Pope Francis
Catholic Multi Academy Trust

The Salesian Academy of
St. John
Bosco

Child Development Curriculum Map

Vision Statement

Our intent is to inspire pupils so they are motivated to learn about the social, emotional, language, physical and cognitive development of a child aged between 0-5 years. This will be achieved by delivering an outstanding programme that enables pupils to develop knowledge about the importance of the holistic development of a child between the ages of 0-5. They will also learn about the importance of routine, health and well-being and the legislative requirements when working with children aged between 0-5 years. Throughout the course, students will acquire transferable skills in research, evaluating, analytical and critical thinking.

Our Salesian values of respect, understanding, affection and humour will be embedded in every aspect of the child development curriculum to ensure our pupils learn that we are with them every step of the way to ensure they achieve their potential.

Year 10 and 11 Curriculum INTENT

We follow the NCFE Technical Award in Child Development and Care Level 1/2. This mean students will be graded Pass/Merit/Distinction at either level 1 or 2, which is equivalent to the performance points at GCSE. The aim of the qualification is to inspire students to learn about the social, emotional, language, physical and cognitive development of a child aged between 0-5 years. Students will develop knowledge about the importance of the holistic development of a child between the ages of 0-5. They will also learn about the importance of routine, health and well-being and the legislative requirements when working with children aged between 0-5 years. Throughout the course, students will acquire transferable skills in research, evaluating, analytical and critical thinking.

Year 10 Curriculum Map – Autumn			
Topic details	No. of Lessons	Rational/sequencing	Specification coverage
1. Child Development: 1.1: Aspects of holistic development 1.1.1 Physical development 1.1.2 Cognitive development 1.1.3 Communication and language development 1.1.4 Social and emotional development	4	Holistic development needs to be the first topic introduced to pupils because it is the underpinning knowledge required for every other topic. For all topics, pupils need to be able to identify, explain, analyse and evaluate the effects the topic area may have on the holistic development of a child aged 0-5 years.	Content Area 1 – Child Development.
Assessment opportunity for Content Area 1.	3	Pupils will complete a short teacher assessment activity. They will produce a powerpoint that breaks down each area of development by age. They will look at milestones for 0-12 months; 1-2 years; 2-3 years; 3-4 years and 3-5 years. This is to check understanding of the different areas of holistic development as these will be referred to in every section of the course.	As above
2. Factors that influence the child's development: 2.1: Nature and Nurture 2.2: Biological and environmental factors 2.3 Effects of biological and environmental factors 2.4: Transitions 2.5: Support strategies	4	Once pupils understand what holistic development is and the expected milestones, they need to understand that every child is different and that there are a number of factors that may impact their ability to meet these milestones. Once they understand the impact of factors they can then look at how early years practitioners can support children between the ages of 0-5 years if necessary. This includes them knowing when to pass on concerns to others.	Content Area 2 – Factors that influence the child's development.
Assessment opportunity for Content Area 2.	8	Pupils will complete 2 teacher assessments. The first assessment will assess pupils on their understanding of nature and nurture. The second assessment will assess pupils on their understanding of transitions and how these can be supported.	As above

		This is to check understanding of both topics as these are included in the synoptic externally assessed unit as well as the internally assessed controlled assessment. Pupils will be introduced to the Controlled Assessment brief and the case study about John (Sample non-exam assessment). This is so the different tasks from the Non-exam assessment sample can be completed throughout the year. Pupils will complete Task 1 – Support Strategies – Transitions of the Sample Non-exam assessment.	
3. Care routines, play and activities to support the child: 3.1: Basic Care needs 3.2: Basic care routines and play activities to support the child's development 3.3: The role of the early years practitioner during play activities	3	Once pupils have an understanding of the holistic development of a child between the ages of 0-5, the next logical step is for them to see how routines in early years settings can help support the overall development of a child. The focus is on early years and not the home because pupils are studying this course to prepare them for the world of work.	Content Area 3 – Care routines, play and activities to support the children
Assessment opportunity for Content Area 3.	6	Pupils will complete 1 teacher assessment. They will identify the basic care needs of different children between the ages of 0-5. This is to check understanding of the topic area as they need to have the knowledge and understanding of basic care needs for the synoptic externally assessed unit as well as the internally assessed controlled assessment. Pupils will complete Task 4 – Planning play activities from the Sample Non-exam assessment.	As above

Year 10 Curriculum Map – Spring			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
4. Early years provision: 4.1: Types of early years provision	2	Once a general understanding of early years and the routines that can be put in place to support the holistic development	Content Area 4 – Early Years provision

