

## Child Development Curriculum – Year 10 2025-26

### Introduction/Overview of the course – Big Picture

*Pupils who study Child Development will gain a unique opportunity to have an overview of the roles and responsibilities of parenthood, from preconception through antenatal to postnatal care. Pupils develop an appreciation of the importance of creating the best conditions for a child to thrive. Pupils learn about the range of equipment and nutritional and hygiene requirements of children from birth to five years, and they demonstrate in a practical activity how these needs are met to promote a child's development and well-being. Pupils investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms. They apply and demonstrate their knowledge and understanding through practical activities.*

*It is designed to prepare pupils for further qualifications in Child Care, Health and Social Care, Education, Psychology, Sociology and Biology.*

*This course is as an excellent foundation to prepare young learners for the real world of work and further education*

	Autumn Term		Spring Term		Summer Term	
	1 September- October	2 November- December	1 January-February	2 February- March	1 April-May	2 June-July
<b>Key Concepts</b>	<b>R058</b>  Topic Area 1: Creating a safe environment in a childcare setting.  Topic Area 2: Choosing suitable equipment for a childcare setting.  Topic Area 3: Nutritional needs of children from birth to five years.			<b>R057</b> <b>Topic Area 1:</b> Understand reproduction and the roles and responsibilities of parenthood.	<b>R057</b> <b>Topic Area 2:</b> Understand antenatal care and preparation for birth.	<b>R059</b> <b>Topic Area 1:</b> Understand the physical, intellectual and social developmental norms from birth to five years.  <b>Topic Area 2:</b> Understand the benefits of learning through play.
<b>Knowledge &amp; Understanding</b>	<b>Published Scenario based NEA task:</b> <b>Topic Area 1:</b>			- Factors affecting pre-conception health for women and men	- The purpose and importance of antenatal clinics	<b>Published Scenario based NEA task:</b> <b>Topic Area 1:</b>

	<p>- We will consider the reasons why accidents happen in childcare settings based on the environment, lack of supervision or untrained staff, safety equipment and untrained staff.</p> <p>- We will investigate the common types of childhood accidents including: choking and suffocation, burns, falls, electric shocks, drowning, poisoning, cuts and grazes and trapped fingers.</p> <p>- Pupils will devise a plan to prevent accidents based on the NEA scenario selected childcare setting. Pupils will consider different areas in a childcare setting, the appropriate equipment required for the area, the correct placement of equipment in the area, the supervision/staffing requirements for the area, necessary safety considerations and reasons for choices.</p> <p><b>Topic Area 2:</b></p> <p>- We will investigate the main points to be considered when selecting clothing and footwear, feeding, sleeping and travelling equipment for children from birth to 5 years. Pupils will support their evidence by considering the following features when making their decisions: age suitability, safety aspects, costs, design, practicality, durability and ease of cleaning.</p> <p><b>Topic Area 3:</b></p> <p>- Pupils will develop knowledge of the nutritional requirements and current government guidelines for children from birth to five years including: The Eatwell guide, 5 a day, British Nutritional Foundation recommendations.</p> <p>- This will include the 7 essential nutrients of a healthy balanced diet which meet the nutritional needs of children aged: 0 – 6 months, the 3 stages of weaning 6 – 12 months and 1 – 5 year olds.</p> <p>- Pupils will demonstrate their understanding of the nutritional requirements by completing a practical task, which involves creating a suitable feeding solution for a child identified in the NEA assignment scenario.</p> <p>Whilst undertaking the practical investigation, pupils will:</p> <ul style="list-style-type: none"> <li>○ <i>Compare two different formula milks and how they meet the nutritional requirements of a 0 – 6 month old</i></li> <li>○ <i>Demonstrate their planning by including the following detail in their evidence: Equipment, ingredients and quantities, safety, hygiene - personal/environment</i></li> </ul>	<p>- Types of contraception methods and their advantages and disadvantages</p> <p>- Male and Female reproductive systems</p> <p>- How reproduction takes place</p> <p>- Signs &amp; symptoms of pregnancy</p>	<p>- Screening and diagnostic tests</p> <p>- The purpose and importance of antenatal (parenting) classes</p> <p>- The choices available for delivery</p> <p>- The role of the birth partner in supporting the mother through pregnancy and birth</p> <p>- The methods of pain relief when in labour</p> <p>- The signs that labour has started</p> <p>- The three stages of labour and their physiological changes</p> <p>- The methods of assisted birth</p>	<p>- We will consider the expected development norms from one to five years. The following key information will include:</p> <ul style="list-style-type: none"> <li>○ Physical development: Gross motor skills, Fine motor skills</li> <li>○ Intellectual development: Language, Reading and writing, Communication, Number skills</li> <li>○ Social development: Communicating with others, Acceptable behaviour, Sharing, Independence/self-esteem</li> </ul> <p><b>Topic Area 2:</b></p> <p>- We will investigate the stages and types of play and how play benefits development.</p> <p>- Pupils will develop their knowledge of the 4 stages of play: Solitary, Parallel, Associate and Co-operative.</p>
--	--	---	---	--

