

# Curriculum Summary Document

## Year 11 – Child Development

Module/Unit of Learning	Taught During	What will students learn?	How does this prepare students for success at GCSE?	Links to other Subjects
Developmental Norms	September – October	<p>Students explore typical developmental milestones across physical, cognitive, communication and social-emotional domains. They analyse patterns of development and recognise how progress varies between children, using case examples to build understanding.</p> <p>Students learn how observations support assessment and identify when additional support may be needed.</p>	<p>Students strengthen the core knowledge required for extended exam responses by learning precise developmental terminology and applying it to scenarios.</p> <p>They practise explaining patterns, comparing cases and justifying interpretations—important skills for structured AO2 and AO3 exam questions.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Science: human development</p> <p>PSHE: early childhood and well-being</p>
Observing Children and Writing Conclusions	November – December	<p>Students practise observing children in play and everyday activities, using videos and structured frameworks to record what they see. They learn how to interpret observations, draw conclusions and recognise links to developmental norms.</p>	<p>Students rehearse the analytical skills required for interpreting data and writing structured conclusions. This strengthens their ability to respond clearly to command words such as ‘explain’, ‘analyse’ and ‘evaluate’ in GCSE-style questions.</p>	<p>Oracy: developing precise spoken explanation</p> <p>English: concise and analytical writing</p> <p>Psychology: interpreting behaviour and evidence</p>
Planning a Play Activity	January – February	<p>Students plan an engaging, developmentally appropriate play activity that supports specific areas of learning. They justify their choices and consider safety, resources and sequencing.</p> <p>They also begin preparing for synoptic revision alongside this task.</p>	<p>Students practise structured justification, a key skill for extended written responses. They learn to link choices to intended developmental outcomes, developing the reasoning required for AO2 application questions.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Design Technology: planning and resourcing</p> <p>PSHE: understanding safe environments</p>
Evaluating a Play Activity	February – March	<p>Students evaluate how effectively a planned activity met its developmental aims. They identify strengths, limitations and realistic improvements, using evidence from observation and reflection.</p>	<p>This work builds evaluative thinking that transfers directly to GCSE-style longer responses. Students practise balanced judgement, precise explanation and structured reasoning—key to success on higher-tariff exam items.</p>	<p>Oracy: developing precise spoken explanation</p> <p>English: evaluative writing</p> <p>Psychology: evidence-based reflection</p>

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Revision and Exam Preparation	March – June	<p>Students consolidate understanding of all content through retrieval practice, case-study analysis, sample questions and structured revision strategies.</p> <p>They practise applying knowledge across different contexts to strengthen confidence and fluency for the final written exam.</p>	<p>Students become confident with command words, structured responses and the expectations of AO1–AO3. They work on timing, clarity and logical organisation to maximise marks in the final GCSE exam.</p> <p>They refine vocabulary, practise interpreting scenarios and strengthen recall of key developmental concepts.</p>	<p>Oracy: developing precise spoken explanation</p> <p>English: extended structured responses</p> <p>PSHE: health, relationships and development</p>
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