

Child Development

Curriculum Principles

By the end of their education, a student of Child Development at Dixons Brooklands Academy will:

- Have developed analytical thinking skills in relation to case studies along with empathy and tolerance of a broad range of Child Care related issues
- Have developed the relevant understanding and knowledge to promote their success as a highly efficient professional in the field

It is the vision of the Child Development department at Dixons Brooklands Academy to equip all young people with a genuine enthusiasm for the child development sector and a range of child development experiences in order to apply their learning in context.

In order to achieve a true understanding of Child Development, topics have been intelligently sequenced based on the following rationale:

- The curriculum is sequenced to allow foundational knowledge, taught in Component 1, to be interwoven throughout the curriculum which enables students to have a deeper understanding and ability to apply knowledge when learning new content. Students learn foundational knowledge about how children develop in their early years and the factors that influence that development.
- The knowledge of development is then built upon to include the role of legislation in protecting children, with students developing an understanding of concepts such as safeguarding and duty of care. This sequencing allows links to previous learning to be made to deepen students' understanding, such as connecting the understanding of how neglect can effect development to the importance of legislation to protect children from neglect.
- In order to enable high knowledge retention, previous knowledge is revisited through the use of strategies such as: do now activities, home learning, explicit teaching and targeted questioning.

Within the Child Development curriculum, knowledge is sequenced in an order which allows the foundational knowledge to be instilled first and then developed and built upon. This includes knowledge in the following areas:

- Providing an understanding of holistic child development
- Identifying factors that influence child development
- Understanding legislation in the early years
- Promoting care routines and activities to support the child
- Providing an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting
- Providing an understanding of the importance of observations in early years childcare
- Understanding the purpose of planning in early years childcare.

The Child Development curriculum will address social disadvantage by addressing gaps in students' knowledge and skills:

- When designing our Child Care curriculum consideration has been made to the school context and the needs of students within the school. This includes adjusting the examples of early years settings to include nearby provisions, adjusting the safeguarding case studies to take into account potential sensitivities of students and adjusting the case studies of factors which affect development to again take into account potential sensitivities of students. For this reason, the curriculum will be constantly reviewed to ensure that it meets the needs of current cohorts of students.
- All students are provided with a course revision guide which can be taken home. This allows content to be revisited at home and students are guided through a variety of revision methods to help with this.
- Students' cultural capital is developed through the provision of learning activities which include insights from early years professionals, off site visits and real life examples, local where possible, being used throughout the course.
- All lessons teach to the top and are scaffolded for students who require additional support. This helps to address any gaps students may have in their learning and misconceptions to be addressed. The independence of students is paramount and all students are supported in achieving this.

We fully believe Child Development can contribute to the personal development of students at Dixons Brooklands Academy:

- Through the curriculum content, we seek to promote an awareness of the importance of holistic development and the positive and negative impact a child's experiences can have. This is explicitly taught in relation to children aged 0-5 years but wider links are made so students understand the impact this can have in later life to both themselves and others.
- We seek to promote the personal development of students at DBK by ensuring that they are provided with opportunities to develop the ability to communicate effectively. Students will be provided with the opportunity to practice oral communication through questioning and group work as well as the ability to communicate effectively in writing.

- Students are encouraged to develop a thirst for knowledge. This benefits students' personal development as they are becoming inquisitive and curious about a variety of new topics and are encouraged to explore these outside of lesson. Students are sign posted to TV shows, websites and other materials which can further their understanding of a topic. As a new subject for all students in KS4 the development of knowledge and understanding is essential for success.

At KS3 and KS4, our belief is that homework should be interleaved-revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low-stakes quizzing and practice.

Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:

- Students explore the role of various Child Care practitioners as part of their studies and consider what role each plays in providing care for an individual. This enables students to understand the importance of each role and how they differ in supporting a child's growth, development and wellbeing.
- Students have opportunities to visit local early years settings to put into practice the skills and knowledge learnt in the classroom. This allows students to see the knowledge in a "real life" environment which can aid their understanding and application of content.
- Students have opportunities to take part in virtual events with practitioners from a range of early years settings. This enables students to be exposed to a range of careers which they may not have been aware of previously. This increases a students' awareness of where their qualification could lead them in the future.