



The Holy Trinity Church of England Secondary School



2022-23

Child Development Curriculum Guide

WHOLE SCHOOL CURRICULUM INTENT STATEMENT

Curriculum Intent:

- As a Church of England School we are committed to the belief that every child is a child of God – uniquely blessed with individual gifts and talents. The intention of our curriculum is to provide opportunities for all students to flourish, drawing out their individual potential and developing them as fully integrated human beings. Our curriculum reflects our Christian ethos and is designed to be challenging, fulfilling, enjoyable and successful for all, regardless of academic or social barriers.
- The curriculum is designed with the intention of being rich and balanced, giving a breadth of opportunity at Key Stage 3 supporting the development of the skills needed to succeed at Key Stage 4 and Key Stage 5. Key Stage 4 has a core which includes RS GCSE for all, alongside both academic and vocational courses. Key Stage 5 provides appropriate pathways for the majority of students to progress to, and allows students to prepare for further study and the world of work. Alongside this, students are provided with a broad enrichment and work-related offer that stimulates their aspirations as global citizens - resilient in the face of difficulty, skillful when faced with new challenges, confident to step out into the unknown and assured of their individual self-worth and of the unique gifts that they each have to bring to the world.

We review our curriculum on a yearly basis and consider the following principles. We believe our curriculum should:

- Embody the school vision which is to be a centre of excellence for learning, inspired by Christian values, where every person in our school community fulfils their potential.
- Provide a broad and balanced range of subjects, including those that are creative and practical, at all Key Stages.
- Include opportunities in a range of both academic and vocational courses at Key Stages 4&5.
- Ensure Religious Studies sits alongside Maths, English and Science as a Core subject which every student will take up to GCSE level.

- Ensure that every student has the opportunity to develop their character through a variety of experiences within REACH, PE, and the Creative Arts.
- Be coherent and sequential so that new knowledge and skill builds on what has been taught, both within an individual subject and across the wider curriculum.
- Be informed by educational research e.g. Growth Mindset (Carol Dweck) and Feedback Loop (John Hattie).
- Acknowledge our contextual needs by giving a high priority to increasing students' mastery of functional literacy, vocabulary and numeracy to maximise students' opportunities for future learning and employment.
- Provide opportunities for learning outside of the classroom. At KS3 this is being embedded through the concept of a 'Passport'; a collection of co-curricular experiences that every student will have experienced.
- Make explicit links to future career pathways alongside a programme of advice and guidance based on the Gatsby benchmarks to prepare students for life and work. Ensure effective transitions at all key stages; from Year 6 to Year 7, Year 9 to Year 10 and Year 11 to Year 12.
- Meet statutory National Curriculum expectations.

Whole School Curriculum Principles:

- Our curriculum is structured in a logical and chronological manner.
- Leaders carefully plan to ensure that appropriate knowledge and skills build upon what has been taught previously and are carefully developed before application into more challenging and complex situations, appropriate to the different curricular end points. These skills are recognised as the 'big ideas' within each subject area.
- Knowledge is considered as a 'big idea' within all subject areas. We are developing our understanding of cognitive psychology to enable students to maximise their learning potential. This is best seen through the regular opportunities provided within subject areas to revisit knowledge acquired to enable improved retention and recall.
- Our curriculum runs within a two-week timetable made up of 50 periods a fortnight, with 5 x 1 hour lessons plus assembly and Tutor time every day.
- Each day begins at 8.45am with registrations, assemblies and a period of reflection and students are dismissed from this regular timetable at 3.10pm.
- There are a range of additional activities such as study studio and numerous co-curricular opportunities which take place after this time on a daily basis.

Whole School Learning Principles:

- Progress at Holy Trinity is informed by ‘Accelerated Learning’ which emphasises efficiency by engaging learners in order to speed up the process of learning. It enables students to commit knowledge to their long-term memory and develop and refine their skills and performance over time.
- This in turn supports the OFSTED definition of learning; “Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned”.

