

Child Development

Curriculum Principles

By the end of their education, a student of Child Development at Dixons Broadgreen will:

- Explore the key characteristics of early childhood growth and development from birth to five years across the developmental areas. Students will be able to develop knowledge, understanding and technical skills by planning, developing and adapting play opportunities suitable for young children across the five areas of development as part of their learning.
- Understand how to become well rounded adults who have the ability to nurture children aged between 0-5 years, through their own personal lives or as a professional.
- Focus on patterns of development using observation techniques and everyday activities and routines to support young children 0-5 years. Knowledge is then applied to how factors impact development using case studies and real life scenarios.
- Develop knowledge to understand a range of childcare settings for young children and how to prepare for working within this sector, looking at issues such as dress code, policies and timekeeping.
- Study the individual needs of young children aged 0-5 years and the importance of fairness and inclusive practice.
- Develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses
- Learners will learn by applying their skills, knowledge and understanding to tasks or activities that are relevant to early years workplaces and how to be proactive in promoting healthy lifestyles and supporting individuals within the sector. Having an appreciation of what happens in the workplace will also help to prepare learners for continuing their education in this sector.

Our unifying 'sentence' is: The curriculum empowered all child development learners to develop their understanding of the early years sector, enabling them to develop their skills and values in order to thrive in a high skilled environment.

In order to achieve a true understanding of child development, topics have been intelligently sequence based on the following rationale:

- The course covers units of work that are examined and internally/externally assessed. External examination knowledge is organised and sequenced to allow learners to develop and apply their knowledge. There will be opportunities for retrieval practice and exploration activities to allow students to develop their skills in preparation for their formal assessment in the form of assignments. We also use spaced practice in developing the skills to the exam component and preparing for answering exam questions.
- Students have the opportunity to explore a wide variety of topics, that underpin the skills and qualities needed for a multitude of future careers within the childcare sector. The topics include growth and development, providing physical, emotional and social support to working with children aged 0-5 years to help them to live their lives through establishing milestones
- Develop key skills, knowledge and interdependence to work in this industry and provide the best possible care for people under their supervision, whether this be a nursery nurse, primary teacher, speech and language therapist or social worker to name but a few.



- The curriculum has clear literacy links to embed key terminology and command verbs, so students are developing their knowledge of key aspects of child development.
- To academically challenge students through the broadness of the curriculum and the wide range of real-life scenarios that they will face which prepares students to live their best life.
- Our courses offer a clear assessment and intervention programmes where our students are encouraged to independently strive to achieve their full potential.
- The course is tailored to build resilience and empathy skills by analysing real life situations.
- Not only does our course in Child Development make our students academically equipped through developing literacy but also focuses on their wellbeing through preparing them emotionally and psychologically by building their confidence, self-esteem and beliefs in their own abilities.

The child development curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- Child development is a vocational subject, this means that students will develop their skills to apply their new found knowledge to everyday and childcare contexts. It gives the opportunity to build skills that show an aptitude for further learning both in the sector and more widely. This includes allowing students to build on and embed their knowledge, allowing them to grow in confidence and then put into practice what they have learned.
- We ensure that intervention is proactive and data driven, on a regular basis staff address the gaps identified from in-class or cycle assessment data in order to offer provision to eradicate these differences. We use computerised folders in classrooms, which are used on a daily basis, which identifies the disadvantaged learners (and SEND / PP) and interventions can be put in to practice to help students progress. All lessons are differentiated to also support all learners.
- The curriculum teaches the learners about the different stages that we all go through from birth to 5 years old age. This includes a focus on the different internal and external factors that can affect a child's holistic development, such as physical traits, disabilities, food, stimulation and play factors. This is accessed using real case studies that are relatable to everyday life for all abilities to understand.
- The curriculum also has a focus on the different research theorists and their pivotal analysis to highlight how and why children develop within their family unit. This allows students to consider viewpoints and be able to develop their viewpoints within a safe learning environment. This promotes positive thinking for all abilities to widen their knowledge.
- Lessons also use computers and ranges of software that students otherwise may not be able to access.
- Our department works with learners of all cultures and abilities. We teach to the top and scaffold to support all students. This particularly applies to SEND and PP students.

We fully believe child development can contribute to the personal development of students at DBA:

- The child development department strives for excellence from every learner by encouraging them to embrace experiences and opportunities and to apply their learning to examples within different settings of care.
- Each student is supported through attending engaging lessons and the use of up to date resources which challenge and motivate them. We believe that every student should be able to achieve the highest grade possible regardless of their ability so will secure the opportunity for all to succeed in all areas of the curriculum. We believe that if you have confidence in yourself then you are more likely to pursue ambitious goals and believe you can succeed.
- All students are treated with respect and staff in the department will always plan differentiated lessons to meet individual's needs to enable all to learn to their full potential.



- All students will develop their communication skills in small groups by applying their learning to real life case studies findings to show empathy with others. Reflection skills will be actively encouraged to embed learning and increase in confidence.
- Learning of all topics within child development will allow collaborative learners who can problem solve independently or within groups of peers.
- Students become empowered with an excellent positive work ethic, organisational skills in working to meet deadlines and completing task work in an appropriate manner that suits their learning style.

