



GREENWOOD ACADEMIES TRUST



Child Development Intent document

Pupils leave a GAT Academy with the academic qualifications & wider skills, characteristics & experiences, which will assist them to lead successful & happy lives

Our Academy Curriculum Principles:



Our curriculum is engineered to ensure pupils are equipped with the qualifications, knowledge, experiences and skills to succeed in life and progress onto meaningful employment with training or further and higher education.

To achieve this our curriculum is designed to be:

- **Broad, ambitious and grounded in the national curriculum** – so that all groups of pupils have access to both academic and vocational programmes of study where challenge, achievement and progress are expected for all.
- **Knowledge rich** – so that all pupils acquire the core knowledge to which they are entitled and the powerful knowledge they need to expand beyond their own experiences
- **Intelligently planned** – sequenced to incrementally build long-term knowledge and develop cross-curricula schema, using evidence-based strategies to maximise learning.
- **Culturally rich** – broadening horizons and exposing pupils to the vast wealth of experiences in the wider global society be that the arts, music, sport and extra-curricular pursuits
- **Character building** – providing opportunities to develop leadership, organisation, resilience, initiative and communication skills from year 7 to 13
- **Context-specific** – so that pupils who are not yet secondary ready, or not yet confident in the English language can rapidly catch up and access the full curriculum, and those with limited opportunities to explore the world beyond Northampton can broaden their horizons.
- **Values-driven** – to develop principled young people who respect others in all their diversity, put kindness at the heart of all their decisions and strive to achieve excellence in all that they do.
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Our academy values are *kindness, respect* and *excellence*

Our Child Development Intent:

Our faculty intent is comprised of following 3 sections:

1. Our vision for the subject/faculty and the purpose it serves for our pupils
2. Defining what the key concepts and core domains of knowledge are, that pupils will learn about
3. The end points our curriculum is working towards



1. Our vision

Our knowledge-rich curriculum will support learners' understanding of the developmental norms of children from birth to five years, as well as the stages and benefits of play. Our teaching and learning will ensure students gain a real insight into all of the challenges, excitement, considerations and responsibility surrounding children's development and the number of agencies and people involved in caring for that development.

We also incrementally build knowledge and builds links with other subjects to help pupils build schema and commit knowledge to long-term memory i.e., The link between theories of how we develop in psychology, nutrition in sport science and care values and systems in Health and social care.

We aim to create a Child Development curriculum that:

- Will foster enthusiasm for the discipline and subsequently prepare students for careers in related fields in Child Care, Health and Social Care, Psychology, Sociology and Biology.
- Enables students to gain a real insight into all of the challenges, excitement, considerations and responsibility surrounding children's' development and the number of agencies and people involved in caring for that development. .
- Supports learners' understanding of the developmental norms from birth to five years and the stages and benefits of play.
- Understand of the different cultures in their community have different principles of childcare and development.
- Develop key skills in communication and initiative , through planning and implementing sessions for children.
- Is values driven and allows students to understand and respect different childcare norms from different countries and cultures, as well as the needs of different disabilities and how this can impact care.
- Encourages multiple approaches to learning, such as practical opportunities and real-life scenarios, which will support students to develop their applied knowledge and practical skills
- Gives opportunities for students to see childcare settings in the community first hand, through visits to local providers. We also aim to give students experiences outside of our local context and

broaden their horizons and experiences through observing childcare practice in different areas of the country and looking at cultural variations in child development values.

- Allows them to gain experience of roles in the childcare sector through visits by key speakers and workers.

2. Our key concepts and core domains of knowledge

Child development (key stage 4)

- **Health and well-being for child development:**
- Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision and conditions for development, childhood illnesses and child safety.
- **Understand the equipment and nutritional needs of children from birth to five years:**
- Gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all of these needs.
- This topic will also cover nutrition and hygiene practices and students will be given the opportunity to investigate feeding solutions, comparing these to nutritional requirements and evaluating the outcomes
- **Understand the development norms of a child from birth to five years:**
- Students will gain knowledge of, and skills in, developing activities to observe development norms in children up to the age of five.
- This topic will include researching, planning and carrying out activities with a child and observing and evaluating these activities, as well as comparing the child to the expected development norms

3. The end points of our curriculum

- Students will develop the essential knowledge and understanding in child development, covering reproduction, parental responsibility, antenatal care, birth, postnatal checks, postnatal provision, conditions for development, childhood illnesses and child safety
- students will gain knowledge of the equipment needs of babies and young children and an understanding of the factors to be considered when choosing appropriate equipment to meet all these needs
- A range of communication, leadership and organisational skills.
- Develop and understanding of nutrition and its importance to the development of a child throughout early life and the impact of this on later life
- Understand how a child's development can be impacted and develop a knowledge of how to observe and support a child through their early years of development.
- The knowledge and skills to be able to continue their studies in further education or to be able to apply and use in their future careers.
- Students will achieve at least a standard pass in their chosen discipline. This is an ambitious aim, but we will strive to ensure that all students achieve their full potential.