	<ul style="list-style-type: none"> <li>○ <i>Conduct a self-evaluation of practical application including strengths, weaknesses and suggested improvements</i></li> <li>○ <i>Develop food choices based on the NEA assignment scenario for a child. This will include a fully detailed breakdown of the meal, reasons for choice and how food choices meet both the nutritional needs and government dietary guidelines.</i></li> </ul>			<ul style="list-style-type: none"> <li>- Pupils will investigate the 5 types of play: Manipulative play, Co-operative play, Imaginative play, Physical play and Creative play.</li> <li>- Pupils will develop knowledge of how play has a range of benefits including: Physical development, Intellectual development, Social skills and Creative skills</li> </ul>
<b>Assessment</b>	<p><b>NEA Assignment (30%)</b></p> <ul style="list-style-type: none"> <li>- Pupils are assessed through written work, research, home study and classwork.</li> <li>- Internal marking against Cambridge Nationals marking criteria.</li> <li>- Externally moderated unit: June 2026.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are assessed using both formative and summative methods via GCSE style exam questions to mirror the GCSE exams they will sit at the end of Year 11.</li> <li>- Formative assessment is embedded into every lesson, feedback is integral to all lesson planning.</li> <li>- End of unit test consisting of multiple-choice, short-answer and extended-writing questions.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are assessed using both formative and summative methods via GCSE style exam questions to mirror the GCSE exams they will sit at the end of Year 11.</li> <li>- Formative assessment is embedded into every lesson, feedback is integral to all lesson planning.</li> <li>- End of unit test consisting of multiple-choice, short-answer and extended-writing questions.</li> </ul>	<p><b>NEA Assignment (30%)</b></p> <ul style="list-style-type: none"> <li>- Pupils are assessed through written work, research, home study and classwork.</li> <li>- Internal marking against Cambridge Nationals marking criteria.</li> <li>- Externally moderated unit: June 2026.</li> </ul>

<p><b>Why this? Why now?</b></p>	<ul style="list-style-type: none"> <li>- Completion of NEA 1 (R058) 1x 30% final grade creates appropriate tone and standards required to complete course successfully. Early learning of successful research techniques and referencing. Develops early learning of time management and meeting deadlines successfully.</li> <li>- Allows pupils to focus on completing the NEA assignment successfully without competing against other subjects at the same time later in the Key Stage.</li> <li>- Supports pupil workload and well-being by competing prior to intense summer term demands of Year 11.</li> <li>- Allows significant time for further improvements and in exceptional circumstances resitting opportunities without creating unnecessary stress and workload.</li> </ul>	<p><b>Topic Area 1:</b> Focuses on the initial thoughts and ideas of starting a family and considers the factors these decisions should be based on. This unit forms the basis for all other R057 theory to build on.</p>	<p><b>Topic Area 2:</b> Follows on in a chronological order from the previous unit.</p>	<ul style="list-style-type: none"> <li>- Completion of NEA 2 (R059) now will allow pupils to focus fully on summer examination preparation.</li> <li>- All NEA will be completed and ready for external moderation.</li> <li>- Pupils will not be overloaded with NEA completion of other subjects allowing better pupil well-being.</li> </ul>
--------------------------------------	--	---	---	---

