

## *Teacher Resource Bank*

# **GCSE Home Economics: Child Development**

## Schemes of Work



## Scheme of Work

### Introduction

Schemes of work are individual and may need to be adapted to suit individual teaching situations. The following are purely suggestions of how the subject content of the specification could be delivered. Schools are free to approach the subject content in any order and should base planning on their own needs to meet timetable restrictions, internal examinations, work experience, activity weeks etc.

The subject content is divided into five areas:

- 3.1 Parenthood
- 3.2 Pregnancy
- 3.3 Diet, health and care of the child
- 3.4 Development of the child
- 3.5 Support for the parent and child

Candidates and teachers should be aware of the interrelationship between the five areas.

Delivery of the subject content will depend on the range and level of ability of the candidates.

Candidates are required to submit a **Research task** and a **Child Study**. **Research tasks** are set by the Board and are based on one of the following subject content areas

- Parenthood
- Pregnancy
- Diet, health and care of the child
- Support for the parent and child

In this scheme **Research Tasks** have been included at appropriate points based on the examples in the specification. These are **examples** and centres must look at the **actual tasks** set annually by AQA and incorporate them where appropriate. Any of the research tasks can be attempted but only **one** task should be submitted for moderation. Centres are free to select when and which research task(s) their candidates attempt and submit.

**Autumn Term**

Topic	Learning objectives / understanding	Key terms / Definitions	Suggested activities
The Family	<ul style="list-style-type: none"> <li>• Function of the family</li> <li>• Family types</li> <li>• Advantages and disadvantages of each type of family</li> </ul>	Family Nuclear Extended Step/reconstituted One-parent Fostered Adoptive Same-sex “Looked –after” children	Class discussion on function of family – needs of a baby provided by the family. Class discussion on types of family – use of images and TV programmes to stimulate comments. Importance of stability for child. Worksheets
Family lifestyle and roles within the family	<ul style="list-style-type: none"> <li>• Changing roles within the family – factors which have brought about changes.</li> <li>• Culture</li> <li>• Multi-cultural families.</li> </ul>	Role reversal Stereotyping Culture Multicultural society	Class discussion on changing parental roles. Class survey and analysis.
Planning for a family	<ul style="list-style-type: none"> <li>• Factors to consider when planning a family</li> </ul>	Relationship of parents Parental age / maturity Impact of the child on lifestyle Career implications Financial implications Accommodation Size of family Health issues	Class discussion / interview parents about “reality of parenthood”. Evaluate results.
Preparing for the baby	<ul style="list-style-type: none"> <li>• Range of essential clothing and equipment needed for a baby</li> <li>• Factors to consider when choosing clothing and equipment.</li> </ul>	Babies’ first clothes and equipment for sleeping, going out, sitting, bathing and playing. Suitability Properties of fabrics Ease of use and care Hygiene	Produce a booklet / <i>Which?</i> type report for expectant mothers on babies’ clothing and equipment. Comparison of nappies plus investigation into environmental implications.

		Safety + Consumer Law Cost Environmental issues	
Provision of a safe environment	<ul style="list-style-type: none"> <li>• Safety indoors</li> <li>• Safety outdoors – include garden/ parks/beach and water/roads/car/pets</li> <li>• Personal safety</li> <li>• Causes of accidents</li> <li>• Types of accidents – link to stage of development</li> <li>• Accident prevention</li> <li>• Simple first aid –burns, scalds, choking, minor cuts, bruises, scratches, nose bleed, stings, something in the eye</li> <li>• Toy safety</li> </ul>	Potential hazards in the home and garden Safety precautions indoor and outdoor Safety equipment – range and cost Safety symbols Warning labels Safety restraints for cars + legal requirements ABC of first aid Treatment of minor injuries Contents of first aid box	Videos Websites, e.g. RoSPA Newspaper articles Risk assessment of child's play area  <b>Research task – parenthood:                      approximately seven hours under                      controlled conditions</b>
New born baby	<ul style="list-style-type: none"> <li>• Appearance</li> <li>• Routine checks</li> <li>• Reflex responses</li> </ul>	Typical features Senses Birthmarks Apgar tests Paediatric tests – head and neck, chest and heart, arms and hands, abdomen, hips, legs and feet, nerves and muscles, PKU test, thyroid function test. Reflexes - swallowing/sucking, rooting, grasp, stepping/ walking, startle, falling, blinking, crawling asymmetric tonic neck reflex.	Visual stimulus to identify features Production of poster with captions showing characteristics of a newborn baby Worksheets on routine tests/reflexes

