


Child Development Department – Year 10: OCR CAMBRIDGE NATIONALS LEVEL 1/2

 <p align="center">Shirley High Curriculum Map</p>	<p><i>Students will understand the roles and responsibilities of parenthood alongside an understanding of reproduction and pre-conceptual, antenatal and postnatal care. They will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses. Students will be able to apply knowledge and understanding gained in this unit to help develop their skills further during the completion of units R019 and R020. They will be able to investigate the developmental norms of children from birth to five years and develop an understanding of the impact of play on the developmental norms.</i></p>					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Understand reproduction and the roles and responsibilities of parenthood	Understand antenatal care and preparation for birth	Understand postnatal checks, postnatal provision and conditions for development	Understand how to recognise, manage and prevent childhood illnesses Introduction to Understanding the equipment and nutritional needs of children from birth to five	Know about child safety Understand the key factors when choosing equipment for babies from birth to 12 months	Know the nutritional guidelines and requirements for children from birth to five years Retrieval activities to consolidate learning from throughout the year
Why Now?	Learners will be taught key concepts which underpin the course, including factors affecting the decision to have a baby and the roles and responsibilities of parenthood.	Learner's will build on key concept knowledge from the previous unit and will also be taught about the preparation for birth.	Having learnt about antenatal needs in the previous unit, it is logical to now look at postnatal needs.	Learners will consolidate knowledge from previous units and move on to study childhood immunisation and illnesses. This is a logical progression as it is the next stage of childhood.	Learner will be taught about creating a safe home and outdoor environment for children as they reach the next stage of their development and begin to move independently.	Learners will understand the importance of feeding patterns of new born babies change as they grow up that will build on knowledge of previous unit
Fundamental Concepts	<ul style="list-style-type: none"> Factors which affect the decision to have children Pre-conception health Roles and responsibilities of parenthood Methods of contraception, their efficiency and reliability The structure and function of male and female reproductive systems 	<ul style="list-style-type: none"> The roles of different health professionals in supporting the pregnant mother The importance of antenatal and parenting classes Routine checks carried out at an antenatal clinic, including scans. Specialised Diagnostic tests The choices available for delivery The stages of labour and the methods of delivery, including pain relief 	<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/needs available for the mother and baby and the family Conditions needed for healthy development of a child The need for acceptable patterns of behaviour and approaches to discipline 	<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 by a doctor and when emergency medical help should be sought Diet related illnesses The needs of an ill child How to prepare a child for a stay in hospital. Understand the key factors when choosing equipment for babies from birth to 12 months 	<ul style="list-style-type: none"> How to create a safe, child friendly environment Safety Labelling Common childhood accidents Social safety Internet safety Understand the key factors when choosing travel equipment for children from one to five years 	<ul style="list-style-type: none"> Know the nutritional guidelines and requirements for children from birth to five years

<p style="text-align: center;">Students will...</p>	<p>Learn about...</p> <p>Factors affecting the decision to have children</p> <ul style="list-style-type: none"> - understand a range of different scenarios that involve individuals at different ages, in different financial circumstances, in short or longer term relationships, with or without close family support <p>Preconception health</p> <ul style="list-style-type: none"> - Keyword definition and understand the factor to consider are diet, exercise, healthy weight, smoking, alcohol, drug, immunisation <p>Roles and responsibilities of parenthood</p> <ul style="list-style-type: none"> - Understand meeting primary needs of food, clothing, shelter, warmth and rest. - Providing love and nurture - Being role models for socialisation, customs and values. These can include patterns of behaviour, social interactions and role models. <p>Recognise and evaluate methods of contraception, their efficiency and reliability</p> <ul style="list-style-type: none"> - Barrier, contraceptive pill, intrauterine device/system IUD or IUS, injections, natural family planning, patch implant, emergency pill <p>The structure and function of male and female reproductive systems</p>	<p>Learn about...