

## KS4 Curriculum Overview (Child Studies)

### ENRICHMENT

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Human Lifespan Growth &amp; Development</b>  <b>Understand children's growth and development and the factors that affect each area of our development:</b>  <u><b>Children's growth and development</b></u>            Students will explore how children grow and develop and how key adults support this process.  <u><b>Growth and Development to include:</b></u></p> <ul style="list-style-type: none"> <li>• Definition of growth</li> <li>• Definition of development</li> <li>• Health professionals' roles and responsibilities- midwives, health visitors, GPs, social workers, family support workers, childminders, nursery manager, key person</li> <li>• How growth is measured plotted and tracked- Personal Child Health Record (red book) 2-year health checks, National Child measurement programme (NCMP)</li> <li>• The importance of measuring and monitoring growth</li> </ul> <p><u><b>Principles of Growth and Development to include:</b></u></p> <ul style="list-style-type: none"> <li>• The skills and knowledge gained by a child over time</li> <li>• Examine milestones from birth to 18 months, 18months to 3 years and 3 years to 5 years</li> <li>• Know the 5 areas of development - physical, cognitive, social, emotional and communication and language. Timelines to show how progress is made across each area of development</li> <li>• An understanding that development is holistic.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Time management</li> <li>▪ Emotional intelligence/ empathy</li> <li>▪ Independence</li> <li>▪ Problem solving</li> <li>▪ Active listening</li> <li>▪ Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Child Development</li> <li>▪ Health and social care</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on children's growth and development.  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment.  <b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning. Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.  <b>Tolerance of those of Different Faiths and Beliefs</b>            Cultural factors affecting children's growth and development. Importance of family and different values relating to it when supporting children's growth and development.</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a>  <b>Exploring careers:</b> Health professionals roles and responsibilities- midwives, health visitors, GPs, social workers, family support workers, childminders, nursery manager, key person</p>

TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Human Lifespan Growth &amp; Development</b>  <b>Understand children's growth and development relies on their physical and emotional needs:</b>  <u><b>Children's physical and emotional needs</b></u>            Students will explore how children have physical and emotional needs which need to be delivered through good parenting skills and of other adults in contact with that child, including grandparents and key workers.  <u><b>Physical and Emotional needs to include:</b></u></p> <ul style="list-style-type: none"> <li>• Sleep and rest, planning of a bedtime routine for an 8 month old.</li> <li>• Exercise, importance of exercise for children, plan a weekly exercise programme for a 4 year old to include the minimum of 3 hours of exercise a day required for a child of this age.</li> <li>• Nutrition, to include the making of a baby bottle, weaning and a healthy balanced diet. Plan a one week meal plan for a child to ensure they have a balanced diet.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Leadership</li> <li>▪ Creativity</li> <li>▪ Time management</li> <li>▪ Emotional intelligence/ empathy</li> <li>▪ Problem solving</li> <li>▪ Active listening</li> <li>▪ Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Child Development</li> <li>▪ Health and social care</li> <li>▪ Physical Education</li> <li>▪ Food and Nutrition</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on the physical and emotional needs of children.  <b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment.  <b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning. Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.  <b>Tolerance of those of Different Faiths and Beliefs</b>            Importance of family, culture and different values relating to the support given to children's growth and development and their physical and emotional needs.</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Human Lifespan Growth &amp; Development</b>  <b>Understand children's growth and development relies on their physical and emotional needs:</b>  <u><b>Children's physical and emotional needs</b></u>            Students will explore how children have physical and emotional needs which need to be delivered through good parenting skills and of other adults in contact with that child, including grandparents and key workers.  <u><b>Physical and Emotional needs to include:</b></u></p> <ul style="list-style-type: none"> <li>• Hygiene, the importance of supporting children to maintain good hygiene.</li> <li>• Clothing and Footwear and why this is important. Recap of milestones of when</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Leadership</li> <li>▪ Creativity</li> <li>▪ Time management</li> <li>▪ Emotional intelligence/ empathy</li> <li>▪ Problem solving</li> <li>▪ Active listening</li> <li>▪ Decision making</li> </ul> <p><b>Subject links</b></p>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turn in discussions.  <b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Students to contribute to opinions on the physical and emotional needs of children.</p>