## Child Development Curriculum – Year 11 2025-26

	Autumn Term		Spring Term		Summer Term	
	1 September- October	2 November- December	1 January-February	2 February- March	1 April-May	2 June-July
<b>Key Concepts</b>	<p style="text-align: center;"><b>R059</b></p> <p style="text-align: center;"><b>Topic Area 3:</b></p> <p>Be able to plan different play activities for a chosen developmental area with a child from birth to five years.</p> <p style="text-align: center;"><b>Topic Area 4:</b></p> <p>Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years</p> <p style="text-align: center;"><b>R057</b></p> <p>Mock Preparation. Revision &amp; Consolidation</p>		<p style="text-align: center;"><b>R057</b></p> <p style="text-align: center;"><b>Topic Area 3:</b></p> <p>Understand postnatal checks, postnatal provision and conditions for development</p>	<p style="text-align: center;"><b>R057</b></p> <p style="text-align: center;"><b>Topic Area 4:</b></p> <p>Childhood illnesses and a child safe environment</p>	<p style="text-align: center;"><b>R057</b></p> <p>Final Exam Preparation. Revision &amp; Consolidation of: Topic Area 1 Topic Area 2 Topic Area 3 Topic Area 4</p>	
<b>Knowledge &amp; Understanding</b>	<p><b>Topic Area 3:</b></p> <ul style="list-style-type: none"> <li>- Pupils will develop knowledge of the observation and recording methods used to assess the development of children.</li> <li>- These would include the Methods of observation: Narrative, Checklist, Snapshot, Time sample, Participative and Non-participative.</li> <li>- Methods of recording to include: Charts, Written, Child's work and Photographs.</li> </ul> <p><b>Topic Area 4:</b></p>		<ul style="list-style-type: none"> <li>- Postnatal checks</li> <li>- Postnatal care of the mother and baby</li> <li>- The developmental needs of children from birth to five years</li> </ul>	<ul style="list-style-type: none"> <li>- Recognise general signs and symptoms of illness in children</li> <li>- How to meet the needs of an ill child</li> <li>- How to ensure a child-friendly safe environment</li> </ul>	<p>** See R057</p> <p>Specification for full details.</p>	

	<p>- Pupils will demonstrate their understanding of play by completing a practical task, which involves the observation, planning and evaluation of play activities for a child as directed by the NEA assignment scenario.</p> <p>Whilst undertaking the practical investigation, pupils will:</p> <ul style="list-style-type: none"> <li>○ <i>Plan a play activity for a chosen area of development directed by the NEA assignment scenario. Within the plan pupils will identify: Chosen activity, Reason for choice, Aims, Developmental area, Timing, Safety considerations, Appropriate resources and How the activity will be introduced to the child</i></li> <li>○ <i>Evaluate play activity plans identifying strengths, weaknesses and suggestions for improvement after receiving feedback from others and self-reflection.</i></li> </ul> <p>***On completion of R059 pupils will focus on Mock Exam Preparation. Revision &amp; Consolidation</p>					
<b>Assessment</b>	<p><b>NEA Assignment (30%)</b></p> <ul style="list-style-type: none"> <li>- Completion of NEA 2 (R059) now will allow pupils to focus fully on summer examination preparation.</li> <li>- All NEA will be completed and ready for external moderation.</li> <li>- Pupils will not be overloaded with NEA</li> </ul>	<p><b>Mock Exam R057 (40%)</b></p>	<ul style="list-style-type: none"> <li>- Pupils are assessed using both formative and summative methods via past GCSE exam questions.</li> <li>- Formative assessment is embedded into every lesson, feedback is integral to all lesson planning.</li> </ul>	<ul style="list-style-type: none"> <li>- Pupils are assessed using both formative and summative methods via past GCSE exam questions.</li> <li>- Formative assessment is embedded into every lesson, feedback is integral to all lesson planning.</li> </ul>	<p><b>External Exam (40%)</b></p> <ul style="list-style-type: none"> <li>- Practice GCSE style exam questions to mirror the GCSE exams on Tuesday 19<sup>th</sup> May 2026</li> </ul>	

	completion of other subjects allowing better pupil well-being.		- End of unit test consisting of multiple-choice, short-answer and extended-writing questions.	- End of unit test consisting of multiple-choice, short-answer and extended-writing questions.		
<b>Why this? Why now?</b>	<ul style="list-style-type: none"> <li>- Completion of NEA 2 (R059) 1x 30% now will allow pupils to focus fully on summer examination preparation.</li> <li>- All NEA will be completed and ready for external moderation.</li> <li>- Pupils will not be overloaded with NEA completion of other subjects allowing better pupil well-being.</li> </ul>	Revision and preparation for Mock Exams as set in school calendar. No new knowledge to be delivered at this time.	<b>Topic Area 3:</b> Follows on in a chronological order from the previous unit.	<b>Topic Area 4:</b> Follows on in a chronological order from the previous unit.	Final preparations for written examination (R057). Consolidation of previous knowledge prior to final external assessment.	

LINK TO CAMBRIDGE NATIONAL IN CHILD DEVELOPMENT SPECIFICATION

<https://www.ocr.org.uk/Images/610941-specification-cambridge-nationals-child-development-j809.pdf>