</p> <p>The roles of different health professionals supporting the pregnant mother</p> <ul style="list-style-type: none"> - midwife, obstetrician, GP, Gynaecologist, Paediatrician - Understand antenatal care give to pregnant women and unborn baby ahead of birth <p>The importance of antenatal and parenting classes</p> <ul style="list-style-type: none"> - Importance of antenatal classes - Preparing for safe pregnancy and delivery - Preparation of both parents for labour and parenthood - Role of father/partner in supporting the mother throughout pregnancy and birth <p>Routine checks carried out at an antenatal clinic, including scans.</p> <ul style="list-style-type: none"> - Weight checks, blood test, BP, urine test, STIs, uterus check, baby heartbeat, ultrasound data scan <p>Specialised Diagnostic tests</p> <ul style="list-style-type: none"> - Ultrasound anomaly scan, Nuchal fold test, Alpha fetoprotein AFP test, Chorionic villus sampling (CVS) amniocentesis, NIPT blood test <p>The choices available for delivery</p>	<p>Complete the egg project introduced to consolidate knowledge from units 1 & 2.</p> <p>Learn about...</p> <p>The postnatal checks of the new-born baby</p> <ul style="list-style-type: none"> - APGAR score, skin checks for salmon patches, Mongolian spots, infantile haemangiomas, vernix, lanugo - Physical checks include weight, length, head circumference, fontanelle, eyes, mouth, feet, fingers, hips, reflexes <p>The specific needs of the pre-term (premature) baby</p> <ul style="list-style-type: none"> - Pre term babies, specific needs, treatment infections, breathing, feeding problems <p>The postnatal provision/ needs available for the mother and baby and the family</p> <ul style="list-style-type: none"> - Role of father/partner, family/friend, GP and health professional support, postnatal checks and reviews. <p>Conditions for development</p> <ul style="list-style-type: none"> - Importance of love and security, warmth, rest/sleep, exercise, fresh air, cleanliness, stimulation and play, listening and talking, care routines, SIDS <p>The need for acceptable patterns of behaviour and approaches to discipline</p>	<p>Learn about...</p> <p>How immunity to disease and infection can be acquired</p> <ul style="list-style-type: none"> - Natural, NHS vaccination programmes, reason for immunisation <p>How to recognise and treat common childhood ailments and diseases</p> <ul style="list-style-type: none"> - General sign of illness, vomiting, diarrhoea, high temp, tiredness, disturb sleep, swollen glands, headaches, cough, runny/blocked nose, irritable behaviour - Common childhood ailment and disease, common cold, chickenpox, food poisoning, gastroenteritis, measles, mumps, pertussis, rubella, scarlet fever, tonsillitis <p>When to seek treatment by a doctor and when emergency medical help should be sought</p> <ul style="list-style-type: none"> - Meningitis , Asthma, symptoms, high fever, vomiting, stiff neck, drowsiness, confusion, dislike bright light, seizures, red rash, swelling on fontanelle, refusal to feed, cough, breathing difficulties 	<p>Learn about...</p> <p>How to create a safe, child friendly environment</p> <ul style="list-style-type: none"> - Understand hazards and risks within home, kitchen, bathroom, living room, bedroom, stairs. - Understand hazards and risk outdoors, garden, play areas and road safety including green cross code - Ways of reducing the risk or likelihood of danger. For example, having plug socket covers so children cannot poke things into the socket; fitting a stair gate <p>Safety Labelling</p> <ul style="list-style-type: none"> - BSI/Kite Mark, Lion Mark, age advice symbol, CE symbol, Children nightwear labelling <p>Common childhood accidents</p> <ul style="list-style-type: none"> - First aid paediatric training for choking and suffocation, burns, falls, head injuries, spinal cord injuries and unconscious child, electric shocks, CPR, drowning, poisoning <p>Social Safety</p> <ul style="list-style-type: none"> - Teach children about rights in respect of their body such as avoid inappropriate personal contact physical and emotional - Teach children what to do in an emergency and they are vulnerable via personal safety 	<p>Learn about...</p> <p>Nutritional requirements for stages of feeding children</p> <ul style="list-style-type: none"> - Introduction by the teacher on the topic of weaning babies from milk . <p>Students to know nutrition requirements from 0-6 months</p> <ul style="list-style-type: none"> - Brest, formula, soya milk <p>Nutrition requirement from 6 to 12 months</p> <ul style="list-style-type: none"> - Weaning. why/when/how to wean a child from milk to solids. - Students then to use a variety of resources to explore the main features of each of the 3 stages of weaning <p>Understand special dietary needs</p> <ul style="list-style-type: none"> - Students can then create a leaflet which could be given to new mothers which illustrates the key points for the three stages of weaning. <p>Students then make up a food tray and chart and explain the stages of weaning describing the foods that can be eaten at each stage.</p> <p>Nutritional requirements from One year to five years</p> <ul style="list-style-type: none"> - Planning menus - Current government dietary guidelines - Using a nutritional analysis food programme students
