

## **Intent**

*This is a Cambridge Nationals Level 1/2 qualification (J818) which helps learners to develop applied knowledge and practical skills in Child Development. It is designed with both practical and theoretical elements. This qualification will support student's progression to further qualifications in Child Care, Health and Social Care, Psychology, Sociology and Biology.*

## Childcare Department Curriculum Mapping

### Rationale

The aim of this qualification is to provide learners with the knowledge and understanding of babies and young children from birth to five years of age.

Research shows quality education and care early in life leads to better health, education and employment outcomes later in life. The early years are critical for establishing self-esteem, resilience, healthy growth and capacity to learn. Quality education and care shapes every child's future and lays the foundation for development and learning.

This qualification allows the learners to gain the necessary skills to support the development of children within their early years.

The curriculum should aim to provide opportunities to explore a wide range of topics that the learners will draw upon in their futures either in employment or life experiences. It should engage and inspire pupils and develop an understanding of their own and other's development.

Child development have been shown to develop a whole range of key skills such as bathing a baby, costing up baby equipment and evaluating the most effective equipment to use.

The curriculum should aim to develop the pupils into independent learners with a thirst for knowledge. There are a range of assessment methods both internal and external which allows the learners to develop their curiosity for the topic. The use of coursework in two units encourages students to develop both their organisational and ownership skills which will set up for future success.

Furthermore this qualification is split into three units, one that is externally assessed and two that are centre-assessed tasks. The curriculum structure can be mended to both theoretical and practical learning experiences which ensures we are inclusive of every learners learning style.

Overall this qualification provides an opportunity for learners to start to develop the invaluable skills needed in embarking in the journey of becoming an early years practitioner.

### Ambition

**Learners (aged 14-16 years) who embark on this course are keen to enter further education in the care sector.**

- The first topic of study (R057) 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, and conditions for development, childhood illnesses and child safety. Knowledge gained will enable progression to other routes of study including PHSE and Biology.
- In the second topic of study (R058), 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 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.
- In the third topic of study (R059), students will gain an understanding of the developmental expectations from birth to five years and the stages and benefits of play. Students will gain knowledge of, and skills in, developing activities to observe developmental expectations in children up to the age of five years. This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the age related expectations. Researching planning, observing and evaluating skills would be useful in further studies as these are transferable skills and could be applied in many subject areas but are particularly valuable to those entering higher education in the Early Years Arena.
- Learners who show an enthusiasm and commitment for the subject will be encouraged to progress onto the sixth form childcare provision.

2a

### Concept

UAH Childcare department will map the following curriculum to meet the needs of each pupil in order to ensure that they have developed the required knowledge & skills in:

#### **R057 ( Year 10 and 11)**

L01-Understand reproduction and the roles and responsibilities of parenthood.

L02- Understand antenatal care and preparation for birth.

L03- Understand postnatal checks, postnatal provision and conditions for development.

L04-Undertand how to recognise, manage and prevent childhood illnesses and providing a safe environment.

#### **R058 (Year 10 or Year 11)**

L01 Understand the key factors when choosing equipment for babies from birth to 12 months.

L02 Understand the key factors when choosing equipment for children from one to five years.

L03 Know the nutritional guidelines and requirements for children from birth to five years

L04 Be able to investigate and develop feeding solutions for children from birth to five years

#### **R059 (Year 10 or Year 11)**

L01 Understand the physical, intellectual and social development norms from birth to five years.

L02 Understand the benefits of learning through play.

L03 Be able to plan different play activities for a chosen developmental area with a child from birth to five years.

L04 Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years.

### Breadth and Depth

Learners will develop the transferable knowledge and skills from the mandatory subject areas:

Understanding of the health and safety responsibilities of a parent and of staff working in an early year's environment.

Understanding of the nutritional needs of children in the nursery environment.

Factors that affect the decision to have children.

Pre conception health and responsibilities of parents.

Methods of contraception

How reproduction takes place

Signs and symptoms of pregnancy

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Understanding of the nutritional needs of children in the nursery environment.