<p>Premature / small for date Babies</p>	<ul style="list-style-type: none"> <li>• Neonatal units / SCBU</li> <li>• Special equipment –types and uses</li> <li>• Role of specialist staff</li> <li>• Effects on family of “special babies”</li> </ul>	<p>Premature Small-for- dates babies SCBU Incubators Ventilators Monitors Intravenous lines Nasogastric tube Light therapy</p>	<p>Talk by outside speaker e.g. SCBU nurse/health visitor Production of leaflet on facilities used in Special Care Baby Unit Discussion on implications for parents of premature/small-for-dates babies.</p>
<p>New born baby</p>	<ul style="list-style-type: none"> <li>• Crying</li> <li>• SIDS</li> </ul>	<p>Reasons for crying – hunger, thirst, temperature, soiled nappy, tiredness, colic, fear/loneliness/insecurity Ways to sooth a baby Bonding Causes and prevention of SIDS</p>	<p>Possible work with virtual babies Newspaper articles/leaflets Production of information sheet/leaflet for parents on SIDS</p>
<p>Postnatal care</p>	<ul style="list-style-type: none"> <li>• Role of health visitor – advice and support</li> <li>• Postnatal examination</li> <li>• Impact of baby on family/bonding</li> <li>• Baby blues</li> <li>• Post-natal depression</li> </ul>	<p>Guidance and support for new parents – advice on health matters, feeding, immunisation, emotional and general problems. Baby clinics – function Importance of bonding + role of father Post–natal checks Differences between baby blues and post-natal depression</p>	<p>Talk by outside speaker, e.g. health visitor/new mother Newspaper/magazine articles – discussion Worksheets</p>

**Spring Term**

Topic	Learning objectives / understanding	Key terms / Definitions	Suggested activities
Development	<ul style="list-style-type: none"> <li>• Factors influencing development</li> <li>• Difference between growth and development</li> <li>• Developmental milestones</li> </ul>	Areas of development – PIES Nature and nurture Factors influencing development, e.g. home, culture, education, health, diet, exercise, position in family etc Genes Growth Development Percentile charts Milestones	Discussion of factors influencing development/developmental changes Profile of developmental milestones for specific ages Produce a profile of development for use in a child study
Physical development	<ul style="list-style-type: none"> <li>• Factors influencing physical development</li> <li>• Relationship between physical development and development of social skills</li> <li>• Gross motor skills – sitting, crawling, standing, walking, climbing stairs</li> <li>• Fine motor skills – manipulative skills</li> <li>• Sensory skills</li> </ul>	Warmth, rest, sleep, fresh air, exercise, home conditions Provision of opportunities for physical play – indoor and outdoor Toilet training Feeding Dressing Stages of physical development + ages Encouraging physical development Hand-eye co-ordination Palmar grasp Pincer grasp – inferior, refined, mature Tripod grasp Taste Touch Hearing Vision	Observing children playing – video/TV programme – identify physical skills Nursery/play group observations on development milestones, record and evaluate Analysis of toys suitable for encouraging physical development – production of a report Production of collage of appropriate activities/toys for physical development