<p>children can dress themselves. Why do children need good fitting clothing and appropriate for the weather.</p> <ul style="list-style-type: none"> <li>• Play &amp; Encouragement, to allow children these opportunities to learn through play and how praise and encouragement reinforces good behaviour.</li> <li>• Independence, the importance of allowing children empowerment in order to grow, develop and learn. Why independence is needed for when starting school and how this needs to be encouraged from infancy.</li> <li>• Affection and why this is important for emotional development.</li> <li>• Opportunities for social interaction with both children of their age group and adults. The opportunity to have interaction from birth and later in childhood to allow for social development.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Child Development</li> <li>▪ Health and social care</li> </ul>	<p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment.</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning. Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p>Importance of family, culture and different values relating to the support given to children's growth and development and their physical and emotional needs.</p> <p><b>Career Links</b></p> <p><a href="#">Childcare &amp; Education Careers - Youth Employment UK</a></p> <p><a href="#">Working in social care   Health Careers</a></p> <p><a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>How Children learn through Play</b></p> <p><b>Understand children's main source of growth and development is through play activities:</b></p> <p><u><b>Understand how children play</b></u></p> <p>Students will explore how children learn through play, the stages of play children go through as they grow and the different types of play they will engage in.</p> <p><u><b>Stages of Play</b></u></p> <ul style="list-style-type: none"> <li>• Unoccupied play</li> <li>• Solitary play</li> <li>• Spectator/onlooker play</li> <li>• Parallel play</li> <li>• Associative play</li> <li>• Cooperative play</li> </ul> <p><u><b>Types of play</b></u></p> <ul style="list-style-type: none"> <li>• Locomotor play</li> <li>• Creative play</li> <li>• Sensory play</li> <li>• Imaginative play</li> <li>• Symbolic play</li> <li>• Technological/ investigative play</li> <li>• Construction play</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Time management</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Child Development</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turns in discussions. Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others.</p> <p><b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p>

		<p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment.</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning. Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b></p> <p>Consideration given to communication and language barriers children may have when engaging in play.</p> <p><b>Career Links</b></p> <p><a href="#">Childcare &amp; Education Careers - Youth Employment UK</a></p> <p><a href="#">Working in social care   Health Careers</a></p> <p><a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a></p> <p><b>Exploring careers:</b> Health professionals roles and responsibilities- childminders, nursery manager, key person, reception teacher</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>How Children learn through Play</b></p> <p><b>Understand children's main source of growth and development is through play activities- and have an understanding of how adults can support play:</b></p> <p><u><b>Understand the role of adults supporting play:</b></u></p> <p>Students will explore how children learn through play, and how adults are able to support growth and development through play.</p> <p><u><b>How children's learning can be supported through play:</b></u></p> <ul style="list-style-type: none"> <li>• Stages of play birth to 2 years</li> <li>• Stages of play 2- 3 years</li> <li>• Stages of play 3-5 Years</li> </ul> <p><u><b>How play can be organised to promote learning:</b></u></p> <ul style="list-style-type: none"> <li>• Adult led play</li> <li>• Adult initiated play</li> <li>• Child initiated play</li> </ul> <p><u><b>The role of the adults in promoting learning through play :</b></u></p> <ul style="list-style-type: none"> <li>• Organising activities</li> <li>• Explaining equipment and resources</li> <li>• Demonstrating equipment and resources</li> </ul>	<p><b>Key skills</b></p> <ul style="list-style-type: none"> <li>▪ Research</li> <li>▪ Independence</li> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Problem solving</li> <li>▪ Creativity</li> <li>▪ Emotional intelligence</li> <li>▪ Time management</li> <li>▪ Decision making</li> </ul> <p><b>Subject links</b></p> <ul style="list-style-type: none"> <li>▪ Health and social care</li> <li>▪ Physical Education</li> <li>▪ Child Development</li> </ul>	<p><b>Mutual respect and tolerance</b></p> <p>that recognises and respects the individual when talking and taking turns in discussions. Learning to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. Early years setting providing an ethos of inclusivity and tolerance, where views, faiths, cultures and races are valued <i>and</i> where children are encouraged to engage with their wider community.</p> <p><b>Democracy</b> – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Support children's personal, social and emotional development (PSED)-</p>

