

Key Stage 4: Year 9 Academic Year 2021-2022 (new specification R057)

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Students will be learning an introduction to child development. They will complete a project and presentation about the role of toys in development.</p> <p>Students will also begin to learn about the roles and responsibilities of parenthood, including:</p> <ul style="list-style-type: none"> Factors affecting the decision to have children Pre-conception health Meeting primary needs and socialisation of children 	<p>Students will continue to learn about the roles and responsibilities of parenthood, including:</p> <ul style="list-style-type: none"> evaluating methods of contraception, their efficiency and reliability The structure and function of male and female reproductive systems How reproduction takes place The signs and symptoms of pregnancy 	<p>Students will begin to learn about antenatal care and preparation for birth, including topics such as:</p> <ul style="list-style-type: none"> The roles of the different health professionals supporting the pregnant mother The importance of antenatal and parenting classes Routine checks carried out at an antenatal clinic 	<p>Students will continue to learn about antenatal care and preparation for birth, including topics such as:</p> <ul style="list-style-type: none"> Specialised diagnostic tests The choices available for delivery The stages of labour and the methods of delivery, including pain relief 	<p>Students will begin to learn about postnatal checks and provision, including topics such as:</p> <ul style="list-style-type: none"> The postnatal checks of the new-born baby The specific needs of the pre-term (premature) baby The postnatal provision available for the mother and baby and the postnatal needs of the family 	<p>Students will continue to learn about postnatal checks and provision, including topics such as:</p> <ul style="list-style-type: none"> Conditions for development the need for acceptable patterns of behaviour and approaches to discipline
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
Gross and Fine motor skills, Sensory skills, Physical, Intellectual, social (emotion), Family Types (nuclear, extended, Changing role of the family, Factors affecting decision to have children, Primary needs, Preconception care, genetic counselling, diet, healthy weight, immunisation, Genetic, congenital disorders, Lifestyle choices, financial constraints.	Finance, Parental age, Genetic counselling, Social expectations, Pre-conceptual health, Recreational drugs, Primary needs, Socialisation, Barrier method, Contraception, Combined pill, Progesterone-only pill, Intrauterine Device, Natural family planning	Reproductive system (male/female) Ovaries, Fallopian tubes, Cervix, uterus lining, menstrual cycle, Testes, sperm duct, urethra, penis, vas deferens, ovulation, Conception Types of midwives, Obstetrician, GP, Gynaecologist, Paediatrician	Sexually Transmitted Infections, Ultrasound dating scan/anomaly scan, Nuchal translucency (NT) test Alpha fetoprotein (AFP) test Chorionic villus sampling (CVS) Amniocentesis, Non-invasive prenatal testing (NIPT), Domino scheme	Labour, Forceps, Elective/emergency caesarean, Ventouse, Entonox, Pethidine, Epidural anaesthetic, TENS	Postnatal provision and checks (new-born), APGAR, Lanugo, Vernix Conditions of development, warmth, security, exercise, Promoting positive behaviour
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
			Guest speaker: midwife Positive steps	Guest speaker: health visitor	

