play activities and the role of the early year's practitioner during play activities Content Area 4: Early Years Provision Students will know different types of early years		Learners will develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred	• Child's care needs and the importance of play and activities to support the child's independence, health, safety and wellbeing • Purpose, role, and function of different types of early years provision	Observation, practitioner, professional behaviours, interpersonal skills, emotional intelligence, provision, reflection	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	provision, the purpose of early years provision, types of early years settings and variations in early years provision		learning style and identify relevant study skills			
10 Term 3	Content Area 5: Legislation, Policy and Procedure Students will know about different regulatory authorities, Legislation and frameworks which underpin policy and procedure such as; Legislation, framework, policy and procedure definitions, Health and safety procedure, equality and inclusion, safeguarding procedure and confidentiality procedures.		Learners will develop the following skills that will inform future training and work in the early years sector: • decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	• Legislation that governs early years settings and the relationship between legislation, frameworks, policies and procedures	Legislation, policy, procedure, evaluation, reflection, interpersonal,	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	Content Area 6: Expectations of the Early years Practitioner Students will know the expectations of the Early Year's Practitioner including their appearance, behaviour, attendance and punctuality		relevant study skills	Expectations with regard to appearance, behaviour, timekeeping and attitude when working in an early years setting		
11 Term 1	Content Area 7: Roles and Responsibilities Students will know the roles and responsibilities of the practitioner, how partnership working benefits the child, family and the practitioner, specialist roles in and outside of the early years setting Content Area 8: Importance of Observations Students will know how observations		Learners will develop the following skills that will inform future training and work in the early years sector: - decision making - observation - resourcefulness - problem solving - planning - evaluation - reflection - interpersonal skills - professional behaviours - respect and appreciation of others	- Roles and responsibilities of those working with children in early years settings and the purpose of partnership working within early years provision - How observations are used in early years settings, the different methods used and the	Observational skills, interpersonal skills, professional behaviours,	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	support child development, they will know about objective and subjective observation, components of recording observations, different methods of observation and how to share observations		an ability to reflect upon their preferred learning style and identify relevant study skills	components of recording observations		
11 Term 2	Content Area 9: Planning in the Early Years Students will know the purpose of a child centred approach, the purpose of the planning cycle and how to use a planning cycle. NEA Preparation (2 hours)		Learners will develop the following skills that will inform future training and work in the early years sector: - decision making - observation - resourcefulness - problem solving - planning - evaluation - reflection - interpersonal skills - professional behaviours - respect and appreciation of others	- The child-centred approach to planning and the importance of planning to meet the child's needs - Reinforcement of the importance of continuing professional and personal development	Child centred planning, child centred care, planning, observations, planning cycle, plan, assess, reflect, analyse	Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
			an ability to reflect upon their preferred learning style and identify relevant study skills			
11 Term 3	NEA (14 hours)		AO1 Recall knowledge and show understanding, AO2 Apply knowledge and understanding, AO3 Analyse and evaluate knowledge and understanding, AO4 Demonstrate the application of relevant vocational skills, processes, working practices and documentation, AO5 Analyse and evaluate the demonstration of relevant vocational skills, processes, working practises and documentation			Short and extended exam responses; describing case studies; analysing research findings; Purposeful writing tasks promoted, using department wide acronym PEEL, (Point, Example/Evidence, Explain/Elaboration Link) Evaluation and review, including what went well, Even better if and Next steps.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Prior Knowledge (KS3/Previous learning)	Skills acquired What pupils will be able to 'do'	Concepts developed (What pupils will understand?)	Key Vocabulary (Tier 3)	Writing & Communication
	Examination (1 hour 30)		AO1 Recall knowledge and show understanding AO2 Apply knowledge and understanding, AO3 Analyse and evaluate knowledge and understanding			

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
10 Term 1	Content Area 1: Child Development Students will know aspects of holistic development including physical, intellectual/cognitive, communication and language, social and emotional development.	KPI 1.1 Understand and explain the different aspects of holistic development KPI 1.2 Understand the expected sequence and key milestones of children's development		- Revision resources as we go, - verbal, written and auditory tasks. Interleaved through range of methods of recall throughout KS4. - Knowledge organisers for key topics - Discussions - Modelling - I do, we do you do.	Links to; - Home - Social emotional - Relationships - Feelings - Jobs/careers - Programmes - Experiences - Cross curricular: - Pe/health and fitness, - science, - maths, - business studies, - pe.

