

Curriculum Summary Document

Year 10 – 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
Pre-conception Health, Reproduction and Child Safety	September – October	<p>Students learn the key factors influencing pre-conception health for both men and women, including lifestyle choices, folic acid and immunisation.</p> <p>They study reproductive structures, ovulation, fertilisation and early development, and recognise the signs of pregnancy. Students also investigate common childhood illnesses, their symptoms and appropriate responses, and explore how to identify hazards and create safe, child-friendly environments.</p>	<p>This unit builds the core factual knowledge required for the examined component of the Cambridge National course.</p> <p>Students practise applying understanding to scenarios, interpreting health information and explaining causes and consequences—skills that mirror exam-style short and extended responses. The focus on risk, safety and health also prepares students for the evaluative demands of later NEA tasks.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Science: human biology and health</p> <p>PSHE: understanding healthy choices</p>
Coursework: Safe Environments (Tasks 1–2)	November – December	<p>Students explore why accidents occur in childcare settings and plan how to create a safe environment for young children.</p> <p>They identify hazards, justify safety choices and begin to apply research skills when selecting equipment appropriate for different ages.</p>	<p>Students develop the applied skills required for NEA success, including research, justification and structured communication.</p> <p>They learn how to interpret assignment briefs, organise evidence and explain reasoning clearly, supporting progression into higher-mark NEA work.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Design Technology: safe use of equipment</p> <p>Health & Social Care: risk assessment principles</p>
Coursework: Nutrition and Meal Planning (Tasks 2–3)	January – February	<p>Students examine nutritional needs from birth to five, including government guidance, essential nutrients and appropriate food choices.</p> <p>They apply this knowledge by planning feeds or meals and considering equipment, safety, hygiene and the practicalities of food preparation.</p>	<p>Students strengthen their ability to apply knowledge to practical contexts and justify decisions using accurate terminology.</p> <p>They rehearse the structure of NEA responses and practise explaining processes in ways that support later exam performance.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Food Technology: nutrition and food handling</p> <p>Science: human development</p>

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Coursework: Practical Feed/Meal and Evaluation (Tasks 3–4)	February – March	<p>Students develop a full plan for preparing a feed or meal, demonstrating understanding of nutrition, equipment, hygiene, safety and the needs of young children.</p> <p>They complete a practical task and evaluate strengths and weaknesses, offering justified improvements.</p>	<p>This unit builds the evaluative and reflective skills assessed in NEA mark bands.</p> <p>Students refine structured written explanations and learn how to evidence decisions clearly, supporting success across assessed components.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Food Technology: practical preparation</p> <p>PSHE: healthy living</p>
Antenatal Care and Preparation for Birth	April – June	<p>Students investigate antenatal care, including routine checks, screening and diagnostic tests, and the role of health professionals.</p> <p>They explore birth options, signs of labour, pain relief and the responsibilities of a birth partner.</p>	<p>Students consolidate required theory for the examined component.</p> <p>They practise explaining processes, comparing options and interpreting health information—skills that map directly onto command words used in exam questions.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Science: reproduction and health screening</p> <p>PSHE: family and relationships</p>
Postnatal Checks, Care and Early Development Needs	July	<p>Students learn the immediate and early postnatal checks for mother and baby, the role of the health visitor and how emotional and physical needs are supported in the first weeks.</p> <p>They explore the conditions that enable children to thrive, including love, security, stimulation, routine and healthy living.</p>	<p>Students complete their theoretical foundation for the examined unit and refine their understanding of developmental needs.</p> <p>They practise structuring explanations using precise terminology, preparing them for extended exam responses in Year 11.</p>	<p>Oracy: developing precise spoken explanation</p> <p>Science: human development and health</p> <p>Health & Social Care: roles of professionals</p>