



**Pearson BTEC Level 3 National Diploma in Children's Play,
Learning and Development (VRQ) (Dr Browne)**

**Unit 1: Child Development
(External examination)**

AUTUMN 1

Learning aim B: Understand theories and models of development and how they relate to aspects of children's development

Theories that consider how children learn behaviours:

- ❖ Bandura's social learning
- ❖ Pavlov's theory of classical conditioning
- ❖ Skinner's theory of operant conditioning

Theories that consider the development of cognition and language:

- ❖ Piaget's model of how children's logic and reasoning develops
- ❖ Vygotsky's approach to the development of children's reasoning
- ❖ Athey's identification of schemas,
- ❖ Bruner's theoretical framework – that learning is an active process in which learners construct new ideas .
- ❖ The information processing theory of cognitive development
- ❖ Chomsky's model in relation to how children acquire language – Language Acquisition
- ❖ Theories that consider personality and the development of self-esteem:
- ❖ Erikson's psychosocial stages of personality
- ❖ Harter's theory of self-esteem – the ideal self, self-concept
- ❖ Cooley's theory of the 'looking-glass self'.
- ❖ Theories that consider children's moral development:
- ❖ Theories that consider children's development in relation to their environment:
- ❖ Theories that consider attachment:

WHAT I'M GOING TO LEARN

Understand theories that consider how children learn behaviours

- Understand the significance of Bandura's social learning theory
- The importance of Pavlov's theory of classical conditioning & Skinner's theory of operant conditioning
- Understand the relevance of Piaget's model of how children's logic and reasoning
- The importance of interactions in supporting children through Vygotsky's approach
- Analyse Athey's identification of schemas,
- Bruner's theoretical framework
- The information processing theory of cognitive development
- Understand Chomsky's model in relation to how children acquire language
- SYNOPTICITY** / Understand theories and models of development and how they relate to aspects of children's development

I HAVE ACHIEVED THIS BY...

SKILLS THIS WILL HELP ME TO USE & DEVELOP

- LITERACY** through response practice, extrapolation (selection) of information
- SYNTHESIS** through using a variety of sources to explain the various tendencies within educational theory
- COMMUNICATION** skills through delivering presentation; engaging in class debates
- INDEPENDENT LEARNING** through out the lesson study and development of guides for students
- SELF MANAGEMENT** through submission of work , assessment and revision on time and to the standards/criteria set

I HAVE SHOWN THESE SKILLS BY...

HOW I'LL KNOW HOW WELL I'M DOING

- Peer-Assessments of mid-unit practice questions
- Self-Assessment criteria reviews of Pass, Merit Distinction criteria
- Knowledge test 20 key terms and concepts
- Leicester Oral (Self- and Peer-) Assessment for debates and presentations
- Formative (feedback) practice questions for examination assessments
- Summative (graded) practice assessments at the end of the unit
- Oracy formation and debating skills to test my knowledge of synopticity within this area of study
- Ongoing Self-Assessment / Dialogue review sheets to identify my strengths and areas for development

MY RESULTS, FEEDBACK & TARGETS

