



BBG Academy Curriculum 2025-2026 – Child Development

This document contains details of how the subject is sequenced over the years of delivery. Included are assessment points and the prior learning that will be included in these assessments. It also includes where topics are revisited to maximise student retrieval and retention. Along with curriculum content, opportunities to develop links with careers are also identified in order to bring the relevance of the curriculum into the wider life context.

Curriculum Intent Statement

The Child Development curriculum at KS4 is designed to equip students with a comprehensive understanding of how children grow, develop, and learn from birth to five years. It aims to develop students' knowledge, empathy, and practical skills necessary for working with or caring for young children, while also fostering transferable skills applicable to a range of future career and life contexts.

GCSE assessment dates

Assessment week 1 – 06.10.25

Assessment week 2 – 12.01.26

Term	Content	Sequencing	Assessment	Careers links & Experiences
<p>Summer 2 4 weeks</p>	<p>R058 - Plan and preparing a feed/meal</p> <ul style="list-style-type: none"> • Equipment • Ingredients and quantities • Safety • Hygiene • Personal • Environment <p>R058 - How to evaluate planning and preparation of a feed/meal.</p> <ul style="list-style-type: none"> • Strengths/weaknesses • Improvements/changes 	<p>Previous topics built on in this topic:</p> <p>Subject Terminology:</p> <p>Teat</p> <p>Sterilisation</p> <p>Bacteria</p> <p>Formula</p> <p>Bottle</p> <p>Bottle neck</p> <p>Dehydration</p>	<p>Consolidation/Summative assessment:</p> <p>Blooket (memory/Development)</p> <p>Retrieval activities (memory/Development)</p> <p>Practical making of bottle</p> <p>Assessment Observation</p> <p>R058 OCR-set assignment 4</p>	<p>Careers link:</p> <p>Nursery Nurse</p> <p>Midwife</p> <p>Health Visitor</p>
<p>Autumn 1 8 weeks</p>	<p>R058 - Essential equipment and factors for choice</p> <ul style="list-style-type: none"> • Types of Essential Equipment <ul style="list-style-type: none"> ○ Travelling ○ Sleeping ○ Feeding ○ Changing ○ Indoor and outdoor playing • Factors affecting suitability and choice: <ul style="list-style-type: none"> ○ Age and weight appropriateness ○ Safety ○ Design ○ Durability ○ Cost <p>R058 - Choosing suitable essential equipment for a childcare setting – Working on OCR-set assignment</p> <p>R058 - Plan to create a safe environment in a childcare setting</p> <ul style="list-style-type: none"> • Reasons why accidents happen in a childcare setting: <ul style="list-style-type: none"> ○ The environment 	<p>Previous topics built on in this topic:</p> <p>Plan, prepare and evaluate a feed/meal</p> <p>(Building on skills developed)</p>	<p>Consolidation/Summative assessment:</p> <p>Blooket (memory/Development)</p> <p>Retrieval activities (memory/Development)</p> <p>R058 OCR-set assignment Task 1</p>	<p>Careers link:</p> <p>Nursery Nurse</p> <p>Health Visitor</p> <p>Doctor</p>

