

CURRICULUM MAP

SUBJECT: Child Development

Year 10 and 11, two year rolling programme 2016-2017

	TOPIC	LEVELS/GRADES	LITERACY	SMSC	ASSESSMENTS
A U T U M N	Understand the types of settings and local provision for children	<p>0 marks - No relevant information given</p> <p>1 mark -Response is simplistic and underdeveloped, limited ideas</p> <p>2 marks - Knowledge of relevant points; little development of ideas</p> <p>3 marks- Sound knowledge of subject; some development of ideas</p> <p>4-5 marks - Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples that show application of knowledge.</p>	<p>Learn key words: development, features, settings</p> <p>Select and use relevant information/pick out key points and phrases</p> <p>Develop writing to include sources and own ideas</p> <p>Use correct terminology</p> <p>Use resources to research sources and reflect the findings in your work</p>	<p>Spiritual</p> <p>Spiritual education in Child Development allows pupils the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.</p> <p>Moral</p> <p>Moral education in Child Development involves pupils recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.</p> <p>Social</p> <p>Social education in Child Development involves pupils</p>	<p>I can describe the features of settings available for children aged 0 – 5 years.</p> <p>I can identify settings within local provision from across the sectors.</p>
	Understand the types of settings and local provision for children	<p>0 marks-No relevant points given</p> <p>1 mark-Brief points, which are relevant to the subject, made</p>			<p>I can describe the role of two or more types of settings available for children aged 0-5 years.</p>

	<p>Understand the types of settings and local provision for children</p>	<p>2-3 marks-Relevant simple responses 4-5 marks-Mainly correct but without depth 6-7 marks-Mainly correct; more depth; may give relevant examples of practical situations 8 marks-A fuller explanation, showing a wider level of understanding; may include relevant examples 9-10 marks-May link experience to theory or current research</p> <p>0 marks-No relevant knowledge shown 1-3 mark-Little evidence of knowledge; simple statements 4-5 marks-Basic explanation relevant to the subject 6-8 marks-Sound description, relevant to subject; some ideas developed; mainly accurate</p>		<p>learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children.</p> <p>Cultural Cultural education in Child Development involves pupils considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Pupils also consider the ways in which children are brought up in different cultures which is both interesting and valuable.</p>	<p>I can discuss the differences between types of provision available, for children aged 0-5 years.</p>
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		<p>9-10 marks-Increased breadth and depth of knowledge, some understanding applied; may include practical examples; understanding of relevant theories</p> <p>11-13 marks-Detailed description; sound understanding of the subject' some understanding of relevant theories</p> <p>14-15 marks-Relevant and coherent response; understanding well expressed</p>			
S P R I N G	<p>Identify individual needs and ways of working that treat children fairly and in line with current diversity and inclusive practice.</p> <p>Understand individual needs and the necessity for fairness and inclusive practice.</p>	<p>0 marks-No relevant information given</p> <p>1 mark-Response is simplistic and underdeveloped, limited ideas</p> <p>2 marks-Knowledge of relevant points; little development of ideas</p> <p>3 marks-Sound knowledge of subject; some development of ideas</p> <p>4-5 marks-Detailed/clear</p>	<p>Learn key words: individual, diversity, inclusion, fair practice, inclusive practice</p> <p>Select and use relevant information/pick out key points and phrases</p> <p>Develop writing to include sources and own ideas</p> <p>Use correct terminology</p>	<p>Spiritual education in Child Development allows pupils the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.</p> <p>Moral Moral education in Child Development involves pupils</p>	<p>I can identify ways to respond to the individual needs of children that treat them fairly and in line with current diversity and inclusive practise.</p> <p>I can reflect on the importance of knowing your own learning style.</p>

		<p>knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples that show application of knowledge.</p> <p>0 marks-No relevant information given 1 mark-Response is simplistic and underdeveloped, limited ideas 2 marks-Knowledge of relevant points; little development of ideas 3 marks-Sound knowledge of subject; some development of ideas 4-5 marks- Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples</p>	<p>Use resources to research sources and reflect the findings in your work</p>	<p>recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.</p> <p>Social Social education in Child Development involves pupils learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children.</p> <p>Cultural Cultural education in Child Development involves pupils considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child</p>	
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		that show application of knowledge		is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Pupils also consider the ways in which children are brought up in different cultures which is both interesting and valuable.	
S U M M E R	Know own preferred learning style and develop relevant study skills.	<p>0 marks-No evidence of references and bibliography</p> <p>1 mark -One source given as a bibliography</p> <p>2 marks-One relevant reference attempted; bibliography with one source</p> <p>3 marks-Two relevant references attempted; bibliography with one source</p> <p>4-5 marks-More than two relevant references given; wider range of appropriate sources; may include background reading in bibliography; information clearly presented to enable checking of sources</p>	<p>Present a comprehensive bibliography</p> <p>Reference other people's work</p> <p>Information presented in a clear and concise manner</p>	<p>Spiritual education in Child Development allows pupils the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.</p> <p>Moral</p> <p>Moral education in Child Development involves pupils recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.</p>	I can include at least one reference and a bibliography

