



Progression Map – Child Development

Curriculum Intent

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all of our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

The Child Development curriculum intends to:

Develop students' understanding of how children grow, develop and are supported from birth to 5 years. Students will explore physical, emotional, language, cognitive and social development, alongside the importance of play, and the ways adults can support inclusive learning. The course equips students with knowledge of real-life childcare practices, preparing them for further study or careers in early years, education or health professions.

Lessons build progressively, incorporating both theoretical knowledge and practical application. Students will develop key transferable skills including empathy, communication, research, planning, safeguarding and problem-solving skills. Opportunities for experiential learning, research and applied tasks support students in becoming reflective and knowledgeable learners.



		By the end of Year 10	By the end of Year 11
Knowledge and Skills	Children's growth and development milestones (0-5 years)	Students will explore aspects of growth and development across the three life stages: 0-18 months, 18months – 3 years, 3 – 5 years. Learners should be able to distinguish growth from development. They will understand how height, weight and head circumferences are measured and recorded, including the purpose of the Personal Child Health Record. Students will explore expected milestones from birth to five years across the five areas of developments: physical, intellectual/cognitive, language and communication, emotional, social, using PILES as an acronym. Students will explain how the areas are interrelated and use age-related evidence to identify a child's current and next expected milestones in Pearson's Controlled Assessment for Component 1.	Students will continue to explore children's growth and development using PILES as an acronym when applying to Set Assessments and external examinations. They will revisit the sequence and rate of development when applying prior learning synoptically to Component 3 (external exam). They will analyse how progress or delay in one area can influence the other areas and select accurate evidence from individual's child profiles. This knowledge will support justified recommendations for inclusive play, learning and development.
	Factors affecting growth and development	Students will explore how children's overall development is affected by a range of different physical, environmental, social and financial factors. Students will learn how individuals adapt to these changes. Students will learn about different types as well as sources of support. Students will use the knowledge of life events and how to adapt to them, to write their Pearson's Controlled Assessment for component 1.	Students will recap factors in Component 3, linking individual circumstance to delayed or unmet milestones. They will also make links between factors and participation and learning before judging suitable support and adaptations.



KS4 in Child Development



Learning through play and the role of adults

Students will begin Component 2: Learning through play by exploring the stages of play: unoccupied, solitary, spectator, parallel and associative and cooperative play.

Students will investigate types of play, including sensory, physical, imaginative, symbolic, technological/investigative and construction play. They will explain how play supports the five areas of development (PILES).

Students will consider play in home and early years environments, suitable resources, the role of adults and the planning of age-appropriate activities for an individual child or a group.

Students will complete and apply Component 2 knowledge using realistic vocational case studies.

Students will revisit stages and types of play and select experiences appropriate to children's ages, interests and developmental stages.

Students will plan clear learning outcomes and choose safe, motivating and age-appropriate resources.

Students will explain preparation, implementation, tidying away and health and safety requirements.

Students will analyse the adult's role in modelling language, questioning, demonstrating, joining play, promoting independence, sharing and turn-taking.

Students will compare adult-led, adult-initiated and child-initiated play, recognising the benefits and disadvantages of each approach.

Students will use this knowledge to complete the Pearson Set Assignment for Component 2 and justify how planned activities promote learning and development.



KS4 in Child Development



Individual needs, inclusion, safe environments and adaptations

Students will be introduced to the principle that every child is unique and may require different levels or types of support to participate fully in play and learning.

Students will consider children's rights, positive relationships and the responsibility of adults to provide safe and inclusive experiences through safeguarding, equality and diversity.

Students will study Component 3: Supporting Children to Play, Learn and Develop and investigate individual needs that may affect participation:

- Physical needs, including mobility, sensory and medical needs
- Intellectual and cognitive needs, including difficulties processing, remembering or completing tasks
- Communication and language needs, including speech, language, hearing and English as an additional language
- Social and emotional needs, including confidence, attachment, behaviour, relationships and self-regulation.

Students will explain how individuals circumstances affect play, learning and development including:

- Premature birth, illness, disability and developmental delay
- Changes in family structure, bereavement, moving houses or separation
- Limited experiences, poverty, discrimination or reduced access to services and resources.