	<ul style="list-style-type: none"> ○ Lack of supervision or untrained staff ○ Safety equipment ○ Untrained staff ○ As part of a child’s development ● Types of childhood accidents: <ul style="list-style-type: none"> ○ Choking and suffocation ○ Burns ○ Falls ○ Electric shocks ○ Drowning ○ Poisoning ○ Cuts and grazes ○ Trapped fingers ● Plan to prevent accidents in a childcare setting: <ul style="list-style-type: none"> ○ Different areas in a childcare setting ○ Appropriate equipment for the area ○ Placement of equipment in the area ○ Supervision/staffing requirements for the area ○ Safety considerations ○ Reasons for plan choices <p>R057 - 1.1 Factors affecting pre-conception health for woman and men</p> <ul style="list-style-type: none"> ● Weight ● Smoking ● Drinking alcohol ● Taking recreational drugs ● Parental age <p>R057 - 1.2: Other factors affecting the pre-conception health for women</p> <ul style="list-style-type: none"> ● Folic acid ● Up to date immunisations <p>R057 - 1.3 Types of contraception methods and their advantages and disadvantages</p> <ul style="list-style-type: none"> ● Barrier methods <ul style="list-style-type: none"> ○ Male condoms ○ Female condoms ○ Diaphragm or cap ● Hormonal methods <ul style="list-style-type: none"> ○ Contraceptive pills <ul style="list-style-type: none"> ▪ Combined pill ▪ Progesterone only pill (POP) ○ Contraceptive injection ○ Contraceptive implant ○ Intrauterine device ○ Intrauterine system ○ Emergency contraceptive pill ● Natural family planning <ul style="list-style-type: none"> ○ Temperature method ○ Cervical mucus method 	<p>Subject Terminology:</p> <p>Travelling Sleeping Feeding Changing Indoor and outdoor play Durability Age appropriateness Weight appropriateness Chocking Suffocation Burns Falls Electric shocks Drowning Poisoning Cuts Grazes Trapped fingers Childcare Risk assessments Weight Smoking Alcohol Recreational drugs Parental age Folic Acid Immunisations Barrier method Condom Diaphragm Cap Contraceptive Combine pill Progesterone Intrauterine device Intrauterine system Natural family planning Cervical mucus</p>	<p>Blooket (memory/Development) Retrieval activities (memory/Development) R058 OCR-set assignment Task 2</p> <p>Six a day starter (whiteboard assessments) (memory/Development)</p> <p>Blooket (memory/Development) Retrieval activities (memory/Development) GCSE structured questions</p>	
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	<ul style="list-style-type: none"> ○ Calendar method 		<p>Mock Assessment week 1 - 06.10.25</p> <p>GCSE past paper based on Pre conceptual health, Contraception, Child friendly environment</p>	
<p>Autumn 2 7 weeks</p>	<p>RO58 - 3.1 Current Government dietary recommendations for healthy eating for children from birth to five years</p> <ul style="list-style-type: none"> • Eatwell guide • 5 a day • British Nutritional Foundation recommendations • Updated recommendations as published in the future <p>RO58 - 3.2 Essential nutrients and their functions for children from birth to five years</p> <ul style="list-style-type: none"> • Proteins • Carbohydrates • Fats • Vitamins A, B, C, D, E and K • Minerals: calcium, iron, zinc • Fibre • Water • Food Sources to meet nutritional needs for: <ul style="list-style-type: none"> ○ Birth to 6 months ○ 1 to 5 years <p>RO57 - The structure and function of the female reproductive system</p> <ul style="list-style-type: none"> • Ovaries • Fallopian tubes • Uterus/womb • Cervix • Vagina • The menstrual cycle <p>RO57 - The structure and function of the male reproductive system</p> <ul style="list-style-type: none"> • Testes • Sperm duct/epididymis • Urethra • Penis • Vas deferens • Seminal vesicle <p>RO57 - How reproduction takes place</p> <ul style="list-style-type: none"> • Ovulation 	<p>Consolidation/Summative assessment:</p> <p>Blooket (memory/Development) Retrieval activities (memory/Development) RO58 OCR-set assignment Task 3</p> <p>Previous topics built on in this topic:</p> <p>Current Government dietary recommendations for healthy eating for children from birth to five years</p> <p>Subject Terminology:</p> <p>Proteins Carbohydrates Fats Vitamins A, B, C, D, E and K Minerals: calcium, iron, zinc Fibre Water Eatwell guide 5 a day British Nutritional Foundation recommendations Ovaries Fallopian tubes Uterus/womb Cervix Vagina Menstrual cycle Testes Sperm duct/epididymis Urethra Penis Vas derens Seminal vesicle Fraternal Identical</p> <p>Previous topics built on in this topic:</p>	<p>Careers link:</p> <p>Dietician Health professional</p> <p>Blooket (memory/Development) Retrieval activities (memory/Development) GCSE structured questions</p>	

