



Long Term Plan Year 11 L2 Cambridge National in Child Development (J809)

Ethos and driver of department - "To develop skills demanded by employers to empower the diverse world that our learners live in. To enable flexibility and scope delivering individual pathways - strongly emphasising the importance of promoting and maintaining high quality care within the HSC and Early Years sectors".

Half term	Unit title	Key knowledge/ Content to learn and retain	Essential skills to acquire (subject & generic)	Link to subject ethos and driver	Anticipated misconceptions	Links to future KS	Opportunity for stretch for high prior attainers	SMSC & British Values	Cultural Capital	Career Link
Half term 1: Sept - Oct	Unit RO57: Health and well-being for child development	RO57: Topic Area 1: Preconception health and reproduction <i>1.1 Factors affecting preconception health for women and men</i> <i>1.2 Other factors affecting the preconception health for women</i> <i>1.3 Types of contraception methods and their advantages and disadvantages</i> <i>1.4 The structure and function of the reproductive systems</i>	This unit allows students the opportunity to gain broad, transferable skills and experiences that can be applied as they progress into their next stages of study and life and to enhance their preparation for future employment. Students will develop the following skills that are transferable to different real-life contexts, roles or employment:	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb.	Synoptic assessment is included units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening.	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker,

			Research skills – Research is a process of investigation using primary or secondary research techniques to help make decisions on an area of study • Communication skills – Good communication plays a key part in the success of everything we do as an individual or as part of a team. It is the ability to convey or share ideas and feelings effectively. This may well involve some planning and could be written or verbal, and formal or informal.	for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.	Students having poor exam technique. Students running out of time when doing the examination. Teachers teach each of the three units completely separately as if they were three standalone units.	and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their	delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	youth worker; etc...
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						decisions, choices and recommendations.				
Half term 2: Oct - Dec	Unit RO57: Health and well-being for child development Preparation for PPE Full Paper (NOV) : and External Examination Preparation RO57 - first sitting external examination January Series (Full Paper)	RO57: Topic Area 2: Antenatal care and preparation for birth <i>2.1 The purpose and importance of antenatal clinics</i> <i>2.2 Screening and diagnostic tests</i> <i>2.3 The purpose and importance of antenatal (parenting) classes</i> <i>2.4 The choices available for delivery</i> <i>2.5 The role of the birth partner in supporting the mother through pregnancy and birth</i> <i>2.6 The methods of pain relief when in labour</i> <i>2.7 The signs that labour has started</i> <i>2.8 The three stages of labour and their physiological changes</i> <i>2.9 The methods of assisted birth</i>	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions /	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered.	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...

		Introduction - Topic Area 3: Postnatal checks, postnatal care and the conditions for development <i>3.1 Postnatal checks</i> <i>3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why</i> <i>3.2 Postnatal care of the mother and baby</i> <i>3.3 The developmental needs of children from birth to five years</i>	Subject specific skills - Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development present information clearly and accurately, using a wide range of terminology.	social safety and the care, management and prevention of childhood illnesses.	Teachers teach each of the three units completely separately as if they were three standalone units.	students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations.	peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
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Half term 3: Jan - Feb	Unit RO57: Health and well-being for child development Examination Preparation RO57 - first sitting external examination January Series (Full Paper)	Unit RO57: Health and well-being for child development Examination preparation and revision Topic Area 1: Preconception health and reproduction Topic Area 2: Antenatal care and preparation for birth Topic Area 3: Postnatal checks, postnatal care and the conditions for development	Generic skills - Teamwork Negotiating and working with others towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills -	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination. Teachers teach each of the three units completely separately as if they were three standalone units.	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges,	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
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			Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development present information clearly and accurately, using a wide range of terminology.			• to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations	WAGOLL / exemplar	appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
Half term 4: Feb - Easter		Continuation - Topic Area 3: Postnatal checks, postnatal care and the conditions for	Generic skills - Teamwork Negotiating and working with others	Becoming a parent is one of life's major experiences, and it is also one of life's	Students not providing answers to examination questions that relate to the	Synoptic assessment is included between units RO57 / RO58 / RO59: By -	Extension and challenge activities embedded into course delivery.	Spiritual issues: Spiritual well-being can be enhanced through, for example, the	Considering the values, attitudes and roles that prevail in communities.	Working with children can include: charity and voluntary work;

		development <i>3.1 Postnatal checks</i> <i>3.1.2 The checks that are carried out on the baby within one to five days of birth and the reasons why</i> <i>3.2 Postnatal care of the mother and baby</i> <i>3.3 The developmental needs of children from birth to five years</i> Introduction-Topic Area 4: Childhood illnesses and a child safe environment <i>4.1 Recognise general signs and symptoms of illness in children</i> <i>4.2 How to meet the needs of an ill child</i> <i>4.3 How to ensure a child-friendly safe environment</i>	towards a common goal. Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills - Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)	major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.	scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination. Teachers teach each of the three units completely separately as if they were three standalone units.	• showing teaching and learning links between the units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to	Opportunity to participate in role play; Application of relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and	Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous	healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
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			The ability to use IT to work smarter and professionally. Use of the internet, e-mails, databases, general word processing and spreadsheets. Referencing and research - sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development present information clearly and accurately, using a wide range of terminology.			contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses • to enable learners to evaluate and justify their decisions, choices and recommendations		to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving them the opportunity to learn, make mistakes, reflect on experiences, doing it the hard / challenging way, will give rise to developing wisdom.	
Half term 5 : Easter - May	Revision and examination preparation: RO57: Health and well-being for child development	Completion-Topic Area 4: Childhood illnesses and a child safe environment <i>4.1 Recognise general signs and symptoms of illness in children</i> <i>4.2 How to meet the</i>	Generic skills - Teamwork Negotiating and working with others towards a common goal.	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals'	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education;