<p>Intellectual development</p>	<ul style="list-style-type: none"> <li>• How children learn</li> <li>• Encouraging intellectual development</li> <li>• Link between intellectual development and other areas of development</li> <li>• Links between cognitive and language development</li> </ul>	<p>Role of genes and environment – nature v nurture                      Learning theories                      Stimulation and exploration – appropriate toys                      Use of senses</p>	<p>Analysis of a typical toddler’s day – linking activities and intellectual development                      Critical analysis of a range of toys for intellectual development – including hi tech                      Investigation into children’s TV programmes – analysis and evaluation of content</p>
<p>Cognitive development</p>	<ul style="list-style-type: none"> <li>• Imagination</li> <li>• Creativity</li> <li>• Object permanence</li> <li>• Reasoning</li> <li>• Problem solving</li> <li>• Memory</li> <li>• Concentration</li> <li>• Concept development – stages including mathematical</li> <li>• Factors which hinder cognitive development</li> </ul>	<p>Concepts + examples                      Animism                      Cognitive                      Conservation                      Egocentric                      Decentre                      Milestones of cognitive development – stages, suitable toys and activities</p>	<p>Teacher-led definitions of key terms                      Evaluation of children’s activity books designed to encourage intellectual development                      Design and make a book, toy or game to encourage concepts – use with a child and evaluate</p>
<p>Language and communication</p>	<ul style="list-style-type: none"> <li>• Language development – pre-linguistic and linguistic + links to ages</li> <li>• Pre-reading skills</li> <li>• Stages of drawing and writing -link to ages</li> <li>• Ways to improve writing and drawing</li> </ul>	<p>Babbling                      Holophrases                      Jargon                      Telegraphic sentences                      Pencil/crayon control – types of grip linked to age and stage</p>	<p>Video/DVD, e.g. learning to talk – identify stages of language acquisition                      Book reviews – evaluate suitability for pre-school children                      Discussion and evaluation of drawings produced by under-5 year olds                      Production of activity book to use during child study – evaluate</p>

**Summer Term**

Topic	Learning objectives / understanding	Key terms / Definitions	Suggested activities
Social and emotional development	<ul style="list-style-type: none"> <li>• Factors influencing social and emotional development</li> <li>• Links between emotional and social development – theories and stages</li> <li>• Bonding, love, security, discipline</li> <li>• Opportunities for socialisation, e.g. pre-school groups, nurseries, family outings, holidays</li> </ul>	Socialisation Social experiences – link to ages Security and insecurity Separation anxiety Ways to show approval/disapproval	TV programme, eg <i>Supernanny</i> – class discussion/evaluation Discussion on discipline/routines – link to social and emotional development – production of advice leaflet for parents Nursery/pre-school visit report on social activities
Emotional development	<ul style="list-style-type: none"> <li>• Positive and negative emotions</li> <li>• Ways to encourage independence and positive self image</li> </ul>	Stages of emotional development – link to age Self image Self esteem/confidence Stereotyping	In pairs produce a thought shower of positive and negative emotions – share with class to produce comprehensive lists Class discussion on emotions
Social development	<ul style="list-style-type: none"> <li>• Stages of social play</li> <li>• Behaviour and factors affecting behaviour</li> <li>• Acceptable behaviour and social skills – links to ages</li> <li>• Advantages and disadvantages of comforters – dummies, thumb sucking, toys and blankets</li> <li>• Dealing with unwanted behaviour/discipline</li> <li>• How toys and games can help express feelings</li> </ul>	Solitary play Parallel play Looking-on play Manipulative play Behaviourist theory Social learning theory Self-fulfilling prophecy theory Toilet training Comfort habits Regression Aggressive behaviour/temper tantrums	Teacher-led definitions Observation, analysis and evaluation of social and emotional development within nursery visits/child study Interview parents about social play opportunities – class or group activity Promotional leaflet for a nursery – ways to encourage acquisition of social skills Class survey and comparative investigation of comfort habits Video/TV programme on dealing with unwanted behaviour Production of a booklet – Parent's Guide to Discipline



<p>Learning and play</p>	<ul style="list-style-type: none"> <li>• Importance of play – links with all areas of development</li> <li>• Types of play and related activities</li> </ul>	<p>Play malnourishment                      Structured play                      Spontaneous play                      Creative play                      Imaginative play                      Physical play                      Manipulative play                      Intellectual play</p>	<p>In pairs sort pictures under correct headings to show understanding of different types of play                      Plan and investigate different types of play activities to use within child study – evaluate effectiveness in encouraging a range of development</p>
<p>Toys, games and activities</p>	<ul style="list-style-type: none"> <li>• Choosing toys – links to age/development/safety</li> <li>• What makes a successful toy?</li> <li>• Alternative toys</li> <li>• Toys for special needs children</li> <li>• Importance of books</li> <li>• Choosing books for children – types, link to ages and development</li> <li>• How to encourage an interest in books</li> <li>• Role and benefits of TV, videos and computers</li> </ul>	<p>Lion mark                      CE logo                      Kite mark                      Toy libraries                      Bookstart                      Book clubs</p>	<p>Selection of images from magazines, leaflets, Internet to produce collage of toys/games for each area of development – group activity                      Evaluation of a toy/game/book review for a particular age group – how will it help development?                      Visit to local library/talk by librarian                      Visit to an appropriate toy shop, eg <i>Early Learning Centre</i>                      Make a book or story sack to use within child study – evaluate effectiveness                      Investigate and compare hi tech and traditional toys and games - evaluate</p>

