




	Year:	10	Subject:	Child Development	Spring 2	Summer 1	Summer 2		
Intent	Subject Concepts (Substantive knowledge) 		<ul style="list-style-type: none"> Health Needs and Related Care 	<p>Topic Area 2: Antenatal care and preparation for birth</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Preconceptual care Contraception Conception Development of Zygote to foetus Signs and symptoms of pregnancy 	<p>Topic Area 3: Postnatal checks, postnatal care and the conditions for development</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> The processes of birth and delivery and potential impacts on mother and baby. Professionals involved in Maternity and Paediatric Care) 	<p>Topic Area 4: Childhood illnesses and a child safe environment</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> The role of the family in the health of the child Screening and support for children-0-5 from health services and professionals A range of illnesses and possible causes and impacts Vaccinations and their role in maintaining good health The concept of PIES NEEDS
			<ul style="list-style-type: none"> 2.1 The purpose and importance of antenatal clinics 2.2 Screening and diagnostic tests 2.3 The purpose and importance of antenatal (parenting) classes (Professionals and how they support the mother and baby) 2.5 The role of the birth partner in supporting reader's digest the mother through pregnancy and birth. 2.6 The methods of pain relief when in labour 2.7 The signs that labour has started. 2.8 The three stages of labour and their physiological changes. 2.9 The methods of assisted birth 	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> 3.1 Postnatal checks The postnatal checks that are carried out on the baby immediately after birth and the reasons why. 3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why: 3.2 Postnatal care of the mother and baby 3.3 The developmental needs of children from birth to five years The concept of "PIES" needs 	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> 4.1 Recognise general signs and symptoms of illness in children <p>Key signs and symptoms of when to seek emergency medical help to include:</p> <ul style="list-style-type: none"> • ♣ Mumps ♣ Measles ♣ Meningitis ♣ Tonsillitis ♣ ♣ Chickenpox ♣ Common cold ♣ Gastroenteritis □ ♣ Breathing difficulties ♣ Unresponsive ♣ Limp ♣ High fever ♣ Seizures/fitting 				
			<ul style="list-style-type: none"> Nutrition Needs and related care 		<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Basic nutrition and it's links to growth and health 	<ul style="list-style-type: none"> 3.2 Postnatal care of the mother and baby 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Professionals involved in Post Natal care. Role of the father/ partner Services available for all 	<ul style="list-style-type: none"> 4.1 Recognise general signs and symptoms of illness in children. 4.2 How to meet the needs of an ill child.... illnesses which are nutrition related 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Nutrients and nutrient related illness-deficiency/hygiene related
			<ul style="list-style-type: none"> Safe Environments 	<p>how antenatal clinics prepare the mother for a safe pregnancy and delivery</p>	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> 2.3 The purpose and importance of antenatal (parenting) classes in teaching about feeding options for the baby. Foods to avoid in pregnancy 	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> information, advice and support the health visitor will provide about diets, feeding and the eventual weaning process 	<p>Takeaway Learning:</p> <ul style="list-style-type: none"> Key signs and symptoms of diet related disorders in children Key causes Long- and short-term impacts 		
					<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Antenatal (parenting) classes The role of the birth partner 	<ul style="list-style-type: none"> 3.2 Postnatal care of the mother and baby 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> The range of professionals and support available to the new family 	<ul style="list-style-type: none"> 4.3 How to ensure a child-friendly safe environment 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> That children can harm themselves through accident and poor care and that this can be dependent on developmental level.

