

Child Development at Brownhills Ormiston Academy



The Departments vision

We follow the OAT Trust curriculum purpose: teaching the curriculum to improve the knowledge and skills of the students; developing students socially and emotionally and designing the curriculum so that students can excel and barriers are overcome to learning. We also promote the four key Academy Trust values: anyone can excel, share what is best, inclusivity and enjoying challenges. The Academy values of 'Ready, Respect, Safe' is at the heart of our course – not just understanding what to do, but demonstrating it throughout.

- We aim to inspire future child care professionals by helping them to develop knowledge and skills that will help them to prepare for child care professions and provide them with pathways that enable them to do so. In doing so we seek curriculum enrichment opportunities where possible.
- We develop a cultural capital that promotes learning how to cooperate with others, listen to other's opinions and emotions, improving self-esteem and giving students a sense of achievement, belonging and an aspiration to achieve.
- We will work together with our students to promote respect and equality at all times.
- We encourage students to become independent learners and develop the skills they require as future professionals - such as research skills, effective communication (oral and literacy), planning (through a child study) and presentation skills.
- We use a variety of methods – case studies, videos and documentaries – to highlight real life scenarios that allow our students to gain an insight into the roles and responsibilities of professionals working within the child care and development sectors.
- Throughout each year group, students will have the opportunity to share their personal viewpoints as well as developing their oracy, writing and reading skills, through discussion, presentations and coursework assignments.

Sequencing of lessons

Key Stage 4: The course is divided in the following way: R057: Health and well-being for child development; R058: creating a safe environment and understanding the nutritional needs of children from birth to five years ; R059: Understanding the development needs of a child from one to five years.

Year 10 : When students enter KS4 they commence their Cambridge National course of study.

This year focuses on the nutritional needs of children from birth to five years, along with Health and well-being for child development. In the **first topic of study (R058)** students will gain knowledge of the nutritional needs of babies and young children. This topic will

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also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes. Evaluation skills are developed along with practical skills. Students will be able to apply their knowledge and understanding of the development needs of young children to design a play area within a nursery. Alongside this they will learn the safety features of a nursery and be able to produce a risk assessment which aims to reduce the risk of harm or injury to a child. They will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs (cost, durability, safety, age appropriateness, hygiene, design and ergonomics). Evaluation skills are developed through this.

In the **second topic of study during the summer term (RO59)** students will gain knowledge of the development milestones of children from one to five years. They will cover the Physical, Intellectual and Social (PIS) needs to children and how they grow and develop as they age. Students will understand the importance of providing different play activities and their importance and benefit to the child. Students will be able to apply their knowledge and understanding to undertake a child study in year 11, where they will choose age and developmental appropriate play activities to improve a chosen area of development (set by OCR) for a child. This aims to develop their observation and evaluation skills.

Year 11

Autumn Term are the focus for RO59 completion.

As the term progresses, learners apply their learning to the coursework tasks – observation of a child's and developing appropriate play activities to improve their developmental areas of need.

Spring Term

Students undertake their final topic of study, in readiness for their synoptic external examination.

The **third topic of study (RO57)** underpins all of the other learning in this qualification. Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks and postnatal provision. Knowledge gained is in preparation for the external final exam in the summer of year 11.

Assessment

Students receive regular formal and informal assessments to improve their recall skills and to recap previous knowledge. Peer and self-assessment are used to encourage reflection

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and awareness of how to move forward with their learning so they can understand how they can achieve their full potential, along with regular recall activities - key word glossary tests and spelling tests. End of unit assessments are also used to check progress. These include examination question and part tasks from the coursework assessment objectives.