<ul style="list-style-type: none"> <li>• Adapting activities to suit personal interests</li> <li>• Choosing equipment and resources</li> <li>• Motivate children to engage</li> <li>• Modelling communication</li> <li>• Joining in with play activities</li> <li>• Awareness of health and safety</li> </ul>		<p>providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.</p> <p><b>Rule of law</b> - Expectations and class rules discussed to create a positive learning environment. Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.</p> <p><b>Individual Liberty</b> - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning. Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.</p> <p><b>Tolerance of those of Different Faiths and Beliefs</b> Consideration given to communication and language barriers children may have when engaging in play.</p> <p><b>Career Links</b>  <a href="#">Childcare &amp; Education Careers - Youth Employment UK</a>  <a href="#">Working in social care   Health Careers</a>  <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a> </p> <p><b>Exploring careers:</b> Health professionals roles and responsibilities- childminders, nursery manager, key person, reception teacher</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>How Children learn through Play</b>  <b>Understand children's main source of growth and development is through play activities- and have an understanding of how adults can support play:</b></p>	<ul style="list-style-type: none"> <li>▪ Organisation</li> <li>▪ Planning</li> <li>▪ Teamwork/ collaboration</li> <li>▪ Communication</li> <li>▪ Leadership</li> </ul>	<p><b>Mutual respect and tolerance</b> that recognises and respects the individual when talking and taking turns in discussions. Learning to treat others as we want to be treated. How to be</p>

**Understand the role of adults supporting play by creating a focus week for students in a nursery:**

Students are to work in pairs to create a focus week for a nursery. This is to consolidate the entire year of learning. Students will need to select a 'theme' (for example, pirate, beach them, emergency services) for their week where children will need to learn through play. The children will be aged 4-5 years old and need support from adults to grow and develop. Students will need to consider the impact of activities on the key areas of development. They will need to consider the stage of play the children will be at and how they can be supported to move to the next stage. They need to ensure they have a combination of all the different types of play in the activities they prepare. This scenario will allow for students to envisage themselves as a nursery key worker and think about how they will be able to organise activities to support growth and development in children through play.

- Creativity
- Time management
- Emotional intelligence/ empathy
- Research
- Independence
- Problem solving
- Active listening
- Decision making

**Subject links**

- Child Development
- Health and social care

part of a community, manage our feelings and behaviour; and form relationships with others. Early years setting providing an ethos of inclusivity and tolerance, where views, faiths, cultures and races are valued *and* where children are encouraged to engage with their wider community.

**Democracy** – all students have the freedom to contribute and speak in the lesson and will be listened to and opinions respected. Support children's personal, social and emotional development (PSED)- providing opportunities to develop their self-confidence and self-awareness, to make choices and decisions about what they want to explore and how they're going to use the resources made accessible to them. Empowering children.

**Rule of law** - Expectations and class rules discussed to create a positive learning environment. Learning to manage children's own feelings and behaviour; about learning right from wrong; about behaving within agreed and clearly defined boundaries; about dealing with the consequences. Children need to understand that rules are put in place to keep them safe, healthy, and happy.

**Individual Liberty** - Throughout the course the students are encouraged to build on their confidence and take responsibility for their learning. Focusing on children's self-confidence and self-awareness and people and communities. Helping children to develop a positive sense of themselves.

**Tolerance of those of Different Faiths and Beliefs**

Consideration given to communication and language barriers children may have when engaging in play.

**Career Links**

		<a href="#">Childcare &amp; Education Careers - Youth Employment UK</a> <a href="#">Working in social care   Health Careers</a> <a href="#">Social care   Explore careers (nationalcareers.service.gov.uk)</a> <b>Exploring careers:</b> Health professionals roles and responsibilities- childminders, nursery manager, key person, reception teacher
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