



Curriculum Map Overview of the Academic Year: 2021-2022

The core purpose of Child Development at KEVI HWGA, is to:

- *Equip students with knowledge of how children are expected to grow, develop and learn, and factors which may affect this*
 - *Enable students to gain an understanding of the role of an Early Years Practitioner in a variety of different settings*
 - *Inspire students to want to pursue a career working with children*

BTEC Level 1/Level 2 Tech Award in Child Development

YEAR 10

Teacher: Mrs Steele/Mrs Khan

Intent:

Learners will initially investigate growth and development for children from birth to five years old, including development across five areas of development – physical, intellectual, communication and language, social, and emotional. In Component 1, they will look at expected patterns of development for children of different ages, which are sometimes referred to as milestones, and will assess whether a child's growth and development meets expected patterns of development, or milestones.

They will also look at physical, environmental and socioeconomic factors that can have an impact on a child's development, considering the different ways that they impact on children's growth and development. They will develop transferable skills in Component 1, such as research skills and written communication skills.

Learners will then progress to develop an understanding of how play activities can influence children's learning between the ages of birth and five years old. They will consider the different types of play in which children engage, and how activities can support children's learning and progress across the five areas of development.

In component 2, they will look at the different stages of play that children experience between birth and five years old and how play can be structured by adults to encourage and influence learning.

They will also look at play opportunities that adults can provide for children in community settings, in the home and in early years settings. You will learn how specific activities and resources can promote learning across the five areas of development. In Component 2, they will develop the theoretical and practical skills to plan activities that encourage children to learn and develop.

Implementation:

Learners complete Component 1 in the first half of the year, before completing Component 2. Lessons will be delivered each Monday, periods 5 & 6; and each Thursday, period 2. One group will be taught by Mrs Steele, and another group will be taught by Mrs Khan. Students knowledge and understanding is assessed through 4 summative tasks across the year (2 tasks for each component). A summary of criteria achieved through each task is provided to learners, and a grade is awarded for each component.

Resources: Pearson BTEC Level 1/2 Tech Award in Child Development – Specification – Issue 2 – December 2018

Implementation:	Half term 1A	Half term 1B	Half Term 2A	Half term 2B	Half term 3A	Half term 3B
Sequencing of the teaching content <i>Including</i> <i>Key Knowledge</i> <i>Key Concepts</i> <i>Key Skills</i> <i>HPL</i>	Component 1: Children's Growth and Development Learning Aim A: Understand the characteristics of children's development from birth to five years old Development norms/milestones for children age 0-5 years Describe, Discuss Self-regulation; Big Picture thinking; Resilience; Metacognition; Connection finding; Critical or logical thinking; Perseverance; Practice	Component 1: Children's Growth and Development Learning Aim A: Understand the characteristics of children's development from birth to five years old Development norms/milestones for children age 0-5 years Describe, Discuss, Evaluate Critical or logical thinking; Perseverance; Practice; Meta-cognition; Connection finding; Resilience	Component 1: Children's Growth and Development Learning Aim B: Explore factors that affect growth and development Development norms/milestones for children age 0-5 years Physical, Environmental and Socioeconomic factors affecting growth and development Explain, Compare, Assess Intellectual confidence; Generalisation; Critical or logical thinking; Confidence;	Component 1: Children's Growth and Development Learning Aim B: Explore factors that affect growth and development Component 2: Learning Through Play Learning Aim A: Understand how children play Development norms/milestones for children age 0-5 years Social stages of play Ways of structuring play (adult-led; adult-initiated; and child-initiated play) Ways in which adults can support play and learning at each age/stage Describe, Explain, Compare, Assess Critical or logical thinking; Perseverance; Resilience	Component 2: Learning Through Play Learning Aim A: Understand how children play Development norms/milestones for children age 0-5 years Social stages of play Ways of structuring play (adult-led; adult-initiated; and child-initiated play) Ways in which adults can support play and learning at each age/stage Explain, Discuss, Assess Strategy planning, Generalisation, Precision, Resilience, Perseverance	Component 2: Learning Through Play Learning Aim B: Demonstrate how children's learning can be supported through play Development norms/milestones for children age 0-5 years Social stages of play Ways of structuring play (adult-led; adult-initiated; and child-initiated play) Ways in which adults can support play and learning at each age/stage Example play and learning activities for each age/stage and area of development Describe, Discuss, Assess

