CHORLTON HIGH SCHOOL: CURRICULUM

Key Stage 4 Framework for Learning

Year 10 2018-2019: Successful Foundations

Curriculum Area: Computing and Technology - **Child Development**

Year 10	Autumn 1 (6½ weeks)	Autumn 2 (8 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (5 weeks)	Summer 2 (7 weeks)
Syllabus	Level 1 / 2 Cambridge National Certificate in Child Development Code J818	Level 1 / 2 Cambridge National Certificate in Child Development Code J818	Level 1 / 2 Cambridge National Certificate in Child Development Code J818	Level 1 / 2 Cambridge National Certificate in Child Development Code J818	Level 1 / 2 Cambridge National Certificate in Child Development Code J818	Level 1 / 2 Cambridge National Certificate in Child Development Code J818
Knowledge	**RO18 Outcome 4 Understand how to recognize, manage and prevent childhood illnesses** Students will know: **How immunity to disease and infection can be acquired. i.e** • Reasons for immunization • Babies natural immunity • Childhood immunization and vaccination programmes **How to recognize and treat common childhood ailments and diseases. i.e** • General signs of illness • Common childhood ailments and diseases • Caring for an ill child **When to seek treatment from emergency services or a GP. i.e.** • Key signs and symptoms	**RO18 Outcome 5 Know about child safety** Students will know: **How to create a safe, child-friendly environment. i.e.** • Within the home • In the garden and play areas • Road safety **Safety labelling. i.e.** • Types of symbols • Products requiring safety labels **To be aware of the most common childhood accidents. i.e.** • Choking, suffocation and drowning • Burns and scalds • Falls • Electric shock • Poisoning **Social safety. i.e.** • Personal safety awareness –	**RO19 Outcome 3 Know the nutritional guidelines and requirements for children from birth to five years** Students will know: **The current government dietary guideline. i.e.** • Eatwell guide • Healthy choices **The functions and sources of nutrients. i.e.** • Macro nutrients • Micronutrients • Functions of nutrients • Sources of nutrients • Additional dietary requirements **Nutritional requirements for stages of feeding children. I.e.** • 0 – 6 months (milk) • 6 – 12 months (weaning stages 1-3) • 1 – 5 years (main food groups)	**RO19 Outcome 1 & 2 Understand the key factors when choosing equipment for babies from birth to 12 months and from one to five years** **Recognise the importance of choosing the correct cleansing and feeding equipment for children both in:** • 0 – 6 months age range • 7 months to 5 years old Students will know: **About the required equipment for babies from birth to 12 months. i.e.** • The types of key equipment for sleeping and travelling, • Factors to consider when choosing **About the required equipment for children from one to five years. i.e.** • The types of key equipment for sleeping and	**RO19 Outcome 4 Investigate and develop feeding solutions for children from birth to five years** Students will know: **How to develop feeding solutions for babies aged 0 to 6 months. i.e.** • Bottle feeding • Breast feeding • Combination feeding **The stages of weaning:** • Discovering suitable foods • Nutritional needs at different stages of weaning **How to develop feeding solutions for babies aged 6 months to 12 months. i.e.** • Homemade • Commercially made and purchased **How to investigate feeding solutions. i.e.** • Nutritional analysis of	**RO19 Outcome 4 Investigate and develop feeding solutions for children from birth to five years** continued **How to develop feeding solutions for children aged 1 to 5 years. i.e.** • Planning meals **How to evaluate feeding solutions. i.e.** • Comparison • Evaluation of choices • conclusions **During this term, students will be heavily involved with the completion of all three tasks within Unit RO 19 including a timed practical session.**

