



Computing and Technology

Key Stage 4 Framework for Learning

Year 9 2017-2018: Happy Foundations

Syllabus:

Level 1 / 2 Cambridge National Certificate in Child Development
Code J818

Autumn 1

<p>Knowledge</p>	<p><u>Baseline Information</u></p> <p>Students will know:</p> <p>The various make up of all family types within British society: i.e.</p> <ul style="list-style-type: none"> o nuclear families o extended families o lone parent families o step families o same sex families o foster and adoptive families <p>The function of families: i.e.</p> <ul style="list-style-type: none"> o Biological and psychological o Protection and care o Economic and social o Cultural and religious o Recreational o British values <p>Changing roles in the family: i.e.</p> <ul style="list-style-type: none"> o Modern family life o Cultural variations in society o Different child rearing styles <p>The essential requirements for setting up a family home: i.e.</p> <ul style="list-style-type: none"> o Types of housing stock o Family finances o Budgeting
<p>Skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> • develop an ability to define terminology related to family life. • identify and describe different family situations • compare different family lifestyles. • carry out investigations into family finances.
<p>Assessment</p>	<p>Marking Point 1 A piece of classwork: Students will describe how the life of a primary school child has changed over the last 60 years, commenting on which child they believe has a better lifestyle?</p> <p>Marking Point 2 A piece of classwork: Students will have the choice of completing either of the following two questions:</p> <p><u>QUESTION 1</u> Linda Smith is a single mum with two children. She has a small part time job and receives benefits so has a limited family income of £290 a week. Explain how she should prioritise her spending.</p> <p><u>QUESTION 2</u> Many families get themselves into debt. Why does this happen and what would you recommend they do if the parents do not have regular work?</p> <p>Marking Point 3 A home learning task:</p>



	A family's culture, religion and lifestyle can affect a child's development and prospects. Produce a report that compares two children's lives, one child is from a family living in Britain and the other from either a family living in Yemen (a country in the Middle East) or Ethiopia (a country in Africa).
Cultural enrichment	Enrichment: An invitation will be made to older members of the local community where they could talk to students about their lifestyles in the earlier half of the 20 th century.
Character	 <p>Q of S Optimism CV – Self-Help, Self-Responsibility & Democracy</p> <p>Optimism: Teacher feedback, peer assessment and self-assessment tasks will help students aspire further with work completed in lessons as well as giving them the encouragement to develop skills and techniques for answering examination questions at the highest level.</p> <p>Self-help: Self-help sheets will be made available for each lesson. 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> <p>Self-responsibility: As homework learning tasks are set during the half term, students will show self-responsibility in managing their time and showing organizational skills to hand work in on time to be marked.</p> <p>Democracy: Work covered allowing students to look at the function of families and marriage will allow the students the opportunity to discover that all humans have the right to make free choices on issues that will affect themselves.</p>

