



Prince William School

Child Development Curriculum Overview



Why Teach Child Development?






Child Development gives our students the opportunity to develop applied knowledge and understanding of child development and growth from birth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

In a practical learning environment, our students will have the opportunity to develop knowledge and technical skills in the following areas:

- The characteristics of children's development from birth up to five years
- Factors that affect growth and development
- The importance of play
- How play promotes children's learning and development
- Reasons why children may need support
- Child-friendly environments to support play, learning and development in children from birth to five years old
- Supporting all children to learn and develop physically, intellectually, emotionally, and socially, and adapting activities to support children's play, learning and development.





Substantive Big Ideas

Child Development offers students the opportunity to learn about those around us, the growth and development of children and the many factors that affect these. It is particularly suited to those that wish to enter education or caring professions. It aims to give students the necessary life skills to make a difference in people's lives. The substantive big ideas are based around P.I.E.S development and learning through play:

	Physical Development	Growth patterns and changes in mobility of the small and large muscles in the body.
	Intellectual Development	Development of Thinking skills, memory, and language.
	Emotional Development	Development of identity and how they cope with their feelings
	Social Development	Development of friendships and relationships
	Learning through play	Development of how children play and how they can be supported through play.

Disciplinary Big Ideas

Our curriculum will ensure that all our students will have the opportunity to:

	Develop	Developing knowledge and understanding of key aspects of child development.
	Explore	Exploring the topic or concept through different methods (e.g. research, questioning, analysis, deep thinking, critical evaluation) and form your own understanding.
	Apply	Applying knowledge and skills to a task designed to test understanding
	Reflect	Reflecting on own learning, evaluating theories and justifying rationale for planned tasks.

Learning for Life and Careers

Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication.

Careers

youth worker; Lecturer/ teacher; early years practitioner; Nursery assistant; teaching assistant; Childminder; Primary school teacher; Residential childcare worker.

Encounters with employers

Enable students to experience the subject out of lessons to expand knowledge. Develop partnerships with external providers that extend opportunities for learning. Giving deeper understanding between knowledge learnt and vocational context.

Examples of qualification pathways.

Early years educator, Nursing, Midwifery, Healthcare assistants, Social Workers, Occupational Therapists, Youth Workers, Support workers



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Child Development Curriculum Map – Topics by Term



Physical Development



Intellectual Development



Emotional Development



Social Development



Learning through play

Year 10		Year 11	
Autumn 1	<p>Children’s growth and development Understand the characteristics of children’s development from birth to 5 years old</p>	<p>Component 2 Learning through Play Understand how children play Assessment period October/November</p>	
Autumn 2	<p>Children’s growth and development Understand the characteristics of children’s development from birth to 5 years old</p>	<p>Component 3 Supporting children to play, learn and develop Investigate individual circumstances that may impact on learning and development</p>	
Spring 1	<p>Children’s growth and development Explore the factors that affect growth and development</p>	<p>Component 3 Supporting children to play, learn and develop Create safe environments to support play, learning and development in children aged from birth to 5 years</p>	
Spring 2	<p>Assessment period February/March</p> <p>Component 2 Learning through Play Understand how children play</p>	<p>Component 3 Supporting children to play, learn and develop. Adapt play to promote inclusive learning and development.</p>	
Summer 1	<p>Component 2 Learning through Play Understand how children play</p>	Revision and exams	
Summer 2	<p>Component 2 Learning through Play Understand how children play</p>	Exams	



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Child Development Curriculum Map – Substantive Knowledge Progression






