



Child Development

Key Stage 4 Framework for Learning

Year 11 2017-2018: I am Creative, Successful and Happy

Syllabus:

WJEC Home Economics
Child Development
Specification number 4290

Autumn 1	
Knowledge	<p><u>Introduction to CA 2</u></p> <ul style="list-style-type: none"> Recap on the nutritional needs of children Recap on nutrient functions and sources The Eat well Guide Introducing new foods to toddlers How to encourage faddy eaters <p>The remainder of the time this term will be spent delivering and completing the requirements of the Unit 3 CA - portfolio pages. The 'live' CA can be found on the following web page http://www.wjec.co.uk/qualifications/home-economics/home-economics-child-development.html</p> <ul style="list-style-type: none"> Analysing the task Completion of relevant research pages Analysis of research and product specification. Identification of initial solutions to the task.
Skills	<p>Students should be able to define terminology related to food preparation. They should also be able to Identify, differentiate, understand, describe, explain and discuss issues related to food preparation.</p> <p>Whilst completing the CA 'Child focused' task the students should be able to:</p> <ul style="list-style-type: none"> Plan and carry out investigations Analyse and evaluate evidence <p>Make reasoned judgments and present conclusions.</p>
Assessment	<p><i>Marking Point 1</i> A piece of classwork: Students will undertake an investigation and analysis of the nutrients used within a day's menu for a toddler. They will then offer alternative suggestions to the menu provided ensuring that the children still receive the correct amount of nutrients according to government guidelines.</p> <p><i>Marking Point 2</i> The first section of the board prescribed focused task. Students will be required to complete within the first section [analysis and interpretation]:</p> <ul style="list-style-type: none"> Their interpretation of the task. A set of aims Identification and completion of relevant research <p><i>Marking Point 3</i> A home learning task: Locate three main dishes and three desert dishes that you consider could be made as part of your controlled task. Print out the recipes and then indicate exactly why you have selected them as being suitable for children. [Remember protein and calcium should be two of the main nutrients].</p>
Cultural enrichment	<p>Contact will be made with Caterlink, the schools catering contractor, to invite a manager in to speak to the students about child friendly dishes whose main nutrients are protein and calcium.</p> <p>In addition, all students will be registered on a revision website that will enable them to complete personal revision and challenges online. All students will be advised that use of this revision tool at least once/twice a week will have a beneficial effect on their overall revision and understanding of necessary topics.</p>



<p>Character</p>	 <p>Q of S Optimism CV – Self-help & Self-responsibility</p> <p>Optimism: Students will be encouraged to complete plans when necessary during the course of lessons being optimistic that plans will be of assistance when producing the completed work.</p> <p>Students will be encouraged to be optimistic about their abilities when beginning the second piece of course work. Prior to this, results of the first piece of course work will be shared with students providing them with guidance on what they need to score in this second CA to keep on track to achieve target grade.</p> <p>Self-help: There will be made available for each lesson and the initial section of the course work self-help sheets. Some students will automatically be directed to use these but other students will also be encouraged to use resources to manage their own learning.</p>
<h2>Autumn 2</h2>	
<p>Knowledge</p>	<p><u>Topic 2 - Continuation of the CA</u></p> <ul style="list-style-type: none"> • Development of ideas • Planning - health and safety considerations, tools & equipment, ingredients for chosen dishes, time plan of making. <p>Time to be included in the planning of the CA sessions to allow for absenteeism of students so they have their full allowance of allocated time [15 hours].</p>
<p>Skills</p>	<p>Whilst completing the CA Child focused task the students should be able to:</p> <ul style="list-style-type: none"> • Plan • Analyse and evaluate evidence • Make reasoned judgments
<p>Assessment</p>	<p><i>Marking Point 1</i> A piece of classwork: The second section of the board prescribed task. Students will be required to complete within the second [planning] section:</p> <ul style="list-style-type: none"> • Indication of which dishes they are electing to manufacture and why • A list of the required equipment to make the chosen dishes • Schedule for the practical work to be undertaken <p><i>Marking Point 2</i> A home learning task: Part of the CA requires students to make a list of the ingredients needed to make chosen dishes. In addition to the list students then need to cost out how much the ingredients will cost and calculate the cost per portion.</p> <p><i>Marking Point 3</i> At a time decided by the school management, all students will sit a College Entry test of 1 hour 30 minutes in length. The test will be in the format that will be encountered by students as part of their formal assessment later in this academic year. All work covered since the beginning of Year 9 will be assessed.</p>
<p>Cultural enrichment</p>	<p>Students are engaged in GCSE task for the entirety of the term. There may be the opportunity for students to access professional chefs to gain ideas that would benefit their controlled assessment work.</p>
<p>Character</p>	 <p>Q of S Empathy CV – Caring for others, Self-help & Self-responsibility</p> <p>Empathy: Although students are engaged in the completion of a piece of coursework, some students will naturally learn to assist others especially with the identification of web sites that have been found to be useful.</p>



Self-responsibility: It is expected that all students will demonstrate self-responsibility in managing their time and showing organizational skills complete all work both in class and their course work using the schedule provided by the teacher.

Spring 1

Knowledge

Topic 2 – completion of the CA

- Manufacturing session.
- Evaluation of CA

Topic 3 – Supporting families

- Special needs children
- Family Law
- Statutory and voluntary agencies supporting families
- The benefits system
- Early years services

Skills

It is envisaged that access can be made to charities that work with families who have a “special needs baby” and arrangements made for an outside speaker to visit the school.

Assessment

Marking Point 1

A piece of classwork:

The final section of the board prescribed task.