	<ul style="list-style-type: none"> • Conception/fertilisation • Implantation • Development of the embryo and foetus: <ul style="list-style-type: none"> ○ Amniotic fluid ○ Umbilical cord ○ Placenta • Multiple pregnancies • Identical • Non identical/fraternal 	<p>The structure and function of the female reproductive system</p>		
<p>Spring 1 6 weeks</p>	<p>R059 - 1.1 The expected development norms from one to five years for the following developmental areas</p> <ul style="list-style-type: none"> • Physical development <ul style="list-style-type: none"> ○ Gross motor skills ○ Fine motor skills • Intellectual development <ul style="list-style-type: none"> ○ Language ○ Reading and writing ○ Communication ○ Number skills • Social development <ul style="list-style-type: none"> ○ Communicating with others ○ Acceptable behaviour ○ Sharing ○ Independence/self-esteem <p>R059 - 2.1 The stages of play</p> <ul style="list-style-type: none"> • Solitary • Parallel • Associate • Co-operative <p>R059 - 2.2 The types of play</p> <ul style="list-style-type: none"> • Manipulative play • Co-operative play • Imaginative play • Physical play • Creative play <p>R059 - 2.3 How play benefits development</p> <ul style="list-style-type: none"> • Physical development • Intellectual development • Social skills • Creative skills 	<p>Previous topics built on in this topic:</p> <p>Developmental norms</p> <p>Previous topics built on in this topic:</p> <p>Developmental norms</p> <p>Stages of play</p> <p>Conditions for development</p> <p>Subject Terminology:</p> <p>Physical Intellectual Language Social Confidentiality Developmental norms Gross motor Fine motor Pincer grip Palm pincer</p>	<p>Mock Assessment week 2 12.01.26</p> <p>GCSE past paper based on Pre conceptual health, Contraception, Child friendly environment, Structure and function of male and female reproductive system, How reproduction takes place,</p> <p>Consolidation/Summative assessment:</p> <p>Blooket (memory/Development) Retrieval activities (memory/Development) R059 OCR-set assignment task 1 Assessment Observation</p>	<p>Careers link:</p> <p>Nursery nurse</p> <p>Midwife</p> <p>GP</p> <p>Health visitor</p> <p>Obstetrician</p>

	<ul style="list-style-type: none"> ○ Ultrasound scans <ul style="list-style-type: none"> ▪ Dating ▪ Anomaly ○ Nuchal fold translucency scan ○ Triple test ○ Non-Invasive Prenatal Testing (NIPT) ● The reasons for diagnostic tests and what conditions they can identify <ul style="list-style-type: none"> ○ Amniocentesis ○ Chorionic villus sampling (CVS) <p>R057 - The purpose and importance of antenatal (parenting) classes</p> <ul style="list-style-type: none"> ● Prepares both parents for labour and parenthood ● Promotes healthy lifestyle and diet ● Food to avoid during pregnancy ● Provide advice on feeding and caring for the baby <ul style="list-style-type: none"> ○ Why breast feeding is encouraged for at least the first two weeks <p>R057 - The choices available for delivery</p> <ul style="list-style-type: none"> ● Hospital birth ● Home birth 	<p>Previous topics built on in this topic: Purpose and importance of antenatal classes</p> <p><u>Subject Terminology:</u></p> <p>Period Nausea Urine Tiredness Antenatal General practitioner Midwife Obstetrician Breast Examination Uterus Ultrasound Dating Anomaly Nuchal fold translucency scan Triple test Non-Invasive Prenatal test Amniocentesis Chorionic villus sampling Labour Parenting classes</p>		
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		Pregnancy Delivery		
Spring 2 6 weeks	<p>R059 - 4.1 Plan and evaluate play activities</p> <ul style="list-style-type: none"> Plan play activities for a chosen area of development: <ul style="list-style-type: none"> Chosen activity Reason for choice Aims Developmental area Timing Safety considerations Appropriate resources How the activity will be introduced to the child <p>R059: 4.1 Planning – working on completion of OCR-set assignment</p> <ul style="list-style-type: none"> How to evaluate plans for play activities: <ul style="list-style-type: none"> Using feedback from others Using self-reflection Were the aims met? Successes, strengths and weaknesses Changes or recommendations to improve activity and planning <p>R057 - The role of the birth partner in supporting the mother through pregnancy and birth</p> <ul style="list-style-type: none"> Physical support Emotional support <p>R057 - The methods of pain relief when in labour</p> <ul style="list-style-type: none"> Epidural anaesthetic Gas and air (Entonox) Pethidine TENS <p>R057 - The signs that labour has started</p> <ul style="list-style-type: none"> A show Waters breaking Contractions start <p>R057 - The three stages of labour and their physiological changes</p> <ul style="list-style-type: none"> Stage 1: Neck of the uterus opens Stage 2: Birth of the baby Stage 3: Delivery of placenta <p>R057 - The methods of assisted birth</p> <ul style="list-style-type: none"> Forceps Ventouse Episiotomy Elective/ emergency caesarean section <p>R057 - Postnatal checks, postnatal care and the conditions for development</p> <ul style="list-style-type: none"> Apgar score 	<p>Previous topics built on in this topic: Plan, prepare and evaluate a feed/meal Plan to create a safe environment in a childcare setting (Building on skills developed)</p> <p>Previous topics built on in this topic: Purpose and importance of antenatal classes The choices available for delivery</p> <p>Previous topics built on in this topic:</p>	<p>Consolidation/Summative assessment:</p> <p>Blooket (memory/Development) Retrieval activities (memory/Development) R059 OCR-set assignment Task 2a</p>	<p>Careers link:</p> <p>Nursery nurse Teacher Midwife GP Health visitor Obstetrician</p>

