

Year 10 Child Development

Students will follow the OCR Cambridge Nationals Child development course. This is a GCSE equivalent vocational course. Assessment is 50% examination (unit RO18) and 50% coursework (units RO19 and RO20 worth 25% each)

Unit RO18: Health and well-being for child development

Unit RO19: Understand the equipment and nutritional needs of children from birth to five years.

Unit RO20: Understand the development of a child from birth to five years.



More information about the course and coursework are to be found on the Child Development site in the digital curriculum, <https://sites.google.com/stokesleyschool.org/childdevelopment>

The students will cover the material for the exam (RO18) throughout year 10 and into year 11. They will also complete the coursework unit RO19 ready for submission in November /January.

There will be a consistent approach to retrieval practise throughout the course ensuring that theory elements are linked and referred to in different units as appropriate. Consistent use of Brain In Gear will prevail at the start of every lesson which will allow for appropriate interleaving throughout the two years.

Methods of deepening and securing knowledge:

Spaced Practice / Interleaving

Use of the BIG questions at the start of every lesson in order to revisit past topics which are linked to the new topic. All work is contextualised and linked to previous relevant knowledge. Some topics build on knowledge of others so reinforcement is clear e.g. human biology underpins many areas of RO18. Links to science are made too.

Retrieval Practice

This would be in the form of mini plenaries, teeny tiny tests, google quizzes, hinge questions and regular assessments e.g. end of topic tests/assignments and to some extent BIG again.

Elaboration

Application of knowledge through case studies (exam questions are usually framed in this way too) e.g. Why do Finnish Babies Sleep in Cardboard boxes? Who should get the IVF treatment activity? Links are made to events in the news and relevant stories e.g. the impact of thalidomide on the development of the embryo in Call the Midwife. Projects such as the antenatal care task mean that students have to draw from many sources of information e.g. books, reliable websites, video clips etc. and make links and connections.

Coursework units draw on the examined module (RO18) and this must be explicitly shown in the synoptic sections. RO19 requires students to use knowledge gained on safety, nutrition etc and apply it in a practical setting. RO20 requires students to use knowledge gained on development and play to plan and carry out activities with a young child.

Year 10 Curriculum	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic(s)	<p>Unit RO18 - LO1 1.1 - The wide range of factors that affect the decision to have children Parental ages Peer / social expectations Genetic counselling / heredity</p> <p>1.2 Pre-conceptual health. Diet, exercise, smoking, alcohol, drugs, immunisations etc,</p> <p>1.3 Roles and responsibilities of parenthood Meeting primary needs - Food, clothing, shelter, warmth and rest/sleep.</p> <p>LO5 - Know about child safety</p> <p>5.1 How to create a safe, child-friendly environment - Within the home - Garden + play areas - Road safety - Safety equipment</p>	<p>Unit RO18 LO5 5.4 Social safety - Personal safety awareness Internet safety</p> <p>5.3 - Be aware the most common childhood accidents Basic first aid. - Burns & scalds - Falls - Head injuries - Electric shocks - Drowning - Poisoning</p> <p><i>An introduction to coursework - OCR rules, referencing, plagiarism etc.</i></p> <p>Unit RO19 LO1 _Understand the key factors when choosing equipment for babies from birth to 12 months.</p> <p>1.1- Key equipment to be considered for babies from birth to 12 months.(all linked to RO18 5.1 and 5.2)</p>	<p>Unit RO18 1.5 The structure and function of male and female reproductive systems. Anatomy of male & female reproductive systems -Menstrual cycle. - Ovulation - Conception/ fertilisation - Implantation - Development of the embryo - Signs & symptoms of pregnancy</p> <p>1.4 To recognise and evaluate methods of contraception, their efficiency and reliability. - Barrier & hormonal methods</p> <p>Unit RO19 LO2 _Understand the key factors when choosing equipment for babies from birth to 12 months.</p> <p>2.1- Key equipment to be considered for</p>	<p>Unit RO18 LO2 Understanding antenatal care & preparation for birth</p> <p>1.5 recap - Development of the embryo - Signs & symptoms of pregnancy</p> <p>2.1 The roles of the different health professionals supporting the pregnant woman - Midwives - , GP, - Obstetrician - Gynaecologist - Paediatrician</p> <p>2.2 Diet in pregnancy and morning sickness.</p> <p>Continue with RO19 LO1 + LO2 then...</p> <p>LO3 - Know the nutritional guidelines and requirements for children from birth to five years.</p>	<p>Unit RO18 LO2 2.3 - Routine checks carried out at an antenatal clinic, including scans - Routine checks - Ultrasound scans</p> <p>2.4 Specialised Diagnostic Tests -Specialised screening tests - Specialised / anomaly scan ? mid-pregnancy scan - Specialised diagnostic scans and their associated risks - NIPT (Non-invasive prenatal testing),</p> <p>Continue with RO19 LO3 3.3 Nutritional requirements for stages of feeding children <u>- Nutrition requirements from 0 to 6 months.</u> Link to LO4</p>	<p>-Unit RO18 LO2 2.2 The importance of antenatal and parenting classes - Preparing for a safe pregnancy & delivery -Preparation of parents for labour & parenthood. - Role of the father/partner supporting the mother throughout pregnancy and birth - Helping to make the birth an emotionally satisfying experience. - Promotion of healthy lifestyle & breastfeeding</p> <p>2.5 The choices available for delivery -Hospital birth - Home birth - Domino scheme - Private hospital/midwife. - Birth plan- what choices are available?</p> <p>Continue with RO19 LO4</p>

