

Empowering students to support children's growth, safety, and learning, preparing them for future roles in early years settings

The Child Development curriculum at Salford City Academy is highly ambitious, engaging, and inspiring, following the NCFE Key Stage 4 curriculum. We intend to provide students with the knowledge and skills required to work with children, support the development of children, know how to keep them safe, and promote their development. The curriculum is designed to develop students' curiosity about the early years sector. We aim to offer breadth and depth of study, incorporating a key core of knowledge and providing opportunities to acquire a number of practical and technical skills.

Students will acquire knowledge and skills in nine key content areas to develop an understanding of holistic child development, identify factors that influence child development, understand legislation in the early years, promote care routines and activities to support the child, provide an understanding of the expectations of an early years practitioner and their roles and responsibilities in a childcare setting, develop an understanding of the importance of observations in early years childcare and understand the purpose of planning in early years childcare.

Curriculum Principles

The Child Development Curriculum at Salford City Academy is underpinned by the following curriculum principles:

Entitlement: The planned curriculum at SCA includes a breadth of knowledge relating to Child Development. Declarative knowledge ('knowing that') and procedural knowledge ('knowing how') are identified, sequenced, and connected in the curriculum. This best prepares students for life beyond Salford City Academy and empowers them to make a positive contribution to society.

Coherence: We have carefully considered our approach to delivering this course. Topics have been sequenced logically and structured to allow learners to build on prior knowledge. Clear links between the units have been highlighted throughout this scheme of learning to ensure teachers take advantage of opportunities to revisit prior knowledge outside the unit currently being delivered. We also provide frequent retrieval opportunities in lessons to ensure knowledge and understanding of key topics are recapped to help embed understanding and ensure learners achieve their best at key assessment points for this course.

Mastery: We ensure that core knowledge, skills and concepts are secure before moving on. Students revisit prior learning to consolidate knowledge and apply their understanding in new contexts.

Adaptability: The core content – the 'what' – of the curriculum is stable, but we bring it to life with practical elements and use relatable examples where possible. The 'how' is the consideration of how we deliver the lessons with tailoring needed for individual classes and students.

Representation: All our students should see themselves in our curriculum, and our curriculum takes all our students beyond their immediate experience. Explicit and regular reference to many other subjects across the wider curriculum provides the opportunity for students to make links across subjects and build their schema of knowledge. This can be evident in Biology, where students will learn about genetic inheritance and biological factors which can affect development, and Geography, where students will discuss how environmental factors can affect development and what the possible impacts are of growing up in a rural or city setting.

Education with Character: Students will have the opportunity to explore Child Development beyond the classroom in a range of different ways. One of the main ways this is conducted is through external visits to Early Years Settings.