



# Denton Community College 2019/20

## Departmental Curriculum Map Template

### Subject: Child development

### Year Group: 10



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	LO1 Understand reproduction and the roles and responsibilities of parenthood	LO2 Understand antenatal care and preparation for birth	LO3 Understand postnatal checks, postnatal provision and conditions for development	LO4 Understand how to recognise, manage and prevent childhood illnesses LO5 Know about child safety	Coursework preparation related to RO19 – The equipment and nutritional needs of children aged 1 - 5	Completion of RO19 coursework. Preparation for RO20 coursework.
<b>What will students during this unit?</b>	Factors affecting the decision to have a family Genetic testing Roles and responsibilities of parenthood Pre-conception health Structure and function of male and female reproductive systems Conception and development of the embryo and foetus Contraception	Importance of antenatal care and the professionals working within the industry Antenatal and parenting classes Routine checks carried out at an antenatal clinic Specialised diagnostic tests Stages of labour Methods of delivery Pain relief	Postnatal checks on the new born baby Premature babies Post-natal support for the family Conditions for development (including SIDS) Behaviour and approaches to discipline	Acquiring immunity Recognising and treating common childhood illnesses Diet related illnesses Food intolerances and allergies The needs of an ill child Preparing a child for a stay in hospital	Understand the key factors when choosing equipment for babies from birth to 12 months Understand the key factors when choosing equipment for children from one to five years Know the nutritional guidelines and requirements for children from birth to five years Be able to investigate and develop feeding solutions for children from birth to five years	Understand the key factors when choosing equipment for babies from birth to 12 months Understand the key factors when choosing equipment for children from one to five years Know the nutritional guidelines and requirements for children from birth to five years Be able to investigate and develop feeding solutions for children from birth to five years

<b>When will students be assessed?</b>	During and at the end of the unit.	During and at the end of the unit.	During and at the end of the unit.	During and at the end of the unit.	During	At completion of coursework
<b>How will students be assessed?</b>	Summatively at the end of the unit. Formatively during the unit via extended writing questions.	Summatively at the end of the unit. Formatively during the unit via extended writing questions.	Summatively at the end of the unit. Formatively during the unit via extended writing questions.	Summatively at the end of the unit. Formatively during the unit via extended writing questions.	Ongoing feedback to students related to elements of coursework.	Ongoing feedback to students related to elements of coursework. RO19 marked to exam board criteria, marks entered for moderation in November of Year 11.
<b>Key Vocabulary</b>	<b>Pre-conception health</b> <b>Genetic counselling</b> <b>Contraception</b> <b>Conception</b> <b>Implantation</b> <b>Embryo</b> <b>Foetus</b> <b>Role model</b>	<b>Antenatal</b> <b>Midwife</b> <b>Health Visitor</b> <b>Obstetricia</b> <b>Paediatrician</b>	<b>APGAR score</b> <b>Vernix</b> <b>Lanugo</b> <b>Fontanelle</b> <b>Reflexes</b> <b>Post-natal</b>	<b>Signs of illness</b> <b>Symptoms of illness</b> <b>Obesity</b> <b>Safety strategies</b> <b>Hazard</b> a trip hazard. <b>BSI safety mark</b> <b>CE symbol</b>	<b>Age-appropriateness</b> <b>Safety e.g. flammability, stability</b> <b>Cost</b> <b>Design/ergonomics</b> <b>Durability e.g. materials</b> <b>Hygiene e.g. easy to clean, washable</b> <b>Macronutrients</b> <b>Micronutrients</b> <b>Weaning</b> <b>Breast feeding</b> <b>Bottle feeding</b> <b>Combination feeding</b>	<b>Age-appropriateness</b> <b>Safety e.g. flammability, stability</b> <b>Cost</b> <b>Design/ergonomics</b> <b>Durability e.g. materials</b> <b>Hygiene e.g. easy to clean, washable</b> <b>Macronutrients</b> <b>Micronutrients</b> <b>Weaning</b> <b>Breast feeding</b> <b>Bottle feeding</b> <b>Combination feeding</b>
<b>Homework opportunities to broaden or deepen student knowledge</b>	As appropriate choosing from Case studies Exam questions Extended writing opportunities Research tasks Revision for summative assessment	As appropriate choosing from Case studies Exam questions Extended writing opportunities Research tasks Revision for summative assessment	As appropriate choosing from Case studies Exam questions Extended writing opportunities Research tasks Revision for summative assessment	As appropriate choosing from Case studies Exam questions Extended writing opportunities Research tasks Revision for summative assessment	Research around the topic of coursework	Research around the topic

**Links to the National Curriculum**

The first topic of study underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety. Knowledge gained would be of use for further studies in PHSE, Biology and other child development qualifications.

In the second topic of study, students 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. Evaluation skills are developed, which would be of use in further studies in a number of areas

Spiritual issues - how child development methods, principles and values support children. Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives

Moral issues - offering the opportunities to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life

Ethical issues - learning about rights of children and understanding the values of care, to promote protection and fair and equal treatment

Social issues - how child development and care can affect the quality of life experienced and how individuals' requirements are met

Legislative issues - the main aspects of legislation relating to child development and care: Data Protection Act, Equality Act, Health and Safety and other legislation that applies to the sector

Economic issues - learning about making informed decisions about the provision for children (e.g. meals, toys, development activities) and the different types of child care settings and support services that are available for use taking into consideration the implications for availability and cost

Cultural issues - helping learners appreciate that child development contributes to the development of our culture and to social cohesion o how learners need to show cultural awareness of children when communicating and interacting with them