Students will be required after completing the practical session, an overall evaluation of their task.

Marking Point 2

A piece of classwork:

Students will complete an empathetic essay which looks at the effect on a family of having a child with additional needs as one of its members.

Marking Point 3

A home learning task:

Some babies need extra care when they are born and may be taken in to a SCBU. Explain what this acronym means and then describe in detail the facilities you would expect to find in there.

Cultural enrichment

Rewards: Students can be rewarded through whole school rewards systems as well as departmental rewards and subject commendations.

Positive outcomes can be used as showcase materials also to help promote student achievements.

Enrichment: It is envisaged that access can be made to charities that work with families who have a “special needs baby” and arrangements made for an outside speaker to visit the school.

Character



Q of S

Creativity & Curiosity

CV – Social Responsibility

Creativity: Students will spend a three hour session manufacturing identified dishes that fulfill the course work task. They will be encouraged to creatively present dishes so that they would appeal to a toddler.

Curiosity: During the lessons on ‘Supporting families’ the students will be introduced to new topics and concepts and it is hoped that they will display a natural curiosity to discover what support networks are in place for needy families, how the benefit system works etc.

Social-responsibility:

In the later weeks of the term, students will need to realize that society and the people who run the country have a social responsibility to look after the more vulnerable members of our society, namely babies and toddlers, and that it is important that all their needs are met regardless of culture or ethnicity.



<h2>Spring 2</h2>	
Knowledge	<p><u>Topic 4 - Looking after children</u></p> <ul style="list-style-type: none"> Child abuse Preschool provision [nursery, crèche, childminder] Necessary social skills and how they can be encouraged Baby sitting <p>The remainder of the term will be spent completing extensive revision particularly revisiting topics covered at the beginning of year 9.</p>
Skills	<p>Visiting speaker, the head of a nursery to be invited in to talk to students about why it is important that toddlers arrive at the nursery with basic social skills and what they are. In addition, they will be asked to instruct students of how they deal with inappropriate social behavior in the nursery.</p>
Assessment	<p><i>Marking Point 1</i> A piece of classwork: Students will carry out a piece of investigative work using a selection of resources to identify the various types of abuse a child might be subjected to.</p> <p><i>Marking Point 2</i> A home learning task: In order to be accepted in society, it is essential that children are able to manage a set of "social skills". Explain what is meant by this phrase and give examples of the types of things that are considered to be social skills.</p> <p><i>Marking Point 3</i> During one of their allocated lessons, all students will sit a practice examination paper of 1 hour 30 minutes in length. The test will be in the format that will be encountered by students as part of their formal assessment that they will sit during Summer Term 2. All work completed throughout the entire course will be assessed.</p>
Cultural enrichment	<p>Rewards: Students can be rewarded through whole school rewards systems as well as departmental rewards and subject commendations. Positive outcomes can be used as showcase materials also to help promote student achievements.</p> <p>Enrichment: The school has paid for all students to be enrolled on the "Vision 2 Learn" website which enables them to complete personal revision and challenges online. All students will be advised that use of this revision tool at least once/twice a week will have a beneficial effect on their overall revision and understanding of necessary topics.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Q of S Responsibility & Reflection CV – Equality & Equity</p> <p>Responsibility: Students will regularly demonstrate this by self-selecting and completing tasks within lessons. In addition, students will show responsibility by the completion of all tasks set within lessons and for home learning.</p> <p>Reflection: At the end of the academic term, students will be asked to reflect on their overall understanding of the entire course content using a PLC checklist. This will then inform their own revision schedules for the external examinations in Summer Term 1. In addition, students will regularly in lessons be expected to reflect on their learning and how to embed it.</p> <p>Equity and Equality: Students will, during their learning on "preschool provision" be made aware that all mothers and children regardless of race, religion, and economic background should be treated with equity in the level of provision and access they have to child care that is free from the government. This in turn ensures equality for all.</p>
<h2>Summer 1</h2>	
Knowledge	<p><u>Preparation for the written Examination</u></p>



	The weeks in this term leading up to the examination will be spent completing extensive revision. It is envisaged to draw up in conjunction with the students a priority list of topics to be covered within class time and as extra-curricular sessions.
Skills	Students should be able to define terminology. Identify, differentiate, understand, describe, explain and discuss issues related to all topics under revision.
Assessment	<p>Marking Point 1 A piece of classwork: Students will be issued with a number of final questions that could be found on an examination paper. They are to select three of them and, using the template provided, outline their essay answers.</p> <p>Marking Point 2 A home learning task: Students will be issued with a number of past papers that they are expected to complete without the use of any revision guides or text books.</p> <p>Marking Point 3 During one of their allocated lessons, all students will sit a practice examination paper of 1 hour 30 minutes in length. The test will be in the format that will be encountered by students as part of their formal assessment that they will sit during Summer Term 2. All work completed throughout the entire course will be assessed.</p>
Cultural enrichment	All students will be provided with a list of web sites including those of the NHS, Baby Centre, and Net Mums etc. where they can access video clips to support revision in preparation for the external examination in June 2018.
Character	 <p>Q of S Practice & Resiliency CV – Openness & Honesty</p> <p>Practice: As this is the final full term of work before the external examinations start, students will be extensively involved in undertaking practice questions and whole examination papers.</p> <p>Resiliency: All practice questions and examination papers will be either self-marked or marked by the teacher and students will need to become resilient to harsh criticism about the techniques that they are using and the answers given within the papers.</p> <p>Openness & honesty: During all lessons students will be asked to show openness and honesty about their personal feelings about the topics covered.</p>