4.2: The purpose of early years provision 4.3: Types of early years settings 4.4 Variation in early years provision		of children aged 0-5. Pupils must then learn that early years focuses on children between the ages of 0-5 and provision for children between these ages differs. This section then looks at different types of provision and how these different types of provision help support young children. Once different types of provision are identified. Pupils will then learn the similarities and differences between them.	
Assessment opportunity for Content Area 4.	6	Pupils will work as a group to look at the different types of early years provision for children aged 0-5. They will carry out individual research and then share their findings with the rest of their group. This information will then be used to complete a powerpoint on the different types of provision.	As above
5. Legislation, policies and procedures in the early years: 5.1: Regulatory authority 5.2: Legislation and frameworks which underpin policy and procedure	4	Once pupils understand the different types of provision for children aged 0-5, they need to know the legislation that protects young children between the ages of 0-5 that attend.	Content Area 5 – Legislation, policies and procedures in the early years
Assessment opportunity for Content Area 5.	6	Pupils will complete a teacher assessed task in the form of a powerpoint. It will assess their understanding of the main areas of legislation that they need to understand when working with young children aged 0-5. They will research the different policies that are found in an early years settings and summarise the main parts of at least 4 of these. They will also complete tasks on; safeguarding, child protection, confidentiality and data protection. Pupils need this knowledge and understanding for the synoptic externally assessed unit as well as the internally assessed controlled assessment. Pupils will complete Task 5 – Health and Safety procedures – risk assessment from the Sample Non-exam assessment.	As above
6. Expectations of the early years practitioner: 6.1: Appearance	2	Pupils studying this course have chosen it because it is a field they are considering entering themselves. With this in mind, pupils should be informed of the expectations when working	Content Area 6 – Expectations of the early years practitioner

6.2: Behaviour 6.3: Attendance and timekeeping		within the field of early years education. Additionally, our pupils will be undertaking work experience in this industry and need to be aware of the expectations.	
Assessment opportunity for Content Area 6.	3	Pupils will complete a short teacher assessed task on the expectations of an early years worker. The focus will be on what to do and why. Then pupils will consider the impact of not adhering to these expectations.	As above
7. Roles and responsibilities within early years settings: 7.1: Early years practitioner roles 7.2: Partnership working in the early years 7.3: Specialist roles within the early years settings 7.4 Specialist roles outside the early years setting	4	Now that pupils have an understanding of the industry as a whole. The next step is to inform them of the expectations of a practitioner. This also involves them learning of the different types of jobs available in the sector.	Content Area 7 - Roles and responsibilities within early years settings

Year 10 Curriculum Map – Summer			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
8. The importance of observations in early years childcare: 8.1: Observations and recording methods	4	Once pupils understand the role of early years in supporting the holistic development of a child. They will then need to know the development of each individual child. They will learn that as well as supporting, they must be able to measure impact. This is all done through routines and play activities and development is recorded and measure via observations.	Content Area 8 - The importance of observations in early years childcare
Assessment opportunity for Content Area 8.	4	Pupils will work in groups and each observe the same child but using different observation techniques. They will then consider the advantages and disadvantages and then share their findings with the rest of the group. This will enable each individual pupil to complete a powerpoint outlining the different observation techniques and the advantages and disadvantages of each.	As above

9. Planning in early years childcare: 9.1: The purpose of a child-centred approach 9.2: The purpose of the planning cycle 9.3: The planning cycle	2	Pupils need to understand that once they know the developmental stages of each individual child. They need to plan activities that support the needs of these children.	Content Area 9 – Planning in early years childcare
Assessment opportunity for Content Area 9.	8	Pupils will complete a teacher assessed task planning in early years child care. Pupils will complete Task 2 – Planning cycle – observe and assess from the Sample Non-exam assessment. They will also complete Task 3 – Planning Cycle Plan from the sample non-exam assessment and Task 6 – evaluate your planning.	As above
Summary of year 1	4	This time at the end of the year will be used to draw upon the knowledge and understanding gained from the first year. They will produce powerpoints that covers the summarises the key terminology of the course.	
Mock exam and feedback	4	Pupils will sit a mock exam to assess their knowledge and understanding of all components of the course. This can then be used to identify an gaps in knowledge to prepare them for the non-exam assessment and external assessment in Year 2.	

Year 11 Curriculum Map – Autumn			
Topic details	**No. of Lessons**	**Rational/sequencing**	**Specification coverage**
Re-cap of content areas 1-9	5	Pupils will be starting their non-exam assessment in week 3 and before they do, I want to go over all of the knowledge covered in Year 1. This will allow pupils to signpost their materials in preparation for the non-exam assessment.	Content Areas 1-9
Non-exam assessment: Preparation and prepare task	3	In line with exam board recommendations. Pupils are to be introduced to the non-exam assessment and given 2 hours preparation time. They will use this time to produce a research pack of no more than four sides of A4, font size 12.	Non-exam assessment preparation time of 2 hours.

Non-exam assessment: Task 1	3.5	In line with NCFE non-exam controlled assessment guidelines.	Differs depending upon Task
Non-exam assessment: Task 2	3.5	In line with NCFE non-exam controlled assessment guidelines.	Differs depending upon Task
Non-exam assessment: Task 3	3.5	In line with NCFE non-exam controlled assessment guidelines.	Differs depending upon Task
Non-exam assessment: Task 4	3.5	In line with NCFE non-exam controlled assessment guidelines.	Differs depending upon Task

Year 11 Curriculum Map – Spring			
Topic details	No. of Lessons	Rational/sequencing	Specification coverage
Non-exam assessment: Task 5	2	In line with NCFE non-exam controlled assessment guidelines.	Differs depending upon Task
Non-exam assessment: Task 6	2	In line with NCFE non-exam controlled assessment guidelines.	Differs depending upon Task
Revision	23	Starting with Content Area 1, we will go through content areas 1-9 following the following sequence for each one: - Recap on knowledge - Application via mind maps and past exam questions - Modelling - Next step feedback	All Content areas

Year 11 Curriculum Map – Summer			
Topic details	No. of Lessons	Rational/sequencing	Specification coverage
Revision	9	Past Papers using the following sequence:	All content areas

		- Sit paper - Receive grade - Next step marking	
Synoptic external exam	TBC		