	<p>5.2 Safety labelling</p>	<ul style="list-style-type: none"> - Travelling equipment - Feeding equipment (also linked to RO19 LO3 + 4) - Sleeping equipment - Clothing and footwear <p>1.2 Key factors to consider when choosing equipment for babies from birth to 12 months. Links to safety & hygiene from RO18 LO5)</p>	<p>babies from birth to 12 months. (all linked to RO18 5.1 and 5.2)</p> <ul style="list-style-type: none"> - Travelling equipment - Feeding equipment (also linked to RO19 LO3 + 4) - Sleeping equipment - Clothing and footwear <p>2.2 Key factors to consider when choosing equipment for babies from birth to 12 months. Links to safety & hygiene from RO18 LO5)</p>	<p>3.1 - Current government dietary guidelines.</p> <p>3.2 The functions & sources of nutrients.</p> <ul style="list-style-type: none"> - Macronutrients - Micronutrients - Dietary fibre - Water (link to RO18 -2.2) <p>RO19 - review & refine - LO1</p>	<ul style="list-style-type: none"> - <u>Nutrition requirements from 6 to 12 months.</u> - 3 stages of weaning - Special dietary requirements (link to RO18 4.4) - <u>Nutrition requirements from one to five years.</u> Main food groups Fatty & sugary foods (link to RO18 4.4) <p>RO19 - review & refine LO2</p>	<p>LO4- Be able to investigate and develop feeding solutions</p> <p>4.1 How to investigate feeding solutions</p> <ul style="list-style-type: none"> - Nutritional analysis - Labelling - Calories - Software/ Apps - Eatwell Guide - Factors to consider - nutrition, cost, time, practicalities, appeal. - Hygiene practices (personal, room, equipment and sterilisation) Link to LO1 + LO2 <u>How to develop feeding solutions for babies aged 0-6 months.</u> - Breast, bottle + combination feeding. Expressing milk Infant formula + feeding bottles. <u>How to develop feeding solutions for babies aged 6 to 12 months.</u> - Link to weaning in LO3 - Homemade V commercial foods Equipment & storage (links to
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Assessment						<p>LO1) <u>How to develop feeding solutions for babies aged one to five years.</u> -How to evaluate feeding solutions -Planning balanced meals (Links to LO2 and LO3)</p> <p>Students complete a practical task during this section of the work.</p> <p>RO19 - review & refine LO3</p>
	<p>RO18 - Key tasks assessed according to criteria. e.g.pre-conceptual care project, Why Finnish Babies Sleep in Cardboard Boxes activity Ongoing tests and reinforcement. Practice exam questions. BIG questions to support recall and understanding. Google quizzes for knowledge checks.</p>	<p>RO18 - Key tasks assessed according to criteria. e.g. safety task, sleepsuit analysis etc. Ongoing tests and reinforcement. Practice exam questions. BIG questions to support recall and understanding.</p> <p>RO19 - teacher monitoring. OCR assessment criteria for LO1 to be referred to throughout.</p>	<p>RO18 - Key tasks assessed according to criteria. Ongoing tests and reinforcement. Practice exam questions. BIG questions to support recall and understanding. Google quizzes for knowledge checks.</p>	<p>RO18 - Key tasks assessed according to criteria.e.g. Antenatal care project Ongoing tests and reinforcement. Practice exam questions. BIG questions to support recall and understanding Google quizzes for knowledge checks.</p>	<p>RO18 - Key tasks assessed according to criteria. Ongoing tests and reinforcement. Practice exam questions. BIG questions to support recall and understanding. Google quizzes for knowledge checks.</p>	<p>RO18 - Key tasks assessed according to criteria. Ongoing tests and reinforcement. Practice exam questions. BIG questions to support recall and understanding. Google quizzes for knowledge checks.</p> <p>RO19 - LO4 Students complete an assessed practical task during this section of the work. A</p>

						witness statement & grade is included in their coursework when sent for moderation.
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Independent Work

Examination questions, research tasks, case studies etc are the mainstay of homeworks for RO18 as this aids revision and develops understanding of both the subject material and the ability to apply it in an exam situation. Production of revision cards is also encouraged at the end of each section of work.

Students must complete RO19 coursework independently and can use time outside to help them to do this. They must follow the OCR protocols on referencing their work to avoid plagiarism and its penalties. This can be found on the Child Development digital curriculum homepage.