	Diet related illnesses. i.e. • Childhood obesity • Deficiency diseases • Food intolerances and allergies **The needs of an ill child. i.e.** • Physical needs • Social needs • Emotional needs • Intellectual needs **How to prepare a child for a stay in hospital. i.e.** • Hospital/ward visit • Acting out fears, hospital games • Books and DVD's • Explanation and honesty • Involvement in child's care	how to avoid inappropriate personal contact. • Stranger danger **Internet safety. i.e.** • Dangers • Making children aware of safe internet use **Toy safety. i.e.** • Key dangers • Suitable materials • Selection appropriate to age with regards to dangers			travelling. • Factors to consider when choosing **About the clothing and footwear required by children of all ages:** • Nappies • **Daywear** • **Nightwear** • **Outerwear**	recipes • Factors for consideration when making meals – allergies/intolerances and aversion to foods • Hygiene practices when preparing foods	
Skills	Students will: • develop an ability to define terminology related to specific health related topics. • identify and describe ailments • develop an ability to empathise with parents who are looking after an ill child • recognize when an ill child requires treatment from a GP or emergency	Students will: • develop an ability to define terminology related to children's safety. • analyse the usefulness of labelling on all products relating to children and their safety. • develop theoretical and practical skills in order to treat the results of childhood		Students will: • develop an ability to define new terminology related to nutrition and children. • appreciate that it is important for children to eat healthily to ensure good growth and development. • recognise the different nutritional needs of groups of children • be able to list and explain	Students will: • develop an ability to define terminology related to the equipment needs of children up to the age of 5 years. • be able to identify and understand the factors that need to be considered by adults when purchasing equipment for children up to the age of 5 years.	Students will: • develop an ability to define new terminology related to nutrition and children. • appreciate that it is important for children to eat healthily to ensure good growth and development. **As the external examination is schedules for 14th June, time will be set aside this term for the completion of revision**	Students will: • develop an ability to define terminology relating to feeding children of all ages. • develop investigational techniques in order to examine various feeding solutions • need to be able to evaluate the outcomes of their investigations

	treatment in a hospital • carry out investigations in order to identify which elements of certain foods cause allergic reactions and intolerance.	accidents.	what is meant by micro and macro nutrients.	• analyse and evaluate the different kinds of equipment that is available for purchase in order to meet the various needs of children. •	lessons	
Assessment	***Marking Point 1*** **A piece of classwork**: Students will undertake an investigation and produce a report into childhood immunity. They will: • Identify the range of diseases that children can be vaccinated against. • Explain how the vaccinations work This work will be issued to all three pathway levels of students. ***Marking Point 2*** **A piece of classwork:** **Level 2 Distinction and Level 2 Merit:** Students will produce a leaflet on 'looking after sick children'. The leaflet must contain descriptive information on major and minor ailments suffered by children and specific information on how to care for a child who is ill at home. **Level 2 Pass and Level 1 Distinction:** Students will produce a leaflet on looking after ill children. They need to identify within it a full list of major and minor medical conditions requiring care. In	***Marking Point 1*** **A piece of classwork**: **Level 2 Distinction and Level 2 Merit:** Students will be asked to identify where in the home and localized environment accidents are likely to occur and what type of accident they might be. Having identified the hazards, students are to produce a set of guidance cards which provide parents with advice on how to reduce the risk of accidents from occurring. **Level 2 Pass and Level 1 Distinction:** Students will be asked to carry out a risk assessment activity on a home identifying the possible hazard points for toddlers. They must then offer a list of remedial actions that need to be put in place to prevent accidents from occurring. **Level 1 Merit and Level 1 Pass:** Students will be asked to identify from a set of data, areas in the home and its surroundings where most accidents are likely to occur. They must suggest a list of actions that could be put into	***Marking Point 1*** **A piece of classwork**: **Level 2 Distinction and Level 2 Merit:** Students will complete an investigation into the Eat well guide. They will consider its origin, how it operates and the main message that it is trying to get across to the public. **Level 2 Pass and Level 1 Distinction:** Students will complete an investigation into the Eat well guide. They will explain what it looks like, what message it is trying to impart to the public and how it should be interpreted. **Level 1 Merit and Level 1 Pass:** Students will explain how to use the Eat well guide with a group of mums who have a number of children under the age of 5 years old. ***Marking Point 2*** **A home learning task**: Assignment 2 to be used as key assessment piece of work ***Marking Point 3*** **A piece of classwork**: Students will produce an extended piece of writing which outlines the	***Marking Point 1*** **External task** set by OCR. [marked using examination board marking scheme] Choosing equipment for babies up to 12 months and children aged 1 to 5 years. **[completion time for external task is 3/4 hours]** ***Marking Point 2*** **A home learning task**: Assignment 3 to be used as key assessment piece of work. ***Marking Point 3*** **Progress test**. The test will be in the format that will be encountered by students in their formal assessment set by the examination board.	***Marking Point 1*** **External task** set by OCR. [marked using examination board marking scheme] To produce resources to be used with new nursery staff, showing the nutritional requirements for children up to 5 years of age. **[completion time for external task is 2/3 hours]** ***Marking Point 2*** **A home learning task:** Assignment 1 to be used as key assessment piece of work. ***Marking Point 3*** In preparation for the external examination to be sat in term 6, all students will undertake a series of short tasks that will aid their personal revision.	***Marking Point 1*** **A piece of classwork** **Students will within this term will sit the external examination board assessment.** Prior to this they will be given a past paper to be used as marking point three in the terms assessment calendar for Year 10. ***Marking Point 2*** **External task** set by OCR. {marked using examination board marking scheme] Choice of 3 all of which are based around a practical element of work on developing feeding solution for a specific aged child. **[completion time for external task is 4/5 hours]** ***Marking Point 3*** **A home learning task:** Assignment 3 to be used as key assessment piece of work.