						Intellectual confidence, Imagination, Complex and multi-step problem-solving, Confident, Risk-taking
Key Questions:	<p>What changes take place when we grow?</p> <p>How is growth measured and plotted?</p> <p>Why do we measure and plot growth?</p> <p>How do children acquire knowledge and skills?</p> <p>How do we measure development?</p> <p>Which areas do children develop in?</p> <p>What is expected physical development for children aged 0-18 months and 18 months-3 years?</p> <p>What is expected cognitive/intellectual development for children aged 0-18</p>	<p>What is expected physical development for children aged 3 – 5 years?</p> <p>What is expected cognitive/intellectual development for children aged 3 – 5 years?</p> <p>What is expected communication and language development for children aged 3 – 5 years?</p> <p>What is expected emotional and social development for children aged 3 – 5 years?</p> <p>Are children meeting/exceeding or emerging in their development? Is this the same or different in each area of development?</p>	<p>How can some common genetic abnormalities impact on a child’s growth and development?</p> <p>How can the lifestyle of a pregnant woman impact on her unborn child’s growth and development?</p> <p>How can a child’s diet and exercise impact on their growth and development?</p> <p>How can children’s growth and development be affected by some chronic, acute or life-limiting conditions?</p> <p>How can living in an area of deprivation impact on a child’s growth and development?</p>	<p>Which physical, environmental and socio-economic factors have affected specific children?</p> <p>How have different factors impacted on specific children?</p> <p>Which factors have had the most/significant/least impact on specific children, and why?</p> <p>Which social stages of play do children pass through between the ages of 0-5 years?</p> <p>What are examples of unoccupied play, solitary play, onlooker play, parallel play, associative play and cooperative play?</p>	<p>What is adult-led play, adult-initiated play and child-initiated play?</p> <p>What are examples of adult-led play, adult-initiated play and child-initiated play?</p> <p>What are the benefits of adult-led play, adult-initiated play and child-initiated play?</p> <p>What are the disadvantages of adult-led play, adult-initiated play and child-initiated play?</p> <p>What activities should adults provide for children aged 0-18 months, 18 months to 3 years, and 3 -5 years?</p> <p>How would activities be age appropriate for children aged 0-18</p>	<p>What are examples of physical play and learning activities, and how do they support development?</p> <p>What are examples of Cognitive play and learning activities, and how do they support development?</p> <p>What are examples of communication and language play and learning activities, and how do they support development?</p> <p>What are examples of emotional and social play and learning activities, and how do they support development?</p> <p>What play and learning activities should be provided for children aged 0-18 months, 18</p>

	<p>months and 18 months-3 years?</p> <p>What is expected communication and language development for children aged 0-18 months and 18 months-3 years?</p> <p>What is expected emotional and social development for children aged 0-18 months and 18 months-3 years ?</p>	<p>How have some areas of development impacted on other areas of development?</p>	<p>What effect can living in an overcrowded or damp house, have on a child's growth and development?</p> <p>What can be the impact on a child's growth and development, of having no outside play area to play in, or living in an unsafe area?</p> <p>How can living in a house with parental conflict, impact on a child's growth and development?</p> <p>What impact can child abuse have on a child's growth and development?</p> <p>How can exposure to drugs, alcohol and smoking, affect a child's growth and development?</p> <p>How can being discriminated against, impact on a child's growth and development?</p>		<p>months, 18 months to 3 years, and 3 -5 years?</p> <p>What do adults need to consider when choosing equipment and resources for children aged 0-18 months, 18 months to 3 years, and 3 -5 years?</p> <p>How should adults support children in their play aged 0-18 months, 18 months to 3 years, and 3 -5 years?</p>	<p>months to 3 years, and 3 -5 years, to support each area of development?</p> <p>How do specific play activities promote learning across all areas of development?</p>
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<p>Implementation: Formative Assessment Assessment for Learning – allows us to assess, guide and support progress</p>	<p>Date: 24th September Assessment: How do we measure growth and development?</p> <p>Date: 7th October Assessment: What is expected development for children aged 0-18 months?</p>	<p>Date: 4th November Assessment: What is expected development for children aged 18 months - 3 years?</p> <p>Date: 25th November Assessment: What is expected development for children aged 3 - 5 years?</p>	<p>Date: 20th January Assessment: What are physical factors affecting development, and how do they impact on children's growth and development?</p> <p>Date: 3rd February Assessment: What are environmental factors affecting development, and how do they impact on children's growth and development?</p> <p>Date: 17th February Assessment: What are socio-economic factors affecting development, and how do they impact</p>	<p>Date: 31st March Assessment: What are the social stages of play?</p>	<p>Date: 5th May Assessment: How is play structured to support development, and what is the most effective way of organising play at each stage?</p> <p>Date: 19th May Assessment: What is the adult's role in supporting each social stage of play?</p>	<p>Date: 30th June Assessment: How does play support each area of development?</p>