Autumn 2

Knowledge	<p><u>Baseline information</u></p> <p>Students will know:</p> <p>The various kinds of marriage ceremonies available in Britain: i.e.</p> <ul style="list-style-type: none"> o Christian o Jewish o Muslim o Hindu o Civil <p>The circumstances that may lead to family breakdown. i.e.</p> <ul style="list-style-type: none"> * Low income * Substance abuse / drugs * Unemployment * Ill health * Bereavement * Working mothers * Separation * Divorce <p>Support available for families: i.e.</p> <ul style="list-style-type: none"> * Legal <ul style="list-style-type: none"> o Early Years Services o Health Services * Voluntary <ul style="list-style-type: none"> o Voluntary organizations and charities <p>The process of growing up: i.e.</p> <ul style="list-style-type: none"> o Puberty and adolescence <p><u>RO18 Outcome 1</u> <u>Health and Well Being for Child Development</u></p> <p>Students will know:</p> <p>The structure and function of male and female reproductive systems, i.e.</p> <ul style="list-style-type: none"> *female reproductive system, i.e. <ul style="list-style-type: none"> o ovaries
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	<ul style="list-style-type: none"> o fallopian tubes o uterus/lining of the uterus o cervix o vagina o the menstrual cycle *male reproductive system, i.e. o testes o sperm duct system/epididymis o urethra o penis o vas deferens
Skills	<p>Students will:</p> <ul style="list-style-type: none"> • develop an ability to discuss and empathise with situations leading to family breakdown. • develop an ability to define terminology related to reproduction. • identify the various parts of the reproductive organs and explain their function. • analyse the usefulness of the support offered to families. • develop an ability to recall knowledge through an end of term test.
Assessment	<p>Marking Point 1 A piece of classwork: We have identified and discussed the THREE categories of how family breakdown can affect children. Students are to produce a set of post cards – one for each category of effects. [Relationships between parents and children / Academic achievements of children / Children’s feelings of anxiety and guilt]</p> <p>Marking Point 2 A home learning task: Students will complete the task set for their identified pathway level:</p> <p>Blue Pathway People who are in a relationship that is in crisis often seek intervention and help. Produce a written argument for and against providing any help and guidance that they may look for.</p> <p>Green pathway You have learnt in class that there are many reasons for family life to break down. Investigate what help is available to families in crisis and turn your findings into a one side A5 leaflet.</p> <p>Yellow pathway Gingerbread is one charity out of several that are specifically targeting one parent families. Go on their website and make a list of the things that they offer one parent families in need.</p> <p>Marking Point 3 At a time decided by the school management, all students will sit a progress test of 1 hour 15 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 completed so far as part of unit RO18 will be assessed.</p>
Cultural enrichment	<p>Enrichment: As the students start this term by looking at different types of marriages that take place in Britain, the teacher will make use of a wide range of video clips available showing the different types of services etc. It is hoped that we may be able to invite a religious leader of a faith not commonly known by students to talk about individual marriage ceremonies.</p> <p>The class will devise a fund-raising activity to help support an identified charity that works with families in the locality. The students will then undertake the activity towards the end of the term.</p>
Character	<div style="text-align: center;">  </div> <p>Q of S Empathy CV –Solidarity & Social Responsibility</p> <p>Empathy: Empathy for others will be actively encouraged as the students look at how relationships break down and how it is perceived in the communities that make up Britain’s multicultural society.</p>



Solidarity: Tasks set during the term will frequently ask the students to work as small groups. During these times, it is expected that the students show solidarity towards one another and work as a cohesive group rather than separate individuals.

Social responsibility: When work is covered on family breakdown, the students will be encouraged to consider whether it is society's responsibility to ensure family life is able to carry on with minimum impact on children.

Spring 1

<p>Knowledge</p>	<p>RO18 Outcome 1 Health and Well Being for Child Development Continued: Students will know: The wide range of factors which affect the decision to have children, i.e. * relationship between partners * finance * parental age * peer pressure/social expectations * genetic counselling for hereditary diseases (e.g. Down's Syndrome, cystic fibrosis, sickle cell anaemia, muscular dystrophy)</p> <p>The importance of pre-conception health, i.e. * diet * exercise * healthy weight * dangers of smoking/alcohol/recreational drugs * up-to-date immunisations</p> <p>The roles and responsibilities of parenthood, i.e. *meeting primary needs, i.e. o food o clothing o shelter o warmth o rest/sleep * providing love and nurture * socialisation, customs, values (e.g. patterns of behaviour, social interaction, role models)</p> <p>How to recognise and evaluate methods of contraception, their efficiency and reliability, i.e. *barrier methods, i.e. o male and female condoms o diaphragm or cap *contraceptive pill, i.e. o combined o progestogen-only * intrauterine device and intrauterine system * contraceptive injection * contraceptive patch * contraceptive implant * natural family planning * emergency contraceptive pill</p>
<p>Skills</p>	<p>Students will:</p> <ul style="list-style-type: none"> develop an ability to define terminology related to contraception. investigate and then discuss the issues related to the choices and efficiency of contraception available.
<p>Assessment</p>	<p>Marking Point 1 A piece of classwork Students will complete extended writing task particularly for their pathway level:</p> <p>Blue Pathway Half of all pregnancies in the USA and Great Britain are planned. Discuss the consequences for the other half when pre-conceptual care recommendations are not followed.</p> <p>Green Pathway Explain in a couple of paragraphs why it is important for couples planning to have a baby to follow a set of recommendations for pre-conceptual care.</p> <p>Yellow Pathway</p>