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	<ul style="list-style-type: none"> - Understand how reproduction happens - Development of embryo, fetus, multiply pregnancies - The signs and symptoms of pregnancy such as missed period, breast changes, tiredness, nausea 	<ul style="list-style-type: none"> - Home birth, hospital birth <p>The stages of labour and the methods of delivery, including pain relief.</p> <ul style="list-style-type: none"> - 3 stages labour, birth and delivery of placenta - Use of forceps, ventouse, caesarean - Pain relief, Entonox, pethidine, epidural anaesthetic, TENS, water birth, breathing techniques 	<ul style="list-style-type: none"> - Needs for boundaries, consideration of others, safety, promoting positive behaviour 	<ul style="list-style-type: none"> - Seizures, high temperature <p>Diet related illnesses</p> <ul style="list-style-type: none"> - Childhood obesity, deficiency disease, food intolerances and allergies, anaphylactic shock, diabetes. <ul style="list-style-type: none"> - The needs of an ill child <ul style="list-style-type: none"> - Physical, social, emotional and intellectual needs (PIES) <p>How to prepare a child for a stay in hospital.</p> <ul style="list-style-type: none"> - Carry out hospital/ward visit - Acting out fears and with hospital games - Books/ DVDs - Explanation and honesty - Involvement in a childcare <p>Key factors to be considered for babies from birth to 12 months</p> <ul style="list-style-type: none"> - Students are put into groups to discuss what is available for parents to buy for transporting the baby in the first year of life. - What factors would a parent consider when selecting a travel system to buy? <p>Travelling Equipment</p> <ul style="list-style-type: none"> - Students could choose three different travel systems to compare. - Three travel systems to include; pram, buggy and car seat. 	<p>awareness, stranger danger,</p> <ul style="list-style-type: none"> - Teach children what to do if they are bullied <p>Internet safety</p> <ul style="list-style-type: none"> - Dangers of grooming, and cyberbullying - How to use the internet safely - Safety strategies could include, explore sites and app together, family discussion, age boundaries, using safe facilities and restrictions <p>Key factors to consider when choosing equipment for children from 1 to 5 years.</p> <p>Sleeping equipment</p> <ul style="list-style-type: none"> - Students could brainstorm a range of factors that they think parents should consider when buying sleeping equipment. - Refer to six factors in specification - Primary research by designing a questionnaire or interview to give to parents asking them what they consider is the most important factor when buying sleeping equipment for their child. - Three sleeping systems to include; cot bed/bed, guard, sleeping bag, blankets, duvet, pillow, mattress <p>Travelling equipment</p>	<p>could look at the nutritional content of the food on each tray/planning menus.</p> <ul style="list-style-type: none"> - What are key differences if any - Fatty and sugary foods <p>The functions and sources of nutrients</p> <ul style="list-style-type: none"> - Nutrients, macro and micro - Proteins, fat, carbohydrates - Vitamins and minerals - Deficiency and excess to diet related health issues in children - Water <p>Complete set TASK 2/L03</p> <p>You have been asked to produce resources to be used with new nursery staff, showing the nutritional requirements for children up to 5 years. You may present this in any suitable format (e.g. presentation, leaflet).</p>
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Language for Life (Key terms/Vocabulary)	Preconception health. Genetic counselling Contraception, Conception Implantation, Embryo.	Antenatal ,Midwife Health Visitor Obstetrician Paediatrician	APGAR score, Vernix Lanugo. Fontanelle Reflexes, Premature (pre-term) Post-natal	Signs of illness , Symptoms of illness Obesity.	Safety strategies Hazard, BSI, CE symbol, lion mark, green cross code grooming, cyberbullying Growth and Development	Government guidelines Eat well plate Macronutrients Micronutrients Fibre Breast milk