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	Content Area 2: Factors That Affect a Child's Development Students will know different factors that affect a child's development including nature vs nurture, biological and environmental factors, effects of biological and environmental factors on development, types of transitions, the impact of transitions on a child's development and support strategies	KPI 2 Understand and explain that nature verses nurture alongside transitions may affect a child's development		• Scaffolded layouts • Templates • Sentence starters. • Key words and terminology explanations • Displays to reinforce learning	• Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,
10 Term 2	Content Area 3: Care Routines, Play and Activities Students will know different care routines, play and activities to support the child including basic care needs, basic care routines,	KPI 3.1 Understand and explain the child's care needs KPI 3.2 Understand the importance of play and activities to support the child's independence, health, safety and well-being			Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences • Cross curricular: • Pe/health and fitness,

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	play activities and the role of the early year's practitioner during play activities Content Area 4: Early Years Provision Students will know different types of early years provision, the purpose of early years provision, types of early years settings and variations in early years provision	KPI 4 Understand and explain the purpose, role and function of different types of early years provision			•science, •maths, •business studies, •pe. • Businesses Further education: • pathways, • a level, • t-levels, - apprenticeships, • university, • jobs, • contracts,
10 Term 3	Content Area 5: Legislation, Policy and Procedure Students will know about different regulatory authorities, Legislation and frameworks which underpin policy and procedure such as; Legislation, framework, policy	KPI 5 Explain and understand that early years settings are regulated and standardised and to know legislation, policy and procedure			Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences •Cross curricular: •Pe/health and fitness, •science, •maths,

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	and procedure definitions, Health and safety procedure, equality and inclusion, safeguarding procedure and confidentiality procedures. Content Area 6: Expectations of the Early years Practitioner Students will know the expectations of the Early Year's Practitioner including their appearance, behaviour, attendance and punctuality	KPI 6 Understand and explain the expectations with regard to appearance, behaviour, timekeeping and attitude when working in early years settings			•business studies, •pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,
11 Term 1	Content Area 7: Roles and Responsibilities Students will know the roles and responsibilities of the practitioner, how partnership working benefits the child,	KPI 7 Understand and explain the roles and responsibilities of those working with children in the early years setting KPI 7.1 Understand and explain the purpose or partnership working within early years provision.		• Revision resources as we go, • verbal, written and auditory tasks. Interleaved through range of methods of	Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences •Cross curricular:

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	family and the practitioner, specialist roles in and outside of the early years setting Content Area 8: Importance of Observations Students will know how observations support child development, they will know about objective and subjective observation, components of recording observations, different methods of observation and how to share observations	KPI 8 understand and explain how observations are used in the early year's settings, KPI 8.1 Understand and explain the different methods used and the components of recording observations		recall throughout KS4. • Knowledge organisers for key topics • Discussions • Modelling • I do, we do you do. • Scaffolded layouts • Templates • Sentence starters. • Key words and terminology explanations • Displays to reinforce learning	• Pe/health and fitness, • science, • maths, • business studies, • pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,
11 Term 2	Content Area 9: Planning in the Early Years Students will know the purpose of a child centred approach, the purpose of the	KPI 9 Understand and explain the child centred approach to planning KPI 9.1 Understand and explain the importance of planning to meet the child's needs			Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
	planning cycle and how to use a planning cycle. NEA Preparation (2 hours)				•Cross curricular: •Pe/health and fitness, •science, •maths, •business studies, •pe. • Businesses Further education: • pathways, • a level, • t-levels, - apprenticeships, • university, • jobs, • contracts,
11 Term 3	NEA (14 hours) Examination	AO1, AO2, AO3, AO4, AO5 AO1, AO2, AO3			Links to; • Home • Social emotional • Relationships • Feelings • Jobs/careers • Programmes • Experiences •Cross curricular: •Pe/health and fitness, •science, •maths,

Year	Knowledge (Topics/Unit of work? What pupils will 'know'	Assessment (KPIs: Diagnostic + Summative)	Cumulative Links (What is revisited?)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
					•business studies, •pe. • Businesses Further education: • pathways, • a level, • t-levels, • apprenticeships, • university, • jobs, • contracts,

Year	Unit/Big idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessments (KPIs: Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS5)
12 Term 1						
12 Term 2						
12 Term 3						
13 Term 1						
13Term 2						
13 Term 3						

Year	Unit/Big Idea	Disciplinary Thinking & Methods	Cumulative Links (What is revisited?)	Assessment (Diagnostic + Summative)	Adaptive Teaching (How all pupils access learning)	Future Links (KS4/KS5)
12 Term 1						
12 Term 2						
12 Term 3						
13 Term 1						
13 Term 2						
13 Term 3						