**Child Study – introduce the Child Study**

Explain the format and requirements – planning, research – based on AQA set task, observations, evaluation. See specification pages 21 – 24 for details.

**N.B.** Time must be allowed during the summer and autumn terms for the supervision of work for the Child Study – approximately 20 hours.

Child care	<ul style="list-style-type: none"> <li>• Hygiene – bathing, nappy changing</li> <li>• Care of teeth</li> <li>• Choice of clothing and footwear</li> </ul>	Topping and tailing	Use of virtual baby to demonstrate bathing / nappy changing – candidates to practice
Child health	<ul style="list-style-type: none"> <li>• Environmental factors affecting child health – Vitamin D, pollution, diet, housing conditions, lack of exercise</li> <li>• Symptoms of an unwell child + taking a temperature and how to reduce a temperature</li> <li>• Symptoms of childhood diseases</li> <li>• Importance of the immunisation programme</li> <li>• When to consult a doctor/GP</li> <li>• Care and treatment of the sick child at home</li> <li>• Coping with the sick child in hospital</li> </ul>	Microbes Pathogenic Non pathogenic Bacteria Viruses Contact Contagious disease Antibodies Immunity Incubation Vaccine Meningitis Measles Rubella TB Chicken pox Mumps	Class discussion on symptoms of an unwell child Class survey on diseases and symptoms Produce a guide for parents on how to care for an unwell child at home Design an activity to occupy a child in hospital - evaluate

**Autumn term**

<b>Topic</b>	<b>Learning objectives/understanding</b>	<b>Key terms/definitions</b>	<b>Suggested activities</b>
Reproduction	<ul style="list-style-type: none"> <li>• Function of hormones and body changes in puberty – male and female</li> <li>• Menstrual cycle</li> <li>• Fertilisation and conception</li> </ul>	Adolescence Puberty Hormones Endocrine glands Uterus Endometrium Fallopian tube (oviducts) Ovaries Vagina Cervix Ovulation Ova/ovum Menstruation Testes Epididymis Sperm Semen Sperm tube (vas deferens) Penis Ejaculation	Diagram of menstrual cycle – teacher-led discussion Labelling of diagrams - reproductive organs Video/DVD/Internet –fertilisation and conception
Growth and development in the womb	<ul style="list-style-type: none"> <li>• Development of embryo and foetus</li> <li>• Baby’s support system–include placenta, amniotic sac and fluid, cervix, umbilical cord and uterus</li> </ul>	Morula Blastocyst Implantation Oestrogen Progesterone Vernix Lanugo Fundus Chorion Chorionic villi	Video/DVD/Internet – development of foetus Production of fact sheet on support system