	<ul style="list-style-type: none"> • Skin <ul style="list-style-type: none"> ○ Vernix ○ Lanugo • Weight • Length • Head circumference • Physical examination: <ul style="list-style-type: none"> ○ Feet ○ Fingers ○ Hips ○ Eyes ○ Heart ○ Testicles in boys ○ Fontanelle • Heel prick test (blood spot test) • The role of the Health Visitor in supporting the new family including: <ul style="list-style-type: none"> ○ Safe sleeping - Sudden Infant Death Syndrome (SIDS) and how to reduce the risk • How partner, family and friends can provide physical and emotional support • The purpose of the mother’s ‘6 week postnatal check’ with the GP <p>R057 - The developmental needs of children from birth to five years</p> <ul style="list-style-type: none"> • Warmth • Feeding • Love and emotional security • Rest/sleep • Fresh air • Exercise • Cleanliness/hygiene • Stimulation • Routine <ul style="list-style-type: none"> ○ Bath time ○ Feeding • Shelter/home • Socialisation/play • Opportunities for listening and talking • Acceptable patterns of behaviour 	<p>Reasons for routine tests/checks and what conditions they identify Purpose and importance of antenatal classes</p> <p>Subject Terminology:</p> <p>Intellectual Solitary Parallel Associate Co-operative Manipulative play Co-operative play Imaginative play Physical play Creative play Physical development Intellectual development Social skills Creative skills Narrative Checklist Snapshot Time sample Participative Non-Participative Expected norms Postnatal APGAR Vernix Lanugo Head circumference Testicles Fontanelle Heel prick</p>		
<p>Summer 1 8 weeks</p>	<p>R059 - 4.1 Evaluating play activities. – working on completion of OCR-set assignment</p> <p>R057 4.1 Recognise general signs and symptoms of illness in children</p> <ul style="list-style-type: none"> • Key signs and symptoms and treatment of: <ul style="list-style-type: none"> ○ Mumps ○ Measles ○ Meningitis ○ Tonsillitis ○ Chickenpox ○ Common cold ○ Gastroenteritis • Key signs and symptoms of when to seek emergency medical help to include: <ul style="list-style-type: none"> ○ Breathing difficulties 	<p>Previous topics built on in this topic:</p> <p>Subject Terminology:</p> <p>Mumps Measles Meningitis Tonsillitis Chickenpox Common cold Gastroenteritis BSI kite mark Lion mark</p>	<p>Consolidation/Summative assessment:</p> <p>Blooket (memory/Development) Retrieval activities (memory/Development) OCR-set assignment Task 2b GCSE structured questions Past papers</p>	<p>Careers link:</p> <p>Nursery nurse GP Health visitor Teacher</p>

	<ul style="list-style-type: none"> ○ Unresponsive ○ Limp ○ High fever ○ Seizures/fitting <p>R057 4.2 How to meet the needs of an ill child</p> <ul style="list-style-type: none"> ● Physical needs ● Social needs ● Emotional needs ● Intellectual needs <p>R057 4.3 How to ensure a child-friendly safe environment</p> <ul style="list-style-type: none"> ● What a hazard is ● Recognise common hazards and how these can be prevented <ul style="list-style-type: none"> ○ Within the home: <ul style="list-style-type: none"> ○ Kitchen ○ Toilets/bathroom ○ Stairs ○ Play areas/garden ● Roads ● The importance of safety labelling <ul style="list-style-type: none"> ○ BSI kite mark ○ Lion mark ○ Age advice symbol ○ CE symbol and UKCA ○ Children’s nightwear labelling <p>R057 Exam revision</p>	<p>Age advice symbol CE symbol and UKCA Children’s nightwear labelling Breathing difficulties Unresponsive Limp High fever Seizures/fitting Physical needs Social needs Emotional needs Intellectual needs</p> <p>Previous topics built on in this topic: Plan to create a safe environment in a childcare setting</p>	<p>Formal GCSE examinations</p>	
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