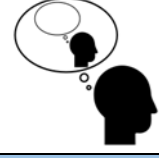
		Year 10	Year 11
Physical development		<p>Growth and development from 0-5 years, including:</p> <ul style="list-style-type: none"> • Infant reflexes • Development of the senses • Control over the body • Gross motor skills, fine motor skills. <p>Physical factors that affect growth and development:</p> <ul style="list-style-type: none"> • Prenatal – genetics and how genetic abnormalities occur. • Maternal nutrition and exercise 	<p>Physical circumstances that may impact on learning and development:</p> <ul style="list-style-type: none"> • Sensory impairment, • Restricted gross/ fine motor skills, • Delayed motor skills • Impact of not meeting physical development milestones.
Intellectual development		<p>Intellectual developmental skills:</p> <ul style="list-style-type: none"> • Problem solving skills. • Development of the senses • Recognition of self • The mirror test • Learning through play 	<p>Cognitive and intellectual learning and development</p> <ul style="list-style-type: none"> • difficulty understanding the rules in play • difficulties communicating preferences and choices <p>Factors affecting intellectual development:</p> <ul style="list-style-type: none"> • Poor concentration levels
Emotional development		<p>Development of emotional needs:</p> <ul style="list-style-type: none"> • Development of bonds and trust • Developing preferences • Separation anxiety • Being curious • Asserting their feelings • Jealousy • Knowing how others feel • Tantrums 	<p>Emotional development through play:</p> <ul style="list-style-type: none"> • Independence • Self-confidence • Building relationships • Activities and resources to support emotional development. • Impact of individual needs on emotional development:
Social Development		<p>Development of social needs:</p> <ul style="list-style-type: none"> • Forming relationships • Playing with others • Being independent • Development of friendships 	<p>Social factors affecting development:</p> <ul style="list-style-type: none"> • Discrimination • Race • Disability • Primary caregivers • Siblings/ extended family
Learning Through Play		<p>Types of play that support learning:</p> <ul style="list-style-type: none"> • Unoccupied play • Solitary play • Spectator/onlooker play • Parallel play • Associative play • Cooperative play <p>Learning through play in different environments:</p> <ul style="list-style-type: none"> • Home • Nurseries • pre-school • reception • community-based groups 	<p>Learning through play at different ages:</p> <ul style="list-style-type: none"> • 0-18 months • 18 months • 3 years • 3-5 years <p>Types of play:</p> <ul style="list-style-type: none"> • Physical play • Cognitive and intellectual play • Communication and language play • Social play • Emotional play • Organisation of play
			<p>Physical circumstances that may impact on learning and development:</p> <ul style="list-style-type: none"> • Sensory impairment, • Restricted gross/ fine motor skills, • Delayed motor skills • Impact of not meeting physical development milestones.
			<p>How individual circumstances may impact on physical learning and development.</p> <ul style="list-style-type: none"> • Development of the senses, gross and fine motor skills • Adapting activities and resources to support a child with physical needs. • Supporting children with physical or sensory needs • Considerations for outdoor environments
			<p>Delayed literacy skills</p> <ul style="list-style-type: none"> • English as an additional language <p>The benefits of children using technology in learning</p> <ul style="list-style-type: none"> • Adapting play and activities to promote inclusive learning and development.
			<ul style="list-style-type: none"> •Cooperative play •Emotional resilience •Limited expression of thoughts/ feelings •Difficulties with new situations
			<p>Activities and resources to support social development.</p> <ul style="list-style-type: none"> • Impact of individual needs on social development: • Cooperative play • Isolation • Difficulty to join teams groups • Difficulty building relationships with adults • Difficulty with new situations
			<ul style="list-style-type: none"> • Supporting children to play, learn and develop • Managing risks and hazards • Choosing age and stage appropriate resources • Positive risk taking • Teaching children to use resources safely • Planning to child ratios • Controls put in place by adults
			<ul style="list-style-type: none"> • Health and safety <p>Adapting play to promote inclusivity and meet needs of the individual:</p> <ul style="list-style-type: none"> • Physically • Intellectually • Emotionally • Socially • Role of the adult in learning through play



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Child Development Curriculum Map – Disciplinary Knowledge Progression



	Year 10	Year 11
 Develop	<ul style="list-style-type: none"> Coursework writing skills <p>Component 1 Develop knowledge of growth and development through milestones.</p> <p>Component 2 Develop knowledge of children’s play and experiences</p>	<ul style="list-style-type: none"> Exam writing skills. Effective PEEL paragraphs for level 2 Effective Evaluation for level 2 <p>Component 3 Knowledge of children’s learning and development by circumstances.</p>
 Explore	<p>Component 1 Explore factors affecting growth and development and progression through milestones. Explore roles and responsibilities of individuals involved in the care of a child.</p> <p>Component 2 Explore reasons why play and experiences are appropriate to development.</p>	<p>Component 3 Explore the importance of inclusion and the role of adults in keeping children safe. Explore how activities can be adapted to support children</p>
 Apply	<p>Component 1 Apply knowledge to measure growth and development in a case study. Apply knowledge to create a booklet explaining growth and development in relation to a case study. Apply knowledge of growth and development to a case study to produce a written account of development.</p> <p>Component 2 Apply knowledge of play to a case study to explain stages of play they will be using. Apply knowledge to plan a suitable play/ experience.</p>	<p>Component 3 Apply knowledge of how children can be supported to case studies</p>
 Reflect	<p>Component 1 Reflect on why it is important to measure growth and development. Reflect on factors that are most/ least influential on development and why.</p> <p>Component 2 Reflect on why play is suitable for a case study. Reflect on planned activity and justify choice of activity.</p>	<p>Component 3 Evaluate the effectiveness of adults in supporting children.</p>



Prince William School Child Development Key Vocabulary



	Year 10				Year 11		
Disciplinary Vocabulary	State	Complete	Describe	Explain	Give	Identify	Match
Autumn 1							
	Growth Proportion Circumference Development		Milestone Holistic Full term Primitive		Cognitive development Lift the flap books Textured stories Social bonds		Emotional bonds Wipe board Listening walk Story sacks
Autumn 2							
	Perseverance Psychologist Babbling Psychiatrist		Key person Self esteem Connective words Genes		Restricted gross motor skills Restricted fine motor skills Delayed gross motor skills Delayed fine motor skills		Delayed literacy skills English as an additional language Negative role model Social norms and values
Spring 1							
	Chromosome Foetus Spina bifida Placenta		Premature Chronic condition Acute condition Congenital disorder		Disruptive behaviour Transition Emotional resilience Risk assessment		Hazard Accessibility Inclusive UNICEF
Spring 2							
	Deprivation Housing needs Abuse Neglect Exploitation		Mutilation Prescription drugs Illegal drugs Unoccupied play		Desired behaviours Additional needs Sensory needs Social inclusion		Makaton Self-resilience Picture exchange communication system Alternative communication
Summer 1							
	Solitary play Spectator/onlooker play Parallel play Associative play		Cooperative play Adult led Adult initiated Child initiated play				
Summer 2							
	Circle time Personal interests Hand eye co-ordination Spatial awareness		Body management Bodily coordination Imagination Attention skills				