<p>Pre-conceptual care</p>	<ul style="list-style-type: none"> <li>• Methods of contraception—advantages and disadvantages</li> <li>• Pre-conceptual care – healthy diet and lifestyle</li> <li>• Reduction of known risks—smoking, alcohol, drugs, STIs, rubella, other diseases and infections</li> <li>• Multiple births and possible complications</li> <li>• Genetic factors and counselling</li> <li>• Infertility and possible solutions</li> </ul>	<p>Non-surgical methods Surgical methods Emergency contraception Pre-conceptual care Folic acid Uniovular twins Binovular twins Genes Chromosomes Genetics Zygote IVF (In Vitro Fertilisation) ICSI (Intra-cytoplasmic Sperm Injection) Surrogacy Egg and sperm donation PGD (Pre-implantation Genetic Diagnosis)</p>	<p>Investigate factors involved in pre-conceptual care – produce an information booklet for prospective parents Discussion of newspaper articles on risks to unborn babies Interview an outside speaker, eg midwife, expectant mother Investigate the impact of improving technology on infertility</p>
<p>Pregnancy</p>	<ul style="list-style-type: none"> <li>• Signs and symptoms of pregnancy</li> <li>• Signs and symptoms of a miscarriage</li> <li>• Benefits of a healthy diet, exercise and rest</li> <li>• Ante-natal care – range available, clinics and classes</li> <li>• Common problems in pregnancy</li> <li>• Routine checks/screening/ diagnostic testing</li> <li>• Role of midwife, GP and obstetrician during pregnancy</li> </ul>	<p>EDD (estimated date of delivery) Spontaneous abortion Ectopic pregnancy Still birth Food safety Ultra-sound scan AFP (alphafetoprotein) test Serum screening Nuchal fold scan Amniocentesis Cordocentesis Doppler ultrasound</p>	<p>Class discussion on signs and symptoms of pregnancy and miscarriages Investigate importance of testing during pregnancy and produce a leaflet explaining benefits Talk by outside speaker, eg midwife Small groups investigation into role of Health Professionals linked to pregnancy – PowerPoint presentation to full class.</p> <p><b>Research task – pregnancy: approximately seven hours under controlled conditions</b></p>

<p>Preparation for the birth</p>	<ul style="list-style-type: none"> <li>• Birth arrangements – home and hospital, advantages of each</li> <li>• Hand held notes – range of information included</li> <li>• Birth plan + content</li> </ul>	<p>GP / Midwife unit Domino scheme Hand held notes Birth plan</p>	<p>Video/DVD on choice of delivery – discussion and evaluation Construction of a birth plan</p>
<p>Labour and birth</p>	<ul style="list-style-type: none"> <li>• Signs of labour</li> <li>• Stages of labour in detail</li> <li>• Role of partner during labour</li> <li>• Pain relief – types available, advantages and disadvantages</li> <li>• Medical assistance during birth – reasons to assist types</li> </ul>	<p>Braxton Hicks Contractions Waters breaking Show Breech Transverse Oblique Confinement Birth canal Contractions Crowning Dilate Perineum Transition stage Foetal monitoring Induction Episiotomy Forceps Ventouse Caesarean</p>	<p>Video/DVD/Internet on birth of a baby Produce a guide for partners explaining their role during labour Discussion on types of pain relief + production of leaflet for parents, with advantages and disadvantages Research need for and types of medical assistance</p>
<p>Feeding a baby</p>	<ul style="list-style-type: none"> <li>• Breast and bottle feeding – advantages and disadvantages for parents and baby</li> <li>• Nutritional benefits of breast milk for baby</li> <li>• Sterilisation of feeding equipment – different methods</li> <li>• Safe preparation of formula feeds</li> </ul>	<p>Colostrum Lactation Hypothalamus Prolactin Oxytocin Engorgement Mastitis Winding</p>	<p>Outside speaker e.g. Health Visitor / NCT spokesperson to explain advantages and disadvantages of breast and bottle feeding Investigate different methods of sterilisation – produce a Which? type report Candidates make up a formula feed and produce a leaflet for parents</p>

<p>Healthy diet</p>	<ul style="list-style-type: none"> <li>• Dietary guidelines for health of under 5s</li> <li>• Sources and functions of main nutrients</li> <li>• Nutritional labelling / advertising</li> </ul>	<p>Protein Fats Carbohydrates Vitamins Minerals Additives</p>	<p>Produce a poster of healthy eating guidelines with appropriate foods/dishes Investigate advertising and packaging of food products for children – evaluate</p> <p><b><u>Research Task</u> - diet, health and care of child: approximately seven hours under controlled conditions</b></p>
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**Spring Term**

