

Curriculum

BTEC CPLD is offered as an option subject at Key Stage 4 to all students.

Year 10

The purpose of the Y10 curriculum is to provide an understanding of the main areas of CPLD and to allow students to develop a basic knowledge of different sectors, services and stages of growth and development. Within Y10 students will complete all of Unit 1 (exam) and Unit 2 (assignment).

***Within terms 2 and 3 students who need to attempt a re-sit for the Feb exam will be conducting independent study and revision on the content. Staff will provide interventions and exam slam sessions in line with the P6/intervention calendar to support them.**

Term 1 –

Unit 1 – Patterns of Children’s Development (Exam date JAN – Resit MAY)

Learning Aim A, B and C –

Students are introduced to the terms growth and development and the different age groups. They will learn about the different areas of development and learn about what children are supposed to do at each stage of growth. Students will then learn about how the different areas of development link together and how some areas of development support others. Students will also learn and develop their exam technique by practicing exam questions and modelling using materials from the exam board.

Within the second learning aim students will learn about the characteristics of children’s development. This is separated into different age groups and developmental areas; this information is key to the rest of the course and success in the exam. Students will be constantly quizzed and tested on these milestones to ensure they are fully prepared for the exam and future units. This is a substantial learning aim and therefore a significant amount of time is spent applying knowledge to exam questions and ensuring retention of content. Students will also learn the content of learning aim C in preparation for the exam in January. This includes theory about how adults support development and the role they play in supporting each area of development. Towards the Christmas term students will sit mock exams and these will allow teachers to pick out areas of improvement to further develop.

Term 2 –

Unit 2 – Promoting children development through play

Learning Aim A

Within this learning aim students will understand how children of different ages play and how adults support them. They also focus on a case study as part of their assessment to be able to apply their knowledge and look at the suitability of the different activities for different ages.

Key command words featured in this LA: Describe, Explain and Assess

Learning Aim B

Building upon the previous aim, students develop knowledge of how different methods and types of play support the areas of development.

Key command words featured in this LA: Describe, Explain and Assess

Term 3 -

Unit 2 – Promoting children’s development through play

Learning Aim C

Within this learning aim students focus on how play is structured in early year’s settings to promote children’s development. There will be plenty of case studies and examples to allow students to fully understand and contextualise the theory.

Key command words featured in this LA: Describe, Explain and Assess

Year 11 -

In year 11 the focus will be on the more heavily weighted Unit 3 assignment (60GLH).

Term 1 –

Unit 3 – The principles of early years practice

Learning Aim B

Within this new unit students are exploring what inclusive practice is and the way in which it supports children to develop within settings. They study the positive aspects of inclusive practice as well as what might happen if the setting isn’t inclusive of all needs. They specifically look at how non-inclusive practice might affect outcomes and the ways in which it can be implemented within settings.

Key command words featured in these LA’s: Describe, Explain and Compare, Assess

Learning Aim C

Within this learning aim students will study the importance of empowerment and why early years settings empower children. This moves onto examples of how settings empower and examples of how this can help development, students will use case studies to apply their knowledge for their assignment.

Key command words featured in this LA: Describe, Explain and Assess

Learning Aim D

This final learning aim brings together the reasons and theory behind the key person approach, which concludes the principles of early years practice. Students will understand what the key person approach is and the main role of a key person in a setting. Finally, this learning aim investigates how the key person approach can support and benefit a child’s development.

Key command words featured in this LA: Describe, Explain, Assess and Evaluate