Students will adapt activities, resources and environments to remove barriers and promote inclusion.

Adaptions will include:

- Modified equipment, sensory resources, visual prompts, signs, symbols and alternative communication.
- Accessible indoor and outdoor spaces, appropriate noise levels, layout, lighting and positioning of resources.
- Adult support, demonstrations, repetition, simplified instructions, choice, encouragement and peer interaction.

Students will apply health and safety, safeguarding, risk assessment and positive risk-taking principles before making justified recommendations.



KS4 in Child Development



	Extended writing	Students will begin to write extended pieces that describe milestones, explain links between factors and the areas of development (PILES). They will also apply knowledge to a named child and vocational context, using key terminology that has been taught and assessed. Scaffolded support is available to learners and will include sentence starters, paragraph structures, model answers, and step-by-step planning. Scaffolds will be gradually reduced as confidence and independence improves. Students will develop research, note-making and written communication skills to recall their knowledge and apply this to the child in the case study. Students will continue to practice writing at length during term 3 whilst working on their content retrieval for component 2. This will further enhance their skills for their second Pearson's Set Assessment in year 11.	Students will continue to write extended pieces based on children learning through play and the role of adults. Students will be assessed on their ability to use key terminology and application throughout. Scaffolded support is available such as sentence starters and step by step structure guides that for many will be embedded practice, continuing their skillset. Students will write extended pieces for their Pearson's Set Assessment. They will use the skills from year 10 to recall their knowledge and apply this to their set assessment tasks. Students will continue to practice writing at length during term 3 whilst working on their content retrieval for their external examination in term 3. This will allow students to access higher mark bands for extended exam questions.
	Assessment	Component 1: Children's Growth and Development Assessment in Year 10 is worth 30% of their overall grade. The window to complete the assessment is during term 2 with time for independent exploration of key themes, note taking and 6-hours of supervised write-up. The assignment is worth 60 marks, marked by class teachers and externally moderated by Pearson. Component 2 content is introduced after component 1 so that knowledge and skills build cumulatively. Component 2 is also assessed through Pearson-set assessment which is worth 30%. 60% of the overall grade is based 40% of the overall grade is based on an external examination – Component 3 which is synoptically assessed. Progress is monitored through retrieval practice, vocabulary checks, case-study question, extended writing, practice tasks and internal standardisation. Learners will sit mock examinations and regularly practice questioning.	Component 2: Learning Through Play is worth 30% of their overall grade. This component is assessed through a Pearson-Set Assignment. The window to complete the assessment is during term 1 with time for independent exploration of key themes, not taking and 6 hours of supervised write-up. Component 3 is worth 40% of the overall grade and is based on an external examination. This is assessed throughout KS4 using retrieval practice through SENECA, in-class quizzing and practice questioning including mock examinations. Mock examination will occur in Term 2.



KS4 in Child Development



	Knowledge and Skills Revisited	All knowledge during year 10 term 1 is newly acquired. Recall strategies will be used to ensure that students can retrieve key information ready for their Set Assessment. This will ensure During term 2, students will revisit the key knowledge from term 1 to apply this to their Pearson's Set Assessment. TEAMS and homework booklets are used consistently to revisit key terminology to ensure that retrieval practice is an ongoing element to improve student recall. Technical vocabulary will be revisited consistently, including growth, development, milestone, holistic, interrelated, cognitive, communication, environmental, social and financial factors. Extended writing skills will be developed throughout the three terms including paragraph structure, sentence starter and application skills. Skills organisers and templates will be in place to scaffold these skills effectively.	Recall strategies will enable students to retrieve Component 1 and Component 2 knowledge for the Synoptic Component 3 examination, including milestones, factors, play types, learning opportunities, adult roles and activity planning. TEAMS and homework booklets are used consistently to revisit key terminology to ensure that retrieval practice is an ongoing element to improve student recall. Extended writing skills will be developed throughout the three terms including paragraph structure, sentence starter and application skills. Skills organisers and templates will be in place to scaffold these skills effectively.
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