	<p>List the main recommendations that are given to couples when they are planning a pregnancy and give examples of what could happen to a foetus if they are not followed.</p> <p>Marking Point 2 A piece of classwork Using the information available to you, produce a STI leaflet that could be made available for the older teenagers in a Youth Club. Blue pathway students: You are expected in your leaflet to name and describe their symptoms in detail of at least seven kinds of STI's. Also you need to provide details of where treatment can be sought.</p> <p>Green pathway students: You are expected in your leaflet to describe the symptoms of the following common STI's:</p> <ul style="list-style-type: none"> • Chlamydia • Genital warts • Gonorrhoea • Syphilis <p>In addition, you need to explain what a GUM clinic is.</p> <p>Yellow Pathway students You are expected in your leaflet to write about three of the most common STI's found in teenagers – Chlamydia, Genital warts and Herpes. Describe what they look like and where a teenager should go to get treatment.</p> <p>Marking Point 3 A home learning task: Sexually transmitted infections are becoming more common amongst teenagers. Produce a chart that says what these infections are called and the symptoms and what advice should be given to teenagers in order for them to be "sexually safe"?</p>
Cultural enrichment	<p>Enrichment: Use of the school nurse or a sexual health specialist within lessons to discuss with students issues and questions which may arise as a result of lesson content on puberty and adolescence from previous term or contraception from the current term.</p>
Character	<div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Q of S Creativity & Curiosity CV – Openness & Honesty</p> <p>Creativity: Students will be encouraged through their completion of class and home learning tasks to consider various creative ways of presenting the work that they produce.</p> <p>Curiosity: Research and investigation will form a key part of some of the tasks set during lessons. It is envisaged that the students will be naturally curious about topics that they have no prior knowledge of and will develop a range of questions that they would like further information on.</p> <p>Openness and Honesty: Both during the lessons on factors that affect the decision to have children and pre-conception health, students will be asked to show openness and honesty about their own personal feelings about the topics covered. [smoking / use of drugs etc.].</p>
<h2>Spring 2</h2>	
Knowledge	<p>RO18 Outcome 1 <u>Health and Well Being for Child Development</u> Continued: Students will know: How reproduction takes place, i.e.</p> <ul style="list-style-type: none"> o ovulation o conception / fertilisation o implantation o development of the embryo o development of the foetus o multiple pregnancies <p>the signs and symptoms of pregnancy, i.e.</p> <ul style="list-style-type: none"> o missed period o breast changes



	<p>o passing urine frequently o tiredness o nausea</p> <p>RO18 Outcome 2 Understand antenatal care and preparation for birth</p> <p>Students will know: The roles of the different health professionals supporting the pregnant mother, i.e.</p> <ul style="list-style-type: none"> * Midwife * Obstetrician * General Practitioner * Gynaecologist * Paediatrician <p>The importance of antenatal and parenting classes, i.e.</p> <ul style="list-style-type: none"> * preparing for a safe pregnancy and delivery * preparation of both parents for labour and parenthood * role of father/partner in supporting the mother throughout pregnancy and birth * for the birth to be an emotionally satisfying experience * promotion of healthy lifestyle and breastfeeding <p>Routine checks carried out at an antenatal clinic, including scans, i.e.</p> <ul style="list-style-type: none"> * weight check * blood tests * blood pressure * urine test * STIs * examination of the uterus * baby's heartbeat * ultrasound dating scan <p>Specialised diagnostic tests, i.e.</p> <ul style="list-style-type: none"> * ultrasound anomaly scan/mid-pregnancy scan * nuchal fold translucency scan * AFP (alpha fetoprotein) test * CVS (chorionic villus sampling) * Amniocentesis * NIPT blood test (non-invasive prenatal testing)
Skills	<p>Students will:</p> <ul style="list-style-type: none"> • develop an ability to define terminology related to pregnancy. • develop an understanding of how a foetus develops acquiring nutrition via its mother. • explain and evaluate the importance of ante natal care to both a mother and child. • describe what happens during ante natal care. • develop an ability to recall knowledge through an end of term test.
Assessment	<p>Marking Point 1 A piece of classwork Answer the big question! "Is abortion the right thing to do?" Write your reply in the form of an essay. Try to be independent but use the coloured pathway help cards if necessary to structure your answer.</p> <p>Marking Point 2 A home learning task: Eating correctly during pregnancy is important. Produce a chart that states what foods should a pregnant woman avoid and why?</p> <p>Marking Point 3 At a time decided by the school management, all students will sit a progress test of 1 hour 15 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 completed so far as part of unit RO18 will be assessed.</p>
Cultural enrichment	<p>Enrichment: Invitation to new fathers from the school teaching community to attend a question and answer session on their involvement in their partners' pregnancy, labour, birth and subsequent child care.</p>