			<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • The Role of the midwife in ensuring Safety of the mother • Advice on choices for preparing the family home for the arrival of a newborn • SIDS awareness 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • The role of the Health Visitor in supporting the new family including: • ♣ Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk • □ How partner, family and friends can provide physical and emotional support • □ The purpose of the mother's '6 week postnatal check' with the GP 		<p>Takeaway Learning:</p> <ul style="list-style-type: none"> • What a hazard is • □ Recognise common hazards and how these can be prevented • ♣ Within the home: <ul style="list-style-type: none"> • o Kitchen • Toilets/bathroom • o Stairs • o Play areas/garden • ♣ Roads • The importance of safety labelling ♣ BSI kite mark ♣ Lion mark ♣ Age advice symbol ♣ CE symbol and UKCA ♣ Children's nightwear labelling
	<ul style="list-style-type: none"> • Physical Intellectual and Social Development Norms 		<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • The stages of development through the trimesters of pregnancy and possible anomalies/ specialist differences <p>Takeaway Learning:</p> <p>2.2 Screening and diagnostic tests</p> <ul style="list-style-type: none"> • 	<p>The developmental needs of children from birth to five years</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Developmental checks carried out and by whom • The concept of development and factors that can influence it. • The concept of culture and differences in Norms. <p>Takeaway Learning:</p> <ul style="list-style-type: none"> • Warmth □ Feeding □ Love and emotional security □ Rest/sleep □ Fresh air □ Exercise □ Cleanliness/hygiene □ Stimulation □ Routine • ♣ Bath time ♣ Feeding □ Shelter/home □ Socialisation/play □ Opportunities for listening and talking □ Acceptable patterns of behaviour 		<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • <p>Takeaway Learning:</p> <ul style="list-style-type: none"> •
	<ul style="list-style-type: none"> • Planning activities to support skills acquisition and promote development of a child 	<p>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • The importance of investing in good health choices, pre conceptual care to ensure a healthy pregnancy <p>Takeaway Learning:</p> <ul style="list-style-type: none"> • 2.5 The role of the birth partner in supporting the mother through pregnancy and birth 	<p>The developmental needs of children from birth to five years</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Ways to support the development of needs and examples of benefits <p>Takeaway Learning:</p> <p>Warmth □ Feeding □ Love and emotional security □ Rest/sleep □ Fresh air □ Exercise □ Cleanliness/hygiene □ Stimulation □ Routine ♣ Bath time ♣ Feeding □ Shelter/home □ Socialisation/play □ Opportunities for listening and talking □ Acceptable patterns of behaviour</p>	<ul style="list-style-type: none"> • 4.2 How to meet the needs of an ill child. 	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> • Definition of Needs- Maslow et al <p>Takeaway Learning:</p> <p>Ways to meet health needs: Physical needs □ Social needs □ Emotional needs □ Intellectual needs</p>

	Disciplinary Knowledge		<ul style="list-style-type: none"> Scientific understanding of screening and diagnostic processes and techniques for tests in pregnancy. Empathy to increase understanding of stresses and strains of pregnancy on mother and baby. Ability to discuss and share views on current childcare practice. Questioning skills 	<ul style="list-style-type: none"> Caring skills to understand the changes in life that the presence of a baby in the family brings. Ability to summarise a large quantity of information, especially about post-natal needs of the mother and the range of tests reader's digest conducted. Initiative in researching the needs of a child and how they may be supported 	<ul style="list-style-type: none"> A knowledge of first Aid responses Empathy in terms of caring for the sick child Ability to identify hazards and complete risk assessment processes Recognise and understand symbols
Implementation	Common Misconceptions		<ul style="list-style-type: none"> All pregnancies last 9 months All pregnancies require intervention and medication. All women must go to hospital for labour and birth 	<ul style="list-style-type: none"> Babies can be independent of care needs in a matter of days. Babies sleep like babies! New Mothers can fit into their size 10 jeans again one hour after the birth of the baby. All new mothers will be naturals and breast feeding is natural and easy to accomplish. Vernix and Lanugo 	<ul style="list-style-type: none"> All children can be harmed in the same way by the same hazards. The level of harm from an accident or incident in a child equates to the level of harm experienced by an adult. Children cannot be responsible for their own safety. The presence of safety equipment or PPE means that children will not be harmed. All child infections can be successfully vaccinated against,