At KS3, KS4 and KS4, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Working with children is rewarding as a career. As a childcare practitioner you will have the privileged opportunity to influence development and learning, enable healthy holistic growth, and improve outcomes for children and their families. There are opportunities for career progression in childcare and early years.
- Students are taught about the local range of early year job roles available and how to progress towards university or higher apprenticeships within this sector. Professions range from a nanny, a play worker, a nursery technician through to the likes of a university degree such as child criminology, a reception teacher or a child nurse.
- Tasks relate back to the workplace and important policies such as safeguarding and confidentiality, so students are equipped with powerful knowledge learn about how to present themselves to be the best if they chose to enter this sector.
- The skills and values gained from the child development course are robust and enable students to be confident to enter their next stage of learning or a higher-level apprenticeship.

A true love of child development involves learning about various cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:

- This subject impacts within every sector of employment that is incredibly vast in context! This course gives students the background knowledge and develops the skills needed by anybody considering working with young children aged 0-5 years.
- The practical transferable skills students master during studying child development such as self-reflection, communication and teamwork will allow them to grow in confidence and support their progress in the present and the future.
- The curriculum has been designed to be current and up to date with the real world that provides the students with a grounding of routines and high standards to prepare them for career related professions or further education and apprenticeships.
- Students are encouraged to become holistic learners and have empathy to become caring individuals towards all ages using a holistic approach to create a positive mindfulness.
- Students will become independent learners that can make informed decisions about further learning opportunities or continuing into related career choices. Students will develop both a critical and analytical approach to problem solving whilst gaining an understanding of personal development, early years sectors and services set within contemporary case studies.



Year 10 L2 Child Development Long Term Plan

Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
Orientation		Unit 1 - Working with children	Different settings	Jobs in daycare	Different Sectors	Different Sectors	Task 1 D1, D2, C1, A1	Task 1 D1, D2, C1, A1	Expectations when working with children	Expectations when working with children	Sam Preparation in a nursery	Sam Preparation in a nursery	Sam Preparation in a nursery
	W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
			Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
	Task 2a - D3, B1	Task 2a - D3, B1	Task 2a - D3, B1	Task 2a - D3, B1	LO4 Inclusive practice	LO4 Inclusive practice	Task 3 - D5, A*	Task 3 - D5, A*	LO5 Learning styles	LO5 Learning styles	Study skills	Study skills	Task 4 - D6, D7
	W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
			Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
	Task 4 - D6, D7	Task 1 resub	Task 2 resub	Task 3 resub	Task 4 resub	EXTERNAL MODERATOR	Unit 2 - Dev & Wellbeing	LO1 Holistic Dev't	Physical task D1	Intellectual	Intellectual task D1	Intellectual task D1	Emotional task D1

Year 12 L3 Technical Certificate in Childcare Long Term Plan

	Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Cycle 1	W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
	Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
	Orientation	Unit 2 : Human development Unit 01: Practitioner roles	LO1 - conception to 19 years LO1 - Childcare services	U2 1.1 Stages of Development 1.1 Types of provision	1.2 Development 1.2 Function of provision	1.3 Holistic Development 1.3 the role of the professional	LO1 Task assessment 1.4 Policies	LO1 Task assessment 1.4 Policies	LO1 Task assessment LO1 Task assessment	LO2 -Factors of development LO1 Task assessment	2.1 Factors of development LO2 – Skills & behaviours	2.2 Short & Long term factors 2.1 Qualities	LO2 Task assessment 2.2 Ways of working	LO2 Task assessment 2.3 Relationships 2.4 Boundaries
Cycle 2		W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03
				Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
		LO2 Task assessment 2.5 Positive relationships	LO2 Task assessment LO2 Task assessment	LO3 - Theoretical perspectives LO2 Task assessment	3.1 Nature vs Nurture LO2 Task assessment	3.2 Theories of N-N LO2 Task assessment	3.2 Theories of N-N LO3 - teamwork	LO3 Task assessment 3.1 Effective teamwork	LO3 Task assessment 3.2. Theories	LO3 Task assessment 3.3. Partnership working	LO3 Task assessment 3.4. Professional partnerships	LO4 - Brain development 3.5. Child- centred practice	4.1 Neuroscience 3.6. Teamwork	4.2 Factors affecting the brain LO3 Task assessment
Cycle 3		W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07
				Term 5					Term 6	Summer Exams Y7- 10/12		Data 3 Planning 3		
		LO4 Task assessment LO3 Task assessment	LO4 Task assessment LO3 Task assessment	LO5 - attachment LO3 Task assessment	5.1 attachment LO4 - CPD	5.2 Factors affecting attachment 4.1 CPD	5.2 Factors affecting attachment 4.2 Theories of CPD	LO5 Task assessment 4.3 Strategies for CPD	LO5 Task assessment 4.4 CPD & your career	LO6 - Understand resilience LO4 Task assessment	6.1 The development of resilience LO4 Task assessment	6.2 Factors affecting resilience LO4 Task assessment	LO6 Task assessment LO4 Task assessment	LO6 Task assessment LO4 Task assessment