				<p>Social Social education in Child Development involves pupils learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children.</p> <p>Cultural Cultural education in Child Development involves pupils considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Pupils also consider the ways in which children are brought up in different cultures which is both interesting and valuable.</p>	
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CURRICULUM MAP

SUBJECT: Child Development

Year 10 and 11, two year rolling programme 2017-2018

	TOPIC	LEVELS/GRADES	LITERACY	SMSC	ASSESSMENTS
A U T U M N	Understand the holistic pattern of expected child development	0 marks-No relevant information given	Learn key words: holistic, patterns, expected, observation, assessment	Spiritual Spiritual education in Child Development allows pupils the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.	I can describe the expected pattern of development of children aged 0-5 years to include one of the areas of development
	Understand the importance of observations and assessments and how they support development	1 mark-Response is simplistic and underdeveloped, limited ideas	Select and use relevant information/pick out key points and phrases	Moral Moral education in Child Development involves pupils recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.	I can identify suitable methods for observing children’s holistic development
		2 marks-Knowledge of relevant points; little development of ideas	Develop writing to include sources and own ideas	Social Social education in Child Development involves pupils	I can give ONE advantage and ONE disadvantage of each of the identified methods
		3 marks-Sound knowledge of subject; some development of ideas	Use correct terminology		
		4-5 marks-Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples that show application of knowledge	Use resources to research sources and reflect the findings in your work		
		0 marks-No relevant knowledge shown	Apply previous knowledge and learning to current work		I can explain how observation can be used to support the development of children
		1-2 marks-Very basic understanding shown			

		<p>3 marks-Brief; relevant information 4-5 marks-Sound but basic or descriptive response, little development of ideas 6-7 marks-development of ideas, mainly accurate; may show understanding of relevant theories and/or include practical examples 8 marks-Fuller explanation with clear understanding of the subject; relevant ideas expressed; may use relevant practical examples and/or relate work to research or theories to support their work 9-10 marks-Greater understanding; breadth and depth of response</p> <p>0 marks-No relevant information given 1 mark-Response is simplistic and</p>		<p>learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children. Cultural Cultural education in Child Development involves pupils considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Pupils also consider the ways in which children are brought up in different cultures which is both interesting and valuable.</p>	<p>I can explain why it is important for early years workers to understand the pattern of children's holistic</p>
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		<p>underdeveloped, limited ideas 2 marks-Knowledge of relevant points; little development of ideas 3 marks-Sound knowledge of subject; some development of ideas 4-5 marks-Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples that show application of knowledge</p> <p>0 marks-No relevant knowledge shown 1-2 marks-Very basic understanding shown 3 marks-Brief; relevant information 4-5 marks-Sound but basic or descriptive response, little development of ideas 6-7 marks-development of ideas, mainly accurate; may show</p>			<p>development from birth to 5 years</p>
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		<p>understanding of relevant theories and/or include practical examples</p> <p>8 marks-Fuller explanation with clear understanding of the subject; relevant ideas expressed; may use relevant practical examples and/or relate work to research or theories to support their work</p> <p>9-10 marks-Greater understanding; breadth and depth of response</p> <p>0 marks-No relevant knowledge shown</p> <p>1-3 mark-Little evidence of knowledge; simple statements</p> <p>4-5 marks-Basic explanation relevant to the subject</p> <p>6-8 marks-Sound description, relevant to subject; some ideas developed; mainly accurate</p> <p>9-10 marks-Increased breadth and depth of knowledge, some understanding applied;</p>			
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		<p>may include practical examples; understanding of relevant theories 11-13 marks-Detailed description; sound understanding of the subject' some understanding of relevant theories 14-15 marks-Relevant and coherent response; understanding well expressed</p>			
S P R I N G	<p>Understand factors that may affect children's holistic development</p> <p>Understand how to use everyday care routines and activities to support independence, health, safety, and well-being</p>	<p>0 marks-No relevant information given 1 mark-Response is simplistic and underdeveloped, limited ideas 2 marks-Knowledge of relevant points; little development of ideas 3 marks-Sound knowledge of subject; some development of ideas 4-5 marks-Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately;</p>	<p>Learn key words: holistic, routine, independence, health, safety, well-being</p> <p>Select and use relevant information/pick out key points and phrases</p> <p>Develop writing to include sources and own ideas</p> <p>Use correct terminology</p> <p>Use resources to research sources and reflect the findings in your work</p> <p>Apply previous knowledge and learning to current work</p>	<p>Spiritual education in Child Development allows pupils the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.</p> <p>Moral Moral education in Child Development involves pupils recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities.</p>	<p>I can describe factors which can affect children's holistic development</p> <p>I can describe TWO everyday activities which support the care needs of children and promote their independence, well-being, health and safety</p> <p>I can describe how the activities and experiences support the well-being of children</p>