	Enabling or Adapting the Curriculum	SEND Students	<ul style="list-style-type: none"> Access to example medical notes to enhance understand testing. Frameworks, Glossaries to encourage the use of technical medical language 	<ul style="list-style-type: none"> Opportunities to work with visiting speakers to explore the concepts of early parenting- 	<ul style="list-style-type: none"> Use of picture incidents to identify hazards. Trip to Safety centre if appropriate
		Disadvantaged Students	<ul style="list-style-type: none"> Access to a range of additional materials for presentation of ideas in different formats Class library of resources which can be borrowed/ used at home 	<ul style="list-style-type: none"> Access to a range of additional materials for presentation of ideas in different formats Class library of resources which can be borrowed/ used at home. Revision guides 	<ul style="list-style-type: none"> Access to a range of additional materials for presentation of ideas in different formats Class library of resources which can be borrowed/ used at home. Revision guides
		More Able Students	<ul style="list-style-type: none"> Opportunity to develop training materials which can be used for teaching others. Trips/ visits using Nurse Cadet scheme links. 	<ul style="list-style-type: none"> Maternity Statistics data and current affairs relating to post-natal care to be included in responses (Midwife Lucy Letby.) 	<ul style="list-style-type: none"> ROSPA data to analyse the causes of accidents
	Literacy/Numeracy Skills 	Vocab	Amniocentesis Nuchal Fold Screening NIPT Non-Invasive Prenatal Testing Triple test-Pre-Eclampsia and Eclampsia Amniotic Sac, Ante-Natal, Anomaly scan, birth plan, Breech Position, Caesarean section , Conception, Contraception, Developmental norms, Diagnostic test, Ectopic Pregnancy, Embryo, Entonox, Epidural, Episiotomy, Fallopian Tubes, Forceps, HIV/AIDS, Holistic development, Induce, In vitro fertilisation (IVF) Neural tube defect, Ovaries, Pethidine, Physical Development, Physical growth, Pre-Eclampsia, Premature Labour, screening test, Stillbirth, STI,s TENS machine, Ultrasound, Umbilical Cord, Ventouse.	Amniotic Sac, Ante-Natal, Apgar Score, Breech Position, Centile chart, Colostrum, Contraception, Developmental norms, Ectopic Pregnancy, Embryo, Fallopian Tubes, Fontanelle, Lanugo, Neural tube defect, Physical Development, Post Natal, Post Natal depression, Premature Labour, Reflexes, Routine, SIDS, Stillbirth, Socialisation, STI,s Umbilical Cord, Vernix, Weaning,	Age Advice Symbol, BSI Kite Mark, CE symbol and UKCA, Chicken Pox, Common Cold, Fitting, Gastroenteritis, Hazard, Immunisation, Immunity Lion Mark, Measles, Meningitis, Mumps, Risk, Tonsillitis, Seizures, Vaccination.
		Reading:	<ul style="list-style-type: none"> NHS websites/ parenting websites Class textbooks 	<ul style="list-style-type: none"> NHS websites/ parenting websites Class textbooks SIDS website data (Lullaby trust) 	<ul style="list-style-type: none"> NHS websites/ parenting websites Class textbooks Immunisation data
		Writing:	<ul style="list-style-type: none"> Practice exam questions and extended write ups of interviews with medical professionals. Diary 	<ul style="list-style-type: none"> Exam practice questions, notes and SIDs presentation 	<ul style="list-style-type: none"> Exam practice questions Risk assessment forms Safety promotional material
		Oracy:	<ul style="list-style-type: none"> Discussion work in groups about choices in labour Practice antenatal class 	<ul style="list-style-type: none"> Group and small group discussion about meeting the needs of a child 	<ul style="list-style-type: none"> Discussion / interviews with peers and parents about safety in the home

		NUMERACY	<ul style="list-style-type: none"> Information about dietary guidelines in pregnancy to be read, interpreted and presented. 		<ul style="list-style-type: none"> Data handling exercise relating to feeding/ weaning a baby 		<ul style="list-style-type: none"> Use of Accident Statistic date for presentation materials 							
	Digital Strategy		<ul style="list-style-type: none"> Students will use IPADS to research the specific topics. Students will answer and submit practice tests for the unit using IPAD/ Teams 		<ul style="list-style-type: none"> Students will use IPADS to research topics. Students will answer and submit practice tests for the unit using IPAD/ Teams 		<ul style="list-style-type: none"> Self-viewing of First Aid guides for children- IPAD videos. Research on Vaccination programme 							
	Home Learning		<ul style="list-style-type: none"> Students will complete the Diary for an expectant mother. This requires interview techniques and or research techniques and will presented for class display 		<ul style="list-style-type: none"> Students will investigate one aspect of conditions for development and create a presentation with notes for other students to develop all learning points 		<ul style="list-style-type: none"> Students will create a class presentation to highlight the dangers to children- to be used in open evening promotional materials of next year 							
Impact	Composite Assessment		Date:	April 2024	Content:	Practice exam questions on Antenatal care, choices and professionals in pregnancy	Date:	End of May 2024	Content:	Exam practice questions TA1 TA2 and TA3	Date:	June 2024	Content:	Exam practice questions TA4. 3 and 2 Exam mock?