	Foetus ('Foetus' is Latin for 'young one').Role model			Travel equipment, feeding equipment, Sleeping equipment, Clothing, Footwear for 0-12 months	Travel equipment, Feeding equipment, Sleeping equipment, Clothing, Footwear for 0-12 months	Formula milk Soya milk Weaning Stage 1 Weaning Stage 2 Weaning Stage 3 Main food groups
Extended writing Opportunities	Presentation, leaflets and poster, report writing, keeping a diary, leaflet, writing newspaper articles, interview ,questionnaires, evaluation of observation, comprehension, case studies,	Presentation, leaflets and poster, report writing, keeping a diary, leaflet, writing newspaper articles, interview ,questionnaires, evaluation of observation, comprehension, case studies,	Presentation, leaflets and poster, report writing, keeping a diary, leaflet, writing newspaper articles, interview ,questionnaires, evaluation of observation, comprehension, case studies,	Presentation and poster, report writing Writing a newspaper article on the visit and is benefits child development. Keeping a diary Presentation, leaflets and poster, report writing, keeping a diary, leaflet, writing newspaper articles, interview, questionnaires, evaluation of observation, comprehension, case studies,	Presentation and poster, report writing, leaflets Writing a newspaper article on the visit and is benefits child development. Keeping a diary evaluation of observations, questionnaires	Presentation, leaflets and poster, report writing, keeping a diary, leaflet, writing newspaper articles, interview ,questionnaires, evaluation of observation, comprehension, case studies,
Maths Across the Curriculum	Calculations of the cost of raising a child to 18- Consideration of budget and child rearing- benefits.	Making 3D models e.g. stages of labour	Interpretation of growth percentile charts.	Nutritional analysis using food programmes for calorie counting Calculating cost of equipment for value for money	Tables and graph and pie charts. Evidence from the questionnaire results could be produced in statistical data/chart format to illustrate their findings.	Nutritional analysis using food programmes for calorie counting
Links to careers/ aspirations	Starter used to introduce career with Child Development and Display in classroom Early year educator, teacher, social worker	Lesson on key role of healthy professional Midwife, paediatric, GP, Health care worker during antenatal care given to the mother	Health care worker, social worker, nanny, Early year educator, teacher. Midwife, paediatric, GP, event manager with postnatal checks and care	Lessons will relate to roles of healthy professionals such as Health care worker, social worker, nanny, Early year educator, teacher. Midwife, paediatric, GP, Nursery workers manage	Health care worker, social worker, nanny, Early year educator, teacher. Midwife, paediatric, GP, event manager career links to the business industry when marketing equipment for babies,	Early year educator, Primary teacher. Nursery manager, nursery worker as learner embark on their coursework
Cultural Capital	We prepare our students to be responsible for their own actions in the community and to respect the views and wishes of others. We aim to foster students' personal development by supporting them to become critical and analytical learners who can make decisions independently.	We ensure students gain a real insight into all of the challenges, excitement, considerations and responsibility surrounding children's development . Students to visit local surgery/GP,doctor/health care centre to interview parents, to understand the number of agencies and people involved in supporting the development of children.	In Child Development pupils will develop the essential theoretical knowledge and practical skills needed to create the best conditions for a child's development and well-being.	Working in teams to produce displays will allow students to demonstrate leadership in a small group. Making sure scenario are representation of society, set by student and teacher Students will interview parents. Health provisions for empirical evidence of experiences.	cultural capital and equal opportunities are implemented with links to local nurseries and pre-schools, visits from health professionals, visits to maternity units and by running different house competitions in line with our curriculum.	
Practical Application of Skills	Balloon practical to show the stages of labour	Run Antenatal class Create Birth Plans Getting hospital bag ready Making Menstrual cycle bracelet	Egg project mirroring the birth of baby and the care needs Practical care routines- bottle feed, sterilising, bathing, clothing, getting a travel bag ready	Use dolls to carry out APGAR scores and newborn babies. Make presentation, blogs for new mothers. Exploring, evaluating equipment for key factors	Visits. Designing play activities/games for children	Making up food tray for stages of weaning Tray one – Stage 1 pureed apple and carrot Tray two – Stage 2 minced chicken and rusk

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