		<p>may use relevant references of examples that show application of knowledge</p> <p>0 marks-No relevant knowledge shown 1-3 mark-Little evidence of knowledge; simple statements 4-5 marks-Basic explanation relevant to the subject 6-8 marks-Sound description, relevant to subject; some ideas developed; mainly accurate 9-10 marks-Increased breadth and depth of knowledge, some understanding applied; may include practical examples; understanding of relevant theories 11-13 marks-Detailed description; sound understanding of the subject' some understanding of relevant theories 14-15 marks-Relevant and coherent response;</p>	<p>Use descriptive terms to show understanding of the issues and key terms</p>	<p>These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.</p> <p>Social Social education in Child Development involves pupils learning to understand and respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children.</p> <p>Cultural Cultural education in Child Development involves pupils considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Pupils also consider the ways in</p>	<p>I can evaluate how everyday experiences can be used to promote activities which contribute to holistic development</p>
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		understanding well expressed		which children are brought up in different cultures which is both interesting and valuable.	
S U M M E R	Understand how to support children through transitions in their lives	<p>0 marks-No relevant information given 1 mark-Response is simplistic and underdeveloped, limited ideas 2 marks-Knowledge of relevant points; little development of ideas 3 marks-Sound knowledge of subject; some development of ideas 4-5 marks-Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples that show application of knowledge</p> <p>0 marksNo relevant knowledge shown 1-2 marks Very basic understanding shown</p>	<p>Learn key words: transition</p> <p>Writing shows clear development of ideas.</p> <p>Knowledge shown, using key words, and shows own understanding of the work</p>	<p>Spiritual education in Child Development allows pupils the opportunity to consider and discuss questions relating to the meaning of life, the nature of humanity and the recognition of individual worth. The concepts permeate the study of Child Development and will develop naturally from the sense of awe and wonder engendered by the birth and development of a child.</p> <p>Moral Moral education in Child Development involves pupils recognising and understanding that values, attitudes and beliefs in what is right or wrong, bad or good, will differ in both individuals and communities. These issues will impact directly on the day-to-day decisions that have to be made by parents, or those considering parenthood, with regard to their responsibilities towards their child.</p> <p>Social Social education in Child Development involves pupils learning to understand and</p>	<p>I can identify different transitions which children may experience</p> <p>I can identify the possible effects of transitions on the development of children</p>

		<p>3 marks Brief; relevant information</p> <p>4-5 marks Sound but basic or descriptive response, little development of ideas</p> <p>6-7 marks development of ideas, mainly accurate; may show understanding of relevant theories and/or include practical examples</p> <p>8 marks Fuller explanation with clear understanding of the subject; relevant ideas expressed; may use relevant practical examples and/or relate work to research or theories to support their work</p> <p>9-10 marks Greater understanding; breadth and depth of response</p> <p>0 marks-No relevant information given</p> <p>1 mark-Response is simplistic and underdeveloped, limited ideas</p>		<p>respect different approaches to child development and how these are influenced by the society into which a child is born. Opportunities also exist to consider questions of group identity, belonging and behaviour which directly influence both parents and children.</p> <p>Cultural</p> <p>Cultural education in Child Development involves pupils considering the values, attitudes and roles of people that prevail in societies and communities. They will learn to understand and respect different approaches to child development and how these are influenced by the community into which a child is born. Questions of parents' responsibilities, attitudes to child care and the provision of communal services will be particularly relevant. Pupils also consider the ways in which children are brought up in different cultures which is both interesting and valuable.</p>	<p>I can describe way the early years worker can support children through transitions</p> <p>I can include at least one reference and a bibliography</p>
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		<p>2 marks-Knowledge of relevant points; little development of ideas</p> <p>3 marks-Sound knowledge of subject; some development of ideas</p> <p>4-5 marks-Detailed/clear knowledge; understanding expressed accurately; professional terms used correctly; ideas expressed accurately; may use relevant references of examples that show application of knowledge</p>			
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Examples of Spiritual, Moral, Social and Cultural Education in Child Development include:

- Pupils having the opportunity to study birth control and the views of different groups of people on this issue
- Pupils having the opportunity to study the views of different groups on the conception of a child
- Pupils studying birth and then considering the views of different groups of people in relation to pain relief during birth
- Pupils having the opportunity to consider how different groups of people have different approaches to raising a child including the diet and health of the child
- Pupils learning about different types of family and the impact this can have on the development of the child
- Pupils learning how child development can be influenced by the society or community into which a child is born
- Pupils studying types of child care provision and the economic factors that affect the choices people make on the types of care and support provided for children