	addition they need to include information on the basic home care that canbe provided by the parents. **Level 1 Merit and Level 1 Pass:** Students will produce a leaflet on 'looking after sick children'. The leaflet must name some major and minor ailments and state whether they need treatment from a doctor or if they can be treated at home. In addition they need to include information on the basic home care that can be provided by the parents. ***Marking Point 3*** **A home learning task:** Assignment 2 to be used as key assessment piece of work.	place to stop these accidents from occurring. ***Marking Point 2*** **A home learning task**: Assignment 1 to be used as key assessment piece of work ***Marking Point 3*** **Progress test**. The test will be in the format that will be encountered by students in their formal assessment set by the examination board.		consequences of not eating healthily.			
Cultural Enrichment	**READ** **Students should be encouraged to read the information on disease from the BBC Bitesize revision materials. Link is:** www.bbc.co.uk/.../organisms_behaviour_health/disease/revision/4 **Students are to be encouraged to read a selection of literature for children about going to stay in hospital. Suggested books are:** 1 Can you make me better? (Tulip Books) 2 Jim's Lion by Russell Hoban and Ian Andrews 3 I don't want to go to hospital by Tony Ross 4 Topsy and Tim go to Hospital by Jean and Gareth Adamson	**READ** **Students to be encouraged to read a variety of information sheets produced by The British Red Cross Society on various first aid procedures. These can be found on line using the following link:** **https://www.redcross.org.uk/first-aid** **Students to be encouraged to read a variety of literature about internet safety. Suggested books are:** 1 The Teens Guide to Social Media and Mobile Devices by Jonathan McKee 2 A Smart Kids Guide To Social Networking Online by David J Jakubiak	**READ** **Students should be encouraged to read a selection of articles produced by nutrition experts on the negative effects of not eating healthily. Links are:** http://www.fao.org/nutrition/education/food-based-dietary-guidelines/regions/countries/united-kingdom/en/ http://healthyeating.sfgate.com/healthy-unhealthy-foods-affect-children-9344.html **WATCH** **Students should be encouraged to watch The British Nutrition Foundation guide on healthy eating. Link:** **https://www.youtube.co**	**READ** **Should should be encouraged to read some online articles relating to choosing infant and childrens clothing – safety aspects and clothing the disabled child. Links are:** **https://www.livestrong.com/article/213262-safety-issues-in-childrens-clothing/** **http://www.livingmadeeasy.org.uk/scenario.php?csid=288** **WATCH** **Students should be encouraged to watch a collection of children's fashion shows and advice blogs on buying children's clothing. Links are:** https://www.youtube.com/watch?v=yuM3HX0psuo	**READ** **Students should be encouraged to read a selection of the following books:** 1 Stress-Free Weaning by Judy More 2 Infant, Child and Adolescent Nutrition – A Practical Handbook by Judy More 3 Happy Toddler Mealtimes by Judy More **WATCH** **Students can watch a variety of video clips and blogs produced by mums of new born babies. Links are:** **https://www.youtube.com/watch?v=kANjJcGAPeM** **https://www.youtube.com/watch?v=uwdeNXquDvQ**	**READ** **Students should be encouraged to read a selection of parenting magazines that provide articles and recipes on feeding young children.** **WATCH** **A selection of online programmes about preparing home made food for weaning purposes. Links:** https://www.youtube.com/watch?v=40LsnzpcNKg https://www.youtube.com/watch?v=HhUT4s5JK1Y **VISIT** **Students to be encouraged to visit a number of retail outlets to investigate the types of commercially available foods to give children through the weaning**

