



CHS Curriculum Intent

SUCCESSFUL: Learners who gain deep and powerful knowledge in preparation for life; combining academic rigour, curiosity and creative flair.

CREATIVE: Learners who are imaginative, optimistic and inventive; finding their voice to become effective communicators prepared for lifelong adaptability

HAPPY: Learners who are confident, resilient, well-rounded citizens; they understand the world's communities and are ready to discover their place in it.

CHS Curriculum Area Framework for Learning – Year 10

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| SUBJECT | Child Development |
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Department: **Computing and Technology 2019-2020**

Subject: Cambridge National Child Development (J818)



CHORLTON HIGH SCHOOL: CURRICULUM

| Year Group | 10 | | | | | |
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| Rationale/ Narrative | <p>Following on from their course in Year 9, students will focus on the completion of Unit RO18 (Health and well-being for child development). This unit will be examined externally in the June 2020 series of examination. Time will be set aside in the Spring 2 and Summer 1 term to undertake necessary revision for the examination. Exam skills are developed and built upon through assessments and home study throughout the year up until the date of the external assessment window.</p> <p>In addition to completing and preparing for the written examination, students will begin the Centre Assessed Course work tasks from Unit RO19 (Understand the equipment and nutritional needs of children from birth to five years). There will be a focus on the students being able to work independently utilising knowledge gained from lessons earlier in the course and using a variety of research methods to assist in the completion of these course work tasks</p> | | | | | |
| | Autumn 1 (7½ weeks) | Autumn 2 (7 weeks) | Spring 1 (6 weeks) | Spring 2 (5 weeks) | Summer 1 (5 weeks) | Summer 2 (7 weeks) |
| KNOWLEDGE | <p>RO18 Outcome 4 Understand how to recognise, manage and prevent childhood illnesses</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • How immunity to disease and infection can be acquired. • How to recognise and treat common childhood ailments and diseases. • When to seek treatment from emergency services or a GP. • The needs of an ill child. • How to prepare a child for a stay in hospital. | <p>RO18 Outcome 5 Know about child safety</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • How to create a safe, child-friendly environment. • To be aware of the most common childhood accidents. • The necessity of ensuring children are socially safe. • How to ensure internet safety. • How to select toys with regards to safety. | <p>RO19 Outcome 3 Know the nutritional guidelines and requirements for children from birth to five years</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • The current government dietary guideline. • The functions and sources of nutrients. • Nutritional requirements for stages of feeding children 0 – 6 months, 6 – 12 months, 1 -5 years. | <p>RO19 Outcome 1 & 2 Understand the key factors when choosing equipment for babies and children from birth to five years</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • The importance of choosing the correct cleansing and feeding equipment for children up to the age of 5 years old. • About the required sleeping and travelling equipment for babies from birth to 5 years old. • About the clothing and footwear required by children of all ages. | <p>RO18 Outcomes 1 to 4</p> <p>All students are being entered for the OCR Cambridge National external examination in the summer term.</p> <p>This term is being used as preparation for the examination and revisiting topics from the earlier sections of the course.</p> | <p>RO19 Outcome 4 Investigate and develop feeding solutions for children from birth to five years continued</p> <p>Students will learn:</p> <ul style="list-style-type: none"> • How to develop feeding solutions for children aged 0 months to 5 years: <ul style="list-style-type: none"> - breast and bottle feeding - the stages of weaning. - feeding the older toddler. • How to develop feeding solutions safely and hygienically. |
| SKILLS | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define terminology related to health specific topics. • Identify and | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Define terminology related to children's safety. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • define terminology related dietary guidelines and nutrition. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • define terminology related to purchasing equipment specifically for children. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • recall specific knowledge of topics. • summarise information. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • define terminology relating to feeding babies and toddlers. |



CHORLTON HIGH SCHOOL: CURRICULUM

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| | <p>breakdown key information related to childhood illnesses.</p> <ul style="list-style-type: none"> • Empathise with the impact child illness have. • Investigate how food can cause allergic reactions. | <ul style="list-style-type: none"> • Identify and breakdown key information related to the provision of safe environments for children. • Analyse usefulness of products manufactured for child safety. • Develop practical skills of first aid | <ul style="list-style-type: none"> • appreciate importance of healthy eating. • identify the nutritional needs of groups of children. | <ul style="list-style-type: none"> • identify factors that need to be considered when purchasing equipment. • analyse and evaluate different kinds of equipment. | <ul style="list-style-type: none"> • identify subject topics where knowledge is not | <ul style="list-style-type: none"> • undertake practical investigations of food preparation for children 0 months - 5 years old. • appreciate the importance of good hygiene when preparing food. • evaluate the outcomes of their investigations. • identify and use relevant ICT programs for the completion of coursework units of work. |
| <p>ASSESSMENTS</p> | <p>Classwork piece: Students will undertake an investigation and write a report into childhood immunity. They will:</p> <ul style="list-style-type: none"> • Identify the range of diseases that children can be vaccinated against. • Explain how the vaccinations work • Explain the difference between and infectious and a contagious disease. <p>Classwork piece: Students will produce a detailed informative leaflet on caring for and meeting the needs of an ill child.</p> <p>Home Learning Task: Students will be provided with some key information to enable them to write a magazine article on diet</p> | <p>Classwork piece: Students will be asked to identify where in the home and localised 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.</p> <p>Classwork piece: Students will be required to read two case studies related to social safety and highlight with the writing of a report what the key messages are within them for parents with young children.</p> <p>Progress Test: This will formally assess students' knowledge and</p> | <p>Classwork piece: Board prescribed task 2 of Unit RO19: Production of resources, showing the nutritional requirements for children up to 5 years.</p> <p>Classwork piece: Students will complete a tsk on macro and micro nutrients. They will describe in detail some of the health issues that can happen to a person if they do not have the correct types of and quantities of nutrients in their diet?</p> <p>Home Learning Task: Students are to locate a child between the age of 1 and 5 years old whose parents they can get to complete a food diary for that child. The students will then analyse the diary and compare it to the</p> | <p>Classwork piece: Students will complete an investigation into and write a report on nappies and training pants for babies and younger children.</p> <p>Classwork piece: Board prescribed task 1 of Unit RO19: List and Identify the key factors that need to be considered when purchasing equipment for feeding, sleeping, travelling and the necessary clothing and the necessary clothing and footwear for children between 0 months and five years old.</p> <p>Progress Test: This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks.</p> | <p>Classwork piece: Students will complete specific targeted questions based on revision of</p> <p>Classwork piece: Students will complete targeted revision questions based on reproductive systems and conception</p> <p>Home Learning Task: Students will complete specific targeted questions based on revision of pregnancy and foetal development.</p> | <p>Classwork piece: Students will examine the process of weaning, they will identify three foods produced by commercial brands for the age range 4months + and complete a comparison of them using the guidance provided.</p> <p>Classwork piece: Board prescribed task 3 of Unit RO19: • Undertake an investigation into the feeding solutions of a specific age group of children inclusive of a practical element of work.</p> <p>Progress Test: This will formally assess students' knowledge and understanding of work covered in previous terms and that acquired in recent weeks.</p> |



CHORLTON HIGH SCHOOL: CURRICULUM

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| | related illnesses and conditions. | understanding of work covered in previous terms and that acquired in recent weeks. | current government nutritional guidelines. | | | |
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