



Curriculum Area:

Psychology

Intent

Curriculum Statement:

To deliver a broad and balanced Psychology curriculum for all students, including those with SEND, that plans for sequenced learning and allows for high quality teaching and learning experiences which develop an understanding of the behaviour of individuals and groups within society, the benefits of psychology research to its citizens and the new career pathways that will be provided by the rapid development of cognitive neuroscience. That develops critical thinking, analytical and problem-solving skills to not only provide students with outstanding outcomes for their future pathways but to inculcate a genuine understanding of how these skills can benefit the economy and improve the lives of those studied.

Implementation

Year 12 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> • Introduction to practical research • Social psychology 	<ul style="list-style-type: none"> • Experimental design, sampling, ethics • Social influence • Social influence practical 	On-going in class formative assessment 4 mark questions as starters, self-assess, recap quizzes, practical assessment Summative end of term assessment apply-it questions weekly homework focusing on studies and theories in social influence End of topic test social influence	<ul style="list-style-type: none"> • Understand the nature of research • Understand the purpose of research • How research informs policy and society • Ethics in research and the treatment of participants 	<ul style="list-style-type: none"> • Develops research skills • Applies mathematical skills • Develops an understanding of how social influence works in society • Develops understanding of how social influence can be used to develop socially desirable attitudes and behaviour
Term 2	<ul style="list-style-type: none"> • Cognitive psychology • Developmental psychology • Research methods 	<ul style="list-style-type: none"> • memory • attachment • attachment practical 	Ongoing Formative assessment in class focusing on 8/16 mark questions, recap quizzes, weekly homework Summative assessment end of topic tests memory and attachment developmental psychology practical	<ul style="list-style-type: none"> • develops awareness of how some research is socially sensitive • develops skills to consider the potential effects of research on particular groups in society • develops the ability to phrase research questions to avoid this 	<ul style="list-style-type: none"> • Develops understanding of how memory works and how it can be improved e.g. for revision • Develops understanding of the link between attachment, early development and mental wellness • Develops understanding of how future relationships are shaped
Term 3	<ul style="list-style-type: none"> • Research methods • Biopsychology • Approaches 	<ul style="list-style-type: none"> • research methods recap • structure and function of the NS • biological approach 	Formative assessment RM questions weekly homework Students to try out different strategies from the thinking ladder. (Recall understanding,	<ul style="list-style-type: none"> • develops awareness of ethics in research and GDPR • develops critical thinking skills • develops analytical skills 	<ul style="list-style-type: none"> • develops understanding of underlying debates in psychology • free-will determinism • reductionism holism

			<p>application, analysis, evaluation and creation) in relation to the revision topics.</p> <p>Quizlet.com – you and/or students create learning activities/games to challenge each other.</p> <p>Based on analysis of topic understanding and effective revision activities students draw up revision plan.</p> <p>Summative assessment end topic test RM 48 marks</p>		
Term 4	<ul style="list-style-type: none"> Approaches in psychology 	<ul style="list-style-type: none"> behaviourist approach cognitive approach emergence of cognitive neuroscience 	<p>formative assessment weekly homework and apply it questions in class developing a critical appraisal approaches in psychology</p> <p>summative assessment end of topic test approaches</p>	<ul style="list-style-type: none"> develops awareness of how psychology will progress in the next century implications for validating diagnoses using brain scans implications for developing more individual treatment for mental disorders awareness of the new types of careers in cognitive neuroscience 	<ul style="list-style-type: none"> critical evaluation skills development of ability to write cogent and coherent arguments
Term 5	<ul style="list-style-type: none"> psychopathology disorders treatments 	<ul style="list-style-type: none"> defining abnormality phobias depression OCD 	<p>Formative assessment, weekly homework short answer and research methods questions, quizzes and diagnostic activities in class</p> <p>Summative assessment timed essay and end of topic test psychopathology</p>	<ul style="list-style-type: none"> Develops understanding of mental ill health and the role of culture/society in its development Develops awareness of how to improve society to improve mental wellness Develops understanding of the implications of mental ill health for the economy 	<ul style="list-style-type: none"> Rights and responsibilities in caring for mental health Sources of help available Critical analysis of treatments in terms of appropriateness and effectiveness and ethics
Term 6	<ul style="list-style-type: none"> Research methods consolidation A2 approaches 	<ul style="list-style-type: none"> -Consolidating knowledge research methods -data handling -maths skills -Psychodynamic approach -