<b>Topic</b>	<b>Learning objectives / understanding</b>	<b>Key terms / Definitions</b>	<b>Suggested activities</b>
Weaning	<ul style="list-style-type: none"> <li>• Current guidelines relating to weaning</li> <li>• Problems of early weaning</li> <li>• Stages of weaning, choice of foods and methods of preparation</li> <li>• Hygienic preparation of food</li> <li>• Home-made and commercially produced baby foods</li> </ul>	Weaning Gluten Coeliac disease	Research stages of weaning and suitable foods – produce a poster to display in a baby clinic Produce a Do and Don't list for parents weaning babies – with reasons Comparison of home-made and commercially produced baby foods – cost, ease of preparation and use, nutritional value, environmental issues etc.
Feeding the young child	<ul style="list-style-type: none"> <li>• Developing healthy eating habits</li> <li>• Food refusal</li> </ul>		Class discussion on healthy eating Investigate reasons why young children may refuse food then suggest answers to “problem page” letters which could appear in a mother and baby magazine
Food - related problems	<ul style="list-style-type: none"> <li>• Links between diet and health issues for under-5s</li> <li>• Food allergies</li> <li>• Food intolerance</li> </ul>	Obesity Hyperactivity Tooth decay	Use newspaper articles and TV documentaries to investigate health issues related to diet of young children
Support for parent and child	<ul style="list-style-type: none"> <li>• Child care provision</li> <li>• Educational and developmental support</li> </ul>	Private sector LEA Statutory service	Mind map different types of child care provision Visit to local nurseries/pre-schools, produce a report to present to class

Child care provision	<ul style="list-style-type: none"> <li>• Reasons for using child care provision - long/short-term</li> <li>• Points to consider when choosing child care</li> </ul>		<p>Class discussion/survey on reasons for using child care Interview with parent(s) using child care provision</p>
In-home care	<ul style="list-style-type: none"> <li>• Care by individuals – grandparents/close relatives, childminders, nannies and au pairs</li> <li>• Advantages and disadvantages for parents of choosing in-home care</li> <li>• Advantages for children of choosing in-home care</li> </ul>	<p>Nannies Au pairs Babysitters</p>	<p>In small groups produce a PowerPoint presentation on advantages and disadvantages for choosing in-home care Produce an information sheet with points that parents need to provide for babysitters</p>
Nursery group care	<ul style="list-style-type: none"> <li>• Group care</li> <li>• Advantages and disadvantages for parents of choosing nursery group care</li> <li>• Advantages and disadvantages for children of choosing nursery group care</li> <li>• Breakfast clubs</li> <li>• After-school clubs</li> </ul>	<p>Day nurseries Crèches Pre-school care Nursery classes CACHE certificate</p>	<p>Outside speaker, eg nursery nurse, carer from breakfast / after-school club In small groups produce a Power Point presentation on Breakfast and After-school clubs in the local area</p> <p><b>Research Task – support for parent and child : approximately seven hours under controlled conditions</b></p>



<p>Educational and developmental provision</p>	<ul style="list-style-type: none"> <li>• The Early Years Foundation Stage Curriculum – relevance to 0-5 year olds</li> <li>• Six areas of learning and their links to physical, intellectual, emotional and social development</li> <li>• Importance of parents working in partnership to support Early Years Foundation Stage Curriculum</li> </ul>	<p>Curriculum Ofsted</p>	<p>Research on Internet the six areas of learning for The Early Years Foundation Curriculum Talk by outside speaker, eg early years' teacher</p>
<p>Sure Start</p>	<ul style="list-style-type: none"> <li>• Work of Sure Start and Book Start programmes in supporting parents</li> </ul>	<p>Sure Start Book Start</p>	<p>Talk by outside speaker</p>
<p>Health visitor and Social Services</p>	<ul style="list-style-type: none"> <li>• Developmental testing of young children</li> <li>• Categories of special needs</li> <li>• Effects on the family of children with special needs</li> <li>• Support provided by Social Services in provision of services for children and families of children with special needs</li> </ul>	<p>Statement of Special Educational Needs Physical disability Intellectual disability Congenital disorders Down's Syndrome Cystic Fibrosis Cerebral palsy Spina bifida Muscular Dystrophy Autism Sensory Impairment ADHD Gifted children</p>	<p>Visit by health visitor and SENCO Research information from websites on special needs and support services Suggest ways a nursery/pre-school could accommodate a child in a wheelchair</p>
<p>Statutory requirements</p>	<ul style="list-style-type: none"> <li>• Statutory legal requirements for education of under-5s + monitoring</li> </ul>		<p>Research from websites, eg.Ofsted</p>

### **Summer Term**

This term would be revision time. Pupils could suggest topics they feel it would be helpful to revise, as well as topics the teacher wishes to cover. Past papers would be practiced. tips on revising and in particular understanding the key words used on papers.