		<i>needs of an ill child</i> 4.3 How to ensure a child-friendly safe environment	Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context. To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills - Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG)	child before conception and the roles and resps of parenthood. Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.	examination questions. For example: confusing terms such as 'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination. Teachers teach each of the three units completely separately as if they were three standalone units.	units across the specification • giving guidance, with the marking criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of	relevant case studies; Developing high level reading and writing - critical comparisons, justifications and and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	beliefs and how these impact on their lives Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when	their family, friends and communities; Develop holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives.	In industries such as law, leisure, sport and tourism and public services and administration - e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
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Half term 6: May - July	Revision and examination preparation: RO57: Health and well-being for child development	Revision and examination preparation: RO57: Topic Area 1: Preconception health and reproduction Topic Area 2: Antenatal care and preparation for birth Topic Area 3: Postnatal checks,	Following instructions and adhering to instructions, listening to the advice of others to a successful conclusion within a Child Development context.	Becoming a parent is one of life's major experiences, and it is also one of life's major responsibilities Responsibility for the well-being of a child before conception and the roles and resps of parenthood.	Students not providing answers to examination questions that relate to the scenario they have been given. Not using correct terminology in their answers to examination questions. For example: confusing terms such as	Synoptic assessment is included between units RO57 / RO58 / RO59: By - • showing teaching and learning links between the units across the specification • giving guidance, with the marking	Extension and challenge activities embedded into course delivery. Opportunity to participate in role play; Application of relevant case studies; Developing high level	Spiritual issues: Spiritual well-being can be enhanced through, for example, the activities offered to develop creative abilities and respect can be shown for individuals' beliefs and how these impact on their lives	Considering the values, attitudes and roles that prevail in communities. Respect - how to respect others will ensure developing positive relationships with their family, friends and communities; Develop	Working with children can include: charity and voluntary work; healthcare, social care; teacher training and education; In industries such as law, leisure, sport and tourism and public services and administration -

		postnatal care and the conditions for development Topic Area 4: Childhood illnesses and a child safe environment	To demonstrate analytical and interpretation skills (of situations and/or results) and the ability to formulate valid well-argued responses. To enable learners to evaluate and justify their decisions, choices and recommendations Subject specific skills - Communication, Presentation, Numerical and Literacy skills ie. spelling, punctuation and grammar (SPaG) Sourcing relevant statistical and normative data. Recall, select and apply detailed knowl and thorough understanding of child development Present information clearly and accurately, using a wide range of terminology.	Understanding of reproduction and pre-conceptual , antenatal and postnatal care. Students will develop an appreciation of the importance of creating the best conditions for a child to thrive. This includes creating a child-friendly home environment, including social safety and the care, management and prevention of childhood illnesses.	'contraception' and 'conception'. Not knowing the difference between 'embryo' and 'foetus'. Not providing answers to examination questions that match the command verb. Students having poor exam technique. Students running out of time when doing the examination. Teachers teach each of the three units completely separately as if they were three standalone units.	criteria for the units, about where students could apply knowledge and understanding from core units to improve their performance. • to enable students to demonstrate an ability to use and apply a range of different methods and/or techniques • to provide assessment that encourages students to put forward different ideas and/or explanations to support decisions they have made • to develop students' ability to suggest or apply different approaches to contexts and situations • to develop and assess students' use of transferable skills • to enable learners to demonstrate	reading and writing - critical comparisons, justifications and application of statistical data; Use of TEEP strategies and Metacognitive principles in delivery. Access to Exambuilder resources; Practice examination questions / peer marking / use of chief examiners report / high level answers; Use of WAGOLL / exemplar	Moral issues: to reflect on the values of care and to consider some of the dilemmas faced when dealing with children from all walks of life; Ethical issues: understanding the values of care, to promote protection and fair and equal treatment; Social issues: how child development and care can affect the quality of life experienced and how individuals' requirements are met; Cultural issues: helping learners appreciate that child development contributes to the development of our culture and to social cohesion on how learners need to show cultural awareness of children when communicating and interacting with them.	holistically - physically, intellectually, emotionally and socially through a person - centred approach, displaying tolerance and patience, being approachable and , actively listening. Community - To learn in a supportive and vibrant environment, where every student feels valued, included, and empowered. Courage - Having courage to persevere through personal and academic challenges, raising self-esteem and having the personal power to make courageous choices, leading them into personally satisfying and successful adult lives. Wisdom - Try new things, putting them 'out there' and giving	e.g : a family lawyer, sports coach or children's librarian; an art therapist or volunteer; Child psychotherapists; counsellor, family support worker; play therapist, social worker, youth worker; etc...
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