Factors that affect the decision to have children.

Pre conception health and responsibilities of parents.

Methods of contraception

How reproduction takes place

Signs and symptoms of pregnancy

Understanding of antenatal care.

The stages of labour and birth.

Postnatal care and conditions for development of the infant.

The stages of child development (Social, physical and intellectual)

The benefits of play.

How to observe children and plan age appropriate activities to support development.

How to manage children's behaviour.

How to recognise and manage common childhood illnesses

In depth knowledge of child development and benefits of play to learning.

Understanding of the need to work in partnership with parents/carers and other agencies to ensure the best possible care of the baby/child and in order that each child meets their potential.

Understand how to carry out physical care routines for babies and children safely and always with the utmost respect for the baby/child and their parents/carers.

Skills in planning engaging and stimulating activities and educational programmes for babies and children.

Be able to follow health and safety practices within an early environment.

Be able to record information and make suitable recommendations for babies and children

The required knowledge, skills and competence will be delivered progressively over the programme to ensure that there is a planned sequence and scaffolding of the required competencies. This breadth and depth is demonstrated by the curriculum maps.

**1c, 1d, 2b**

### Implementation Progression Model

Learners will generally join the course with little or no knowledge of the sector. Therefore, learners are exposed to the Early Years sector and the varied further education options that exist for them if they wish to pursue any of these routes.

The learners will not be given a baseline assessment at the start of Year 10 which will allow students to develop their curiosity and understanding of Child development in a general context.

The curriculum will aim to enable learners to make progress in all mandatory subject areas as well as develop a range of transferable soft skills such as communication, team work and critical thinking.

The learners are encouraged to develop their own identity within the childcare coursework which gives greater freedom and choice to select children's types of equipment.

Learners should develop a sense of achievement and self-confidence as they can see the progress they are making and this should be rewarding for them. This is most clear to pupils through their development as early years practitioners, beginning on a piece of coursework and not knowing what baby equipment is, to developing evaluations of the best types of equipment to use within an early years setting.

In Year 11, the coursework tasks set for pupils will increase in challenge and expectation. Students will be able to utilise the skills and knowledge they have learned in previous tasks, in order to create a presentation and child study. Generally, the curriculum will be designed to have coursework and theory based knowledge running parallel.

### Assessment

R057: Health and well-being for child development- Written paper OCR-set and marked. 1 hour and 15 minutes-80 marks (120 UMS) Learners answer all questions

R058: Understand the equipment and nutritional needs of children from birth to five years. Centre assessed tasks. OCR moderated. Approx. 7-10 hours- 60 marks (60 UMS)

R059: Understand the development of a child from birth to five years. Centre assessed tasks. OCR moderated. Approx. 7-10 hours- 60 marks (60 UMS)

Learners will have the opportunity to make amendments to their coursework. The coursework will be marked and moderated within the highly experienced team and then will be sampled by the exam board.

The range of assessment methods will support the learners holistic development as a range of factors will be taken into consideration before they receive their final grades

**1c, 1d, 2b**

Childcare Department Curriculum Mapping

1c, 1d, 2b

Year 10 curriculum overview

Autumn Term 1	Spring Term 1	Summer Term 1
<p>Topic Area 2: Antenatal care and preparation for birth</p> <p>In this module the students will explore types of antenatal care and how to prepare the mother for her birth experience.</p> <p>The topics included are as follows:</p> <p>2.1 The purpose and importance of antenatal clinics</p> <p>2.2 Screening and diagnostic tests</p> <p>2.3 The purpose and importance of antenatal (parenting) classes</p> <p>Students will also be covering one unit of coursework within this time (RO59)</p> <p>Task One- Topic Area 1: Physical, intellectual and social developmental norms from one to five years</p>	<p>Topic Area 2:</p> <p>In this module the students will explore types of antenatal care and how to prepare the mother for her birth experience.</p> <p>The topics included are as follows:</p> <p>2.7 The signs that labour has started</p> <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p> <p>Students will also be covering one unit of coursework within this time (RO59)</p> <p>Topic Area 2: Stages and types of play and how play benefits development</p>	<p>Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p> <p>In this module the students will explore postnatal checks, postnatal care and the conditions for development of a child between the ages of 1 and 5.</p> <p>The topic included are as follows:</p> <p>3.1.1 - Post natal checks that are carried out on the baby immediately after birth and reason why</p> <p>3.1.2 - Post natal checks that are carried out on the baby one to five days after birth and reason why</p> <p>3.2 - Post natal care of the mother and the baby</p> <p>3.3 - The development needs of a child from birth to five years</p>