			on children's growth and development?			
Implementation: Summative Assessment Assessment of Learning – all grades achieved count towards final qualification		Date: 16th December Component 1, Task 1 Assessment Criteria: 1/A.2P1; 1/A.2P2; 1/A.2M1; 1/A.2.D1 Assessment Window 1: 29 th November - 16 th December	<i>Resubmissions for Task Component 1, Task 1</i>	Date: 17th March Component 1, Task 2 Assessment Criteria: 1/B.2P3; 1/B.2P4; 1/B2.M2; 1/B.2D2 Assessment Window 2: 28 th February - 17 th March <i>Resubmissions for Component 1, Task 2</i>	Date: 26th May Component 2, Task 1 Assessment Criteria: 2/A.2P1; 2/A.2P2; 2/A.2M1; 2/A.2.D1 Assessment Window 3: 17 th May – 26 th May	Date: 21st July Component 2, Task 2 Assessment Criteria: 2/B.2P3; 2/B.2P4; 2/B2.M2; 2/B.2D2 Assessment Window 4: 11 th – 21 st July <i>Resubmissions for Component 2, Task 1</i>

Impact: Component 1 Outcomes

Impact: Component 2 Outcomes

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand the characteristics of children's development from birth up to five years old				
A.1P1 Identify the ways in which growth and development are measured in children from birth to five years old. A.1P2 Identify aspects of growth and development for a child across the life stages from birth to five years old.	A.1M1 Outline the ways in which growth and development are measured in children from birth to five years old. A.1M2 Outline different aspects of growth and development for a child across the life stages from birth to five years old.	A.2P1 Describe methods of measuring growth and development for children from birth to five years old. A.2P2 Describe growth and development for a child across the life stages from birth to five years.	A.2M1 Discuss how different areas of development may impact on each other for a child from birth to five years old.	A.2D1 Evaluate the impact that different areas of development can have on one another for a child from birth to five years old.
Learning aim B: Explore factors that affect growth and development				
B.1P3 Identify factors that can affect growth and development of a child. B.1P4 Identify the impact of factors on growth and development for a child.	B.1M3 Outline the ways that factors have affected growth and development of a child. B.1M4 Outline the impact of factors on growth and development of a child.	B.2P3 Explain the ways that different factors have affected growth and development in selected case studies. B.2P4 Explain the impact of physical, environmental and social factors on growth and development in selected case studies.	B.2M2 Compare the impact of physical, environmental and social factors on growth and development in selected case studies.	B.2D2 Assess the impact of physical, environmental and social factors on growth and development in selected case studies.

Level 1 Pass	Level 1 Merit	Level 2 Pass	Level 2 Merit	Level 2 Distinction
Learning aim A: Understand how children play				
A.1P1 Identify the stages of play for children aged birth to five years old. A.1P2 Identify the role of the adult in promoting learning through play.	A.1M1 Outline the stages of play for children aged birth to five years old. A.1M2 Outline the role of the adult in promoting learning through play.	A.2P1 Describe the stages of play for children aged birth to five years old, using relevant examples. A.2P2 Explain the role of the adult in promoting learning through play, using relevant examples.	A.2M1 Discuss how the adult's role and the organisation of play could affect children's learning, using relevant examples.	A.2D1 Assess how the adult's role and the organisation of play could potentially advantage or disadvantage children's learning, using relevant examples.
Learning aim B: Demonstrate how children's learning can be supported through play				
B.1P3 Identify ways in which play can promote learning. B.1P4 Identify examples of activities and resources that could support learning.	B.1M3 Outline ways in which play can promote learning. B.1M4 Outline examples of activities and resources that could support learning.	B.2P3 Describe ways in which play can promote learning across the five areas of development. B.2P4 Describe how activities and resources promote learning opportunities for children in all age groups, using appropriate examples.	B.2M2 Discuss how two selected activities and resources for two different age ranges promote learning across the five areas of development.	B.2D2 Assess how two selected activities and resources for two different age ranges promote learning across the five areas of development.