	WATCH **Students will be encouraged to watch the BBC documentary called "Too fat to toddle".** A video on childhood obesity in the United Kingdom. **Link:** **https://www.youtube.com/watch?v=6MXqfcqhSao** **Students will be encouraged to watch a selection of online videos produced by various hospital trusts about the admission of children into hospital. Suggestions are:** **https://www.nhs.uk/video/Pages/Childreninhospital.aspx** **https://www.gosh.nhs.uk/parents-and-visitors/advice-when-you-stay/preparing-treatment** **https://www.evelinalondon.nhs.uk/our-services/hospital/Operations/pre-assessment.aspx** **https://www.evelinalondon.nhs.uk/our-services/hospital/Operations/on-the-day.aspx** **VISIT** **Students to be encouraged to consider volunteering on a local "Obesity Management Program for children" when available throughout the year in the locality of Manchester**. And **Students to be encouraged to visit local children's ward at a hospital if the opportunity arises.**	**WATCH** **Students should be encouraged to watch a selection of video clips on making a family home safe for children.** https://www.youtube.com/watch?v=WJw9IlutLcM https://www.youtube.com/watch?v=g60NZ4rkLqA **VISIT** **Students to be encouraged to visit some specialist retailers of childrens' nursery equipment and toy retailers to investigate which safety labelling is found on a selection of items and toys.** **Suggested places are:** • Mothercare, Manchester Centre • John Lewis, Cheadle • Pitterpatter, Urmston • Lesters Nursery World, Prestwich **And** **Students could find out about toys of the past from visiting one of the many toy museums around the United Kingdom**. Students will be given addresses of the two most local toy museums to Manchester. These are: **Toys of Yesteryear** Peak Village Outlet, Chatsworth Road, Rowsley, Derbyshire, DE4	**m/watch?v=1tJYcNt6Bpk** **VISIT** **None applicable for this term**	https://www.youtube.com/watch?v=UpTb7wkaYC4 https://www.youtube.com/watch?v=CrmEYSXUyH8 **VISIT** **Students to be encouraged to visit some specialist retailers of childrens' nursery equipment to consider the wide variety available.** **Suggested places are:** • Mothercare, Manchester Centre • John Lewis, Cheadle • Pitterpatte, Urmston • Lesters Nursery World, Prestwich	**https://www.youtube.com/watch?v=O2Wq1drSFbs** **VISIT** **Students to be encouraged to visit any nursery catering for children all day that provides meals to carry out some investigative research that can be used as an enhancement to classwork on feeding children.**	**process.**

		2NP. **Ilkey Toy Museum** Whitton Croft Road Ilkley West Yorkshire LS29 9HR					
Character	 Q of S – Optimism **Optimism**: When carrying out independent written tasks, students will be challenged to complete tasks beyond their identified pathway and to have an optimistic outlook on their ability to produce good or outstanding work with the assistance of additional resources as necessary.	 Q of S – Empathy **Empathy:** During the lesson on common childhood accidents and their treatment, students will be encouraged to consider the stress and trauma experienced by both children and their parents when a child is involved in an accident and be empathetic to their feelings.		 Q of S – Creativity & Curiosity **Creativity:** During lessons students will be allowed to display work in any way that they wish and which they feel will enhance their ability to retain the knowledge acquired within the lessons. In addition, a home learning task has been included where creativity is required in order to produce a toy, game or book about one aspect of safety. **Curiosity:** As many of the students studying Child Development do not study Food Technology it is hoped that they will display a natural curiosity in many of the individual topics being studied which not only relate to the subject but also to their own eating habits.		 Q of S – Responsibility & Reflection **Responsibility:** Students will regularly demonstrate this by self-selecting and completing tasks within lessons. In addition, students will show responsibility by the completion of all tasks set within lessons and for home learning. **Social responsibility:** All of this term's work is related to feeding children. Students will be made aware that it is a parent's responsibility to ensure that their children are provided with a balanced diet that follows the national guidelines. They will also be made aware that providers of children's care (nurseries etc.) have a social responsibility to ensure that all children within their care are adequately fed during their stay with them. **Reflection:** At the end of the academic term, students will be asked to reflect on their overall performance using a PLC checklist. In addition students will regularly in lessons both within the scheme of	 Q of S – Practice & Resiliency **Practice:** During this term, students will be required to complete an external task as part of the subject qualification. To assist in their completion of the task, students will be provided with work which will ensure that they practice particular elements of the topic before the task is completed. **Resiliency:** Students will be asked to consider the marks they have achieved for previous progress tests and individual assessment pieces of work as highlighted above, identifying what they did wrong and right, setting themselves personal targets to move their learning forward showing resiliency and the ability to act on suggestions offered and feedback.	 Q of S – Motivation **Motivation:** Students will throughout the course be required to show motivation during the completion of tasks. They will frequently be given the opportunity to challenge themselves and complete tasks that further their expected attainment level. In addition, all students will work towards an end of year examination

						learning and at the end, be expected to reflect on their learning and how to embed it.		