**Childcare Department Curriculum Mapping**

Autumn Term 2	Spring Term 2	Summer Term 2
<p>Topic Area 2: Antenatal care and preparation for birth</p> <p>In this module the students will explore types of antenatal care and how to prepare the mother for her birth experience.</p> <p>The topics included are as follows:</p> <p>2.4 The choices available for delivery</p> <p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p> <p>2.6 The methods of pain relief when in labour</p> <p>2.7 The signs that labour has started</p> <p>2.8 The three stages of labour and their physiological changes</p> <p>2.9 The methods of assisted birth</p> <p>Students will also be covering one unit of coursework within this time (R059)</p> <p>Task Two- Topic Area 3: Topic Area 3: Observe the development of a child aged one to five years</p>	<p>Students will also be covering one unit of coursework within this time (R059)</p> <p>Topic Area 4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p> <p>In this part of the unit the students will plan an activity for a specific child and then evaluate its effectiveness.</p>	<p>Students will be covering the other unit of coursework (R058)</p> <p>Topic Area 3: Nutritional needs of children from birth to five years</p> <p>In this module the students will plan and prepare a formula feed and then move on to evaluate their performance.</p> <p>The topics included are as follows:</p> <p>3.3 Plan for preparing a feed/meal</p> <p>3.4 How to evaluate planning and preparation of a feed/meal</p>

## Childcare Department Curriculum Mapping

### Year 11 curriculum overview

Autumn Term 1	Spring Term 1	Summer Term 1
<p>Topic Area 4:</p> <p>In this module the students will explore a range of childhood illnesses and a child safe environment.</p> <p>The topics included are as follows:</p> <p>4.1 Recognise general signs and symptoms of illness in children</p> <p>4.2 How to meet the needs of an ill child</p> <p>4.3 How to ensure a child-friendly safe environment</p> <p>Students will also be covering one unit of coursework within this time (RO58)</p> <p>Task one- Topic Area 1: Creating a safe environment in a childcare setting</p>	<p>Topic Area 1: Topic Area 1: Pre-conception health and reproduction</p> <p>In this module the students will explore what is needed for good pre-conception health and the explain the reproductive system.</p> <p>The topics included are as follows:</p> <p>1.1 The structure and function of the reproductive systems</p> <p>1.2 How reproduction takes place</p> <p>1.3 The signs and symptoms of pregnancy</p> <p>Students will also be covering any outstanding coursework tasks.</p>	<p>Examination preparation</p> <p>Students will complete structured exam preparation sessions to support progression to Key stage 5.</p>

Childcare Department Curriculum Mapping

Autumn Term 2	Spring Term 2	Summer Term 2
<p>Topic Area 1: Topic Area 1: Pre-conception health and reproduction</p> <p>In this module the students will explore what is needed for good pre-conception health and the explain the reproductive system.</p> <p>The topics included are as follows:</p> <p>1.4 Factors affecting pre-conception health for women and men</p> <p>1.5 Other factors affecting the pre-conception health for women</p> <p>1.6 Types of contraception methods and their advantages and disadvantages</p> <p>Students will also be covering one unit of coursework within this time (R059)</p> <p>Task Three- Topic Area 3: Topic Area 3: Nutritional needs of children from birth to five years</p>	<p>Examination preparation</p> <p>Students will complete structured exam preparation sessions to support progression to Key Stage 5.</p>	<p>Examination preparation</p> <p>Students will complete structured exam preparation sessions to support progression to Key Stage 5.</p>