Character	<div data-bbox="391 313 566 392" data-label="Image"></div> <p>Q of S Responsibility & Reflection CV – Equality & Equity</p> <p>Responsibility: Students will be taught about responsible use of ICT, facilities and other equipment they may need to use throughout the course of lessons. In addition, they will develop responsibility in guiding their own learning, working to meet deadlines and complete the tasks set at the appropriate target level.</p> <p>Reflection: During lessons, students will, before their termly progress test and after the test has been marked and returned, be asked to reflect on where they believe their knowledge and understanding is at and to set personal targets to ensure consolidation occurs.</p> <p>Equality & equity: Students will, during their learning on “ante natal care [role of the antenatal clinic and diagnostic tests]”, be made aware that all women regardless of race, religion, economic background should be treated with equity in the level of care that they receive from the National Health Service in order that their babies will thrive. This in turn ensures equality for all.</p>
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Summer 1

Knowledge	<p>RO18 Outcome 2 <u>Understand antenatal care and preparation for birth</u> Continued: Students will know: The choices available for delivery, i.e. * hospital birth (e.g. Consultant-led units, Midwife or GP-led units, birthing centres) * home birth * domino scheme * Private hospital / independent midwife</p> <p>The stages of labour and the methods of delivery, including pain relief, i.e. * stage 1 – neck of the uterus opens * stage 2 – the birth of the baby * stage 3 – delivery of placenta and membranes * methods of delivery, i.e. o forceps o ventouse o elective/emergency caesarean section • pain relief, i.e. o gas and air (Entonox) o pethidine o epidural anaesthetic o TENS o water birth o breathing and relaxation techniques</p> <p>RO18 Outcome 3 <u>Understand postnatal checks, postnatal provision and conditions for development</u> Students will know: The postnatal checks of the newborn baby, i.e. * Apgar score * skin o vernix * physical checks o weight o length o head circumference o fontanelle o eyes o mouth o feet o fingers</p>
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	<ul style="list-style-type: none"> o hips *reflexes o sucking o rooting o grasp o walking o startle (Moro)
Skills	<p>Students will develop:</p> <ul style="list-style-type: none"> • develop an ability to define terminology related to labour and birth. • review the process of labour and birth, discuss the choices available to a mother during this time and evaluate them.
Assessment	<p>Marking Point 1 A piece of classwork Students will complete an extended writing examination question aimed at their pathway level:</p> <p>Blue Pathway From all of the people that can be present at the birth of a baby, which two do you consider are the most vital to be there? Give at least six reasons for your answer.</p> <p>Green and yellow Pathway Today having the baby's father present at the birth is felt to be important in many cultures. List six reasons why having the father present is better than them being absent.</p> <p>Marking Point 2 A piece of classwork Students will answer the following big question - What makes a good parent? By compiling a list of characteristics or activities that can be identified as necessary for good parenting. AND Choose one of the teenage profiles from the selection at the front of the room, read it and then make the decision whether you think that teenager is a good parent or not.</p> <p>Marking Point 3 A home learning task: Women rarely give birth alone and are encouraged to use a birthing partner. Produce an interesting set of handy postcards for the birthing partners that tells them what will happen during labour and make suggestions of five things that they can do to help during labour and the birthing process.</p>
Cultural enrichment	<p>Enrichment: Use of a variety of "televised" birth programmes to stimulate questions from students on situations arising.</p>
Character	<div style="display: flex; justify-content: space-around;">   </div> <p>Q of S Practice & Resiliency CV – Caring for Others, Self-Help & Self Responsibility</p> <p>Practice: Students will during the term be given as both class and home learning tasks a series of examination questions. By completing these they will have undertaken necessary practice in preparation for the end of year 'Big Test'.</p> <p>Caring for others: Students will occasionally be allocated work buddies. This will entail them working with a student they would not necessarily work with but whom they can offer support to.</p> <p>Self-help & Self responsibility: Students will be encouraged to attend after school clinic sessions to consolidate learning on topics covered earlier in the year where they feel their learning has not been as detailed as it could have been.</p>
Summer 2	
Knowledge	<p>RO18 Outcome 3 Understand postnatal checks, postnatal provision and conditions for development Continued: Students will know: The specific needs of the pre-term (premature) baby, i.e. * baby born before 37 weeks * specific needs, i.e.</p>



