

CHILD DEVELOPMENT

Curriculum intent

Child Development supports students in gaining a fundamental appreciation of how early childhood experiences and relationships lay the foundations for future interactions and outcomes. They understand the process of holistic development, discovering the sequence in which children gain specific concepts and skills. This will enable them to deliver appropriate strategies to ensure that children thrive. Students explore the roles, responsibilities and opportunities of careers connected to early years development.

Careers

Studying Child Development provides the opportunity for students to follow a wide range of careers options. Students may explore the possibility of embarking on a career in a range of early years settings including reception class in a primary school and a private nursery. Other career paths could include children's social worker, health visitor, play therapist, speech and language therapist and family support worker.

Curriculum strands:

Development of children 0-5 years	Working with young children	Research	Explanation
Students explore milestones to enable an understanding of the skills and concepts that are achieved from birth to 5 years. They are introduced to the range of factors and transitions that affect holistic development.	Students develop their understanding of the roles and responsibilities of working in early years settings. They consider the individual needs of children and how these can be met.	Students develop their independent research skills to enable understanding of a range of childcare issues. They learn to collect, select and record information from a range of sources ensuring that these are appropriately acknowledged.	Students explain how a range of factors, events and activities influence a child holistically, with an increasing awareness of how all areas are interrelated.

Examinations:

Unit title	Topics	Weighting	Assessment
Examination	<ul style="list-style-type: none">Child developmentFactors that influence the child's development Care routines, play and activities to support the childEarly years provisionLegislation, policies, and procedures in the early yearsExpectations of the early years practitionerRoles and responsibilities in early years settingsThe importance of observationsPlanning in early years	50%	80 marks 1hr 30
Non Examined Assessment	<ul style="list-style-type: none">Synoptic unit that assesses knowledge from the examination unit	50%	92 marks

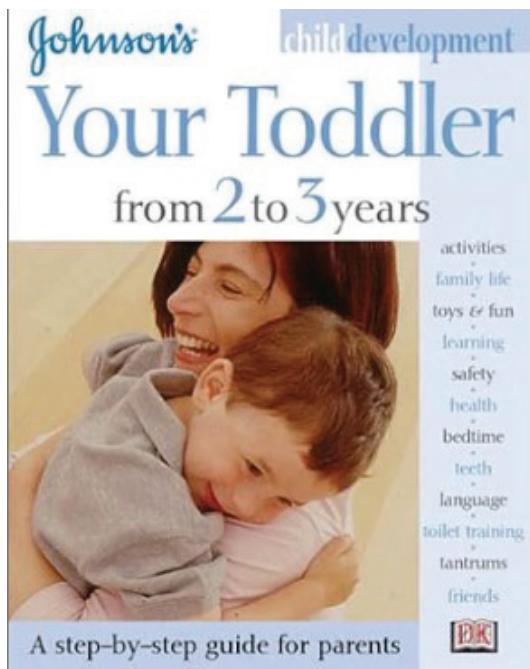
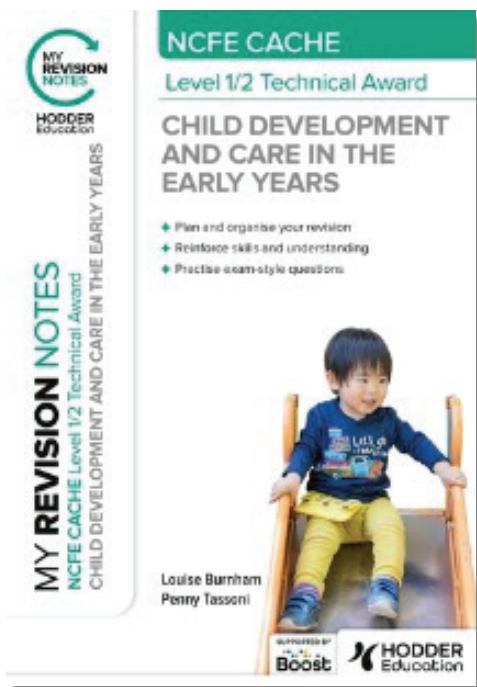
Assessment

Students are assessed through a series of short and longer exam questions as well as through completion of NEA tasks covering a wide range of content. Pieces are assessed at regular intervals throughout the year, ensuring that there is a range of evidence prior to whole school data collections. Summative assessments are completed under exam conditions. Following assessments students complete a feedback lesson where they are provided with whole class feedback focussed on particular exam style questions and common misconceptions encountered. Students reflect on their own performance, identifying areas of strength and development.

Home Learning

In Child Development we use the on line teams application to complete home learning quizzes. Students are set a quiz to complete each week, that focuses on a particular aspect of their learning. Students are directed to a particular section(s) in their Knowledge Organiser and are required to use one of the home learning retrieval strategies such as mind map, brain dump, self-quizzing or look, cover, write, check to evidence completion of the task.

In the library



Student work