Key Stage 4: Year 10 (Academic year 2021-2022 Old spec) R019

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Students will begin to learn the requirements and exam technique required for the OCR GCSE course, applying their knowledge to exam style questions.</p> <p>Students will begin to learn how to recognise, manage and prevent childhood illnesses, including topics such as:</p> <ul style="list-style-type: none"> • How immunity is acquired • How to recognise and treat common childhood ailments and diseases • When to seek treatment by a doctor, and when emergency medical help should be sought • Child Safety within the home, labelling, childhood accidents and social safety 	<p>Students will begin to learn the requirements for learning objective 1 of their first piece of coursework. This will include studying topics such as:</p> <ul style="list-style-type: none"> • the physical, intellectual and social developmental norms from birth to five years 	<p>Students will begin to learn the requirements for learning objective 2 of their first piece of coursework. This will include studying topics such as:</p> <ul style="list-style-type: none"> • the types and the benefits of play 	<p>Students will begin to learn the requirements for learning objective 3 of their first piece of coursework. This will include studying topics such as:</p> <ul style="list-style-type: none"> • planning different play activities for a chosen developmental area with a child from 0 -5 years. 	<p>Students will begin to learn the requirements for learning objective 4 of their first piece of coursework. This will include carrying out a project on:</p> <ul style="list-style-type: none"> • different play activities for a chosen developmental area with a child from 0 – 5 years and evaluating the activities. 	<p>Students will complete the final review of their coursework before submission.</p> <p>They will then be introduced to the second piece of coursework and begin learning objective 1, about the key factors when choosing equipment 0 – 12 months.</p>
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Immunisation, vaccines, antibodies, antigens, babies' natural immunity, signs and symptoms, chickenpox, gastroenteritis, pertussis, rubella, diarrhoea, airborne, seizures. Food intolerances, deficiency diseases, anaphylactic shock, hypoglycaemia, hyperglycaemia</p>	<p>Physical, Intellectual, Social Development. Milestones, Gross and fine motor skills. Hand-eye coordination Communication (body language) Numeracy and Literacy Acceptable behaviour Independence and self-esteem</p>	<p>Types of play; manipulative play Cooperative play Solitary play physical play Creative play Benefits of play: P,I,S (social skills) Creative</p>	<p>Organisation and timescales of activities Appropriateness of play activity Safety considerations (risks/hazards) Methods of observation: Naturalistic, event sampling, snapshot, participant, non-participant</p>	<p>Age-appropriate activities Skills assessment Creating resources that develop skills Observations (see previous) Comparison with milestones Evaluation (strengths and weaknesses) Analysis (recommendation for improvements) Conclusions – how aims were met.</p>	<p>Types of equipment: - travelling -feeding (sterilising equipment, breast pump) -sleeping (moses basket, cot) - clothing and footwear (nappies – disposable, reusable), Daywear, outwear and nightwear.</p>
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG
Speaker – practice nurse	Health visitor speaker		Early years/nursery worker		

Key Stage 3: Year 11(Academic year 2021-2022 Old spec) R020

Overall Curriculum Goals					
Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
<p>Students will continue to learn the requirements for learning objective 1 of their second piece of coursework. This will include investigating:</p> <ul style="list-style-type: none"> • Key equipment to be considered for babies from birth to 12 months • Key factors to consider when choosing equipment for babies from birth to 12 months 	<p>Students will begin to learn the requirements for learning objective 2 of their second piece of coursework. This will include investigating:</p> <ul style="list-style-type: none"> • Key equipment to be considered for babies from one to 5 years • Key factors to consider when choosing equipment for babies from one to 5 years 	<p>Students will begin to learn the requirements for learning objective 3 of their second piece of coursework. This will include:</p> <ul style="list-style-type: none"> • the nutritional guidelines and requirements for children from birth to 5 years • Current government dietary guidelines • The functions and sources of nutrients • Nutritional requirements for stages of feeding children 	<p>Students will begin to learn the requirements for learning objective 4 of their second piece of coursework. They will investigate and develop feeding solutions for children from birth to five years</p> <p>Students will complete the final review of their coursework before submission.</p>	<p>Revision of exam topics</p> <p>Review challenging topic areas</p> <ul style="list-style-type: none"> - Reproduction and Responsibilities of parenthood - Post-natal checks & provision 	
Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas	Key Vocabulary/Concepts/Ideas
<p>Age appropriateness Safety checks (BSI kite mark), Flammability. Design/ergonomics Cost and durability Hygiene</p>	<p>Travelling equipment (stroller, buggy, reins, car seat) Feeding equipment (trainer cup, cutlery, weaning bibs) Sleeping equipment (cot/bed) Nappies/trainer pads</p>	<p>Government initiatives & guidelines Nutrients, macro & micronutrients Dietary requirements Fats, Carbohydrates, proteins Weaning Deficiency</p>	<p>Nutritional analysis Calories Eat well plate Hygiene practices Feeding solutions Bottle feeding Breast feeding Expressing Combination feeding Balanced meals</p>	<p>State Identify and explain Explain Discuss Consider</p>	
CIAG	CIAG	CIAG	CIAG	CIAG	CIAG