Subject Intent Statement:

To equip students with the knowledge of early childhood growth and development from birth to five years old. To develop technical skills by planning, developing and adapting play opportunities for young children. Child development aims to provide learners with essential knowledge and understanding of the development of children from 0-5 years old. This knowledge is built on through applying the knowledge to practical scenarios. Through applying this knowledge, the students will develop skills in evaluating, planning, researching and observing.

Curriculum Aim:

The overall aim for child development is to provide students with an understanding of a child's development and needs from 0-5 years old. Through this curriculum the students will develop study skills in evaluating, observing, planning and presenting. These skills will support progression into L3 courses.

Curriculum Principles:

This is the first delivery of a new specification for teaching in Sept 2022. The curriculum is designed to meet the requirements of Cambridge Nationals L2 Qualification (J809)

The students will build on knowledge that they learn in GCSE Science such as health and reproduction. Students will also build on knowledge they have learned in Food technology such as the eat well plate.

The students will gain knowledge in new topic areas such as development of play for 0-5year old children and key developmental milestones for children.

Key Stage 4:

At the end of Year 10 students will have an understanding of the essential knowledge in child development that covers area such as pre-conception, conception, antenatal and postnatal. Students will have applied this to their first coursework unit that explores appropriate equipment and nutritional requirements for children aged 0-5 years old.

At the end of Year 11 students will have applied the knowledge gained in Year 10 to a second coursework project that focuses on planning, observing and evaluating a play activity with a young child. The students will also complete an exam which covers all areas of YR10 work.

Curriculum Overview for Year 10:

YR10	R057 R058	EXAM content CWK
Key topics	Course content	Assessment
Autumn 1:	<p>R057</p> <p>TA1 : Pre-conception health and reproduction</p> <p>TA2 : Antenatal care and preparation for birth</p>	<p>Memory recall/platforms in every lesson.</p> <p>Practice Exam style questions</p> <p>Research activities</p> <p>Group work/individual work</p> <p>End of unit tests followed by PIA and DIRT.</p>
Autumn 2:	<p>R057</p> <p>TA3 : Postnatal checks, postnatal care and the conditions for development.</p> <p>TA4 : Childhood illnesses and a child-safe environment.</p>	<p>Memory recall/platforms in every lesson.</p> <p>Practice Exam style questions</p> <p>Research activities</p> <p>Group work/individual work</p> <p>End of unit tests followed by PIA and DIRT.</p>
Spring 1:	<p>R058</p> <p>Create a safe environment and understand the nutritional needs of children from birth to 5 years old.</p> <p>TA1 : Creating a safe environment in a child care setting.</p>	<p>Coursework Assessment</p>

<p>Spring 2:</p>	<p>R058</p> <p>Create a safe environment and understand the nutritional needs of children from birth to 5 years old.</p> <p>TA2: Choosing suitable equipment for a childcare setting.</p>	<p>Coursework assessment</p>
<p>Summer 1:</p>	<p>R058</p> <p>Create a safe environment and understand the nutritional needs of children from birth to 5 years old.</p> <p>TA3: creating a safe environment in a care setting.</p> <p>R057 EXAM content RECAP</p>	<p>Coursework assessment</p> <p>Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.</p>
<p>Summer 2:</p>	<p>R059</p> <p>TA1: Physical intellectual and social development norms from one to five years old.</p> <p>R059</p> <p>TA2: Stages and types of play and how play benefits development.</p>	<p>Coursework Preparation</p> <p>Coursework preparation</p>
<p>Suggestions for independent study and home support:</p> <p>TEAMs lesson participation, One Satchel, A wider reading list is given to all students at the beginning of the course. Subject specific Movies and you tube programmes list given to students. Challenge activities/independent research projects. (HA)</p>		

KEY SKILLS		
Literacy: Key term list given to all students to highlight new vocabulary. Glossary opportunities for each lesson. Gapped knowledge content activities Flashcards/definitions. Reading and comprehension activities.	Numeracy: Calculating averages for postnatal checks. Budgeting for nursery equipment. Budgeting for nutrition - Eatwell plate.	Other: Communication Presentation Team work Independent skills Research development Time management Evaluation skills Practical skills in making feeding solutions

Curriculum Overview for Year 11:

YR 11	R059 R057	Coursework EXAM
Key topics	Course content	Assessment
Autumn 1:	R059 TA3: Observe the development of a child aged one to five years. R057 Recap and review TA1	Coursework assessment. Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.
Autumn 2:	R059 TA4: Plan and evaluate play activities for a child aged one to five years	

	<p>for a chosen area of development.</p> <p>R057 Recap and review TA2</p>	<p>Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.</p>
Spring 1:	<p>R059 TA4: Plan and evaluate play activities for a child aged one to five years for a chosen area of development</p> <p>R057 Recap and Review TA3</p>	<p>Coursework Assessment</p> <p>Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.</p>
Spring 2:	<p>R059 completion Moderation</p> <p>R057 Recap and review TA4</p>	<p>Coursework Assessment</p> <p>Memory recall in every lesson. Exam style questions End of unit tests followed by PIA and DIRT.</p>
Summer 1:	<p>PPE/MOCK</p> <p>EXAM</p> <p>Final Coursework catch up.</p>	<p>Preparation: Independent revision Class led revision</p>
<p>Suggestions for independent study and home support:</p> <p>TEAMs lesson participation, One Satchel, Practice exam question/mark schemes Metacog activities/personal learning checklists. Challenge activities/independent research projects. (HA)</p>		

KEY SKILLS

Literacy:	Numeracy:	Other:
<p>Key term list given to all students to highlight new vocabulary.</p> <p>Glossary opportunities for each lesson.</p> <p>Gapped knowledge content activities</p> <p>Flashcards/definitions.</p> <p>Reading and comprehension activities.</p> <p>Students are provided with a key word list for key vocabulary.</p>	<p>Calculation of averages for developmental norms.</p> <p>Budgeting for nursery equipment.</p> <p>Budgeting for nutrition - Eatwell plate.</p>	<p>Communication</p> <p>Presentation</p> <p>Team work</p> <p>Independent skills</p> <p>Research development</p> <p>Time management</p> <p>Evaluation skills</p> <p>Practical skills in making feeding solutions</p>

Subject Assessment Reporting and Recording:

There will be 5 taught hours per fortnight in the department. Lessons will be based on the identification of applications of vocational practices and concepts, leading to the production of effective classroom notes. Initial student research supporting independent learning will be a key element of classroom practice. Exam technique is considered, developed and analysed throughout our curriculum delivery.

This is a 2 year course. Students progress will be tracked internally by subject teachers. All students will track their own progress using tracking sheets.

There will be a mix of learning styles incorporated into the curriculum such as booklets, worksheets, collaborative working, written notes and individual research. There will also be opportunities for extra exam practice and revision sessions as well as coursework catch up sessions.

Marking Policy for Child Development

Exam units: Students will be assessed when they complete each learning outcome within a Unit. This will culminate in a full practice exam. Each piece of assessed work will be teacher marked and teacher tracked using the school method of PIA (Positive, Improvement and Action) and DIRT (Directed Improvement and Teaching Time) During this reflection period students will develop their resilience skills and independence skills by focusing on the question – What do I need to do to improve.

Coursework Units: Students will have each assignment marked and assessed within an agreed time framework. Students will be given personalised feedback in the form of PIA to help them improve their work during resubmission opportunities.

<Place your updated Assessment, recording and reporting policy here>

Three Year Data Overview:

<this will be populated by DFA for you>

Breakdown of subject cohort

Year group	Total students	% of PP students	% of SEND students	% of male students	% of female students	% of HA students
7	n/a	n/a	n/a	n/a	n/a	n/a
8	n/a	n/a	n/a	n/a	n/a	n/a
9	n/a	n/a	n/a	n/a	n/a	n/a
10	37	38%	27%	0%	100%	27%
11	23	39%	17%	0%	100%	22%
12	n/a	n/a	n/a	n/a	n/a	n/a
13	n/a	n/a	n/a	n/a	n/a	n/a

Past 4 years results

Year 11

	2018	2019	2020	2021
Cohort number	9	19	21	31
% above target	0%	10.5%	23.8%	38.7%
% on target	44.4%	21.1%	42.9%	32.3%
% below target	16.7%	68.4%	33.3%	29%