	<ul style="list-style-type: none"> o treatment for infection o breathing problems o feeding problems <p>The postnatal provision available for the mother and baby and the postnatal needs of the family, i.e.</p> <ul style="list-style-type: none"> * the role of the father/partner * support from other family and friends * information, advice and support from the GP, Midwife and Health Visitor * postnatal check 6 weeks after birth * 6-8 week review by Health Visitor or Doctor <p>What conditions are required for development, i.e.</p> <ul style="list-style-type: none"> *the importance of the environment to the child and the need for, i.e. <ul style="list-style-type: none"> o love and security o warmth o rest/sleep o exercise/fresh air o cleanliness o stimulation / opportunities to play o opportunities for listening and talking o routine (e.g. bedtime, bath time, feeding) o awareness of Sudden Infant Death Syndrome (SIDS) *the need for acceptable patterns of behaviour and approaches to discipline, i.e. <ul style="list-style-type: none"> o need for boundaries o consideration of others o safety o promoting positive behaviour
Skills	<p>Students will develop:</p> <ul style="list-style-type: none"> • develop an ability to describe the post natal care necessary for mother and child. • develop an ability to recall knowledge through an end of term test.
Assessment	<p>Marking Point 1 A piece of classwork Blue pathway students: Students are to produce an informative piece of work that explains the work undertaken in a neo natal unit. As part of this work, they will need to talk about staffing, specialist equipment and access to parents.</p> <p>Green pathway students: Students will be issued with a series of serious ailments that might be experienced by a baby. They are to identify which pieces of specialist neo natal equipment might be needed in SCBU and describe how it will be used.</p> <p>Yellow pathway students: Students will identify, name and describe a number of specialist pieces of equipment found in a neo natal premature baby unit.</p> <p>Marking Point 2 A home learning task: Stressful situations in a child's life can cause them to become emotionally upset and may hinder their development. Pick three of these situations and describe in an essay how they may be stressful for a child:</p> <ul style="list-style-type: none"> • The arrival of a new baby in the family. • The death of a family member or pet. • Starting school. • Family break-up. <p>Marking Point 3 At a time decided by the school management, all students will sit a progress test of 1 hour 15 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 completed so far as part of unit RO18 will be assessed.</p>
Cultural enrichment	<p>Enrichment: This term is the ideal time for members of staff on maternity leave to come in to lessons and talk with the students about some of the conditions required for the development of babies. In particular PP students will be targeted for small group sessions. In addition, they may be asked to demonstrate bathing the baby and talk about how the routines they have established with their child and its importance.</p>



Character



Q of S
Motivation
CV – Caring for Others, Self-Help & Self Responsibility

Motivation: Students will throughout the course be required to show motivation during the completion of tasks. They will frequently be given the opportunity to challenge themselves and complete tasks that further their expected attainment level.

Caring for others: The first topic being covered in class by the students this term, is all about caring for an infant. Students will be given the opportunity to undertake a practical activity which will show how they could solve feeding problems in children.

Self-help & Self responsibility: Students will be encouraged to attend after school clinic sessions to consolidate learning on topics covered earlier in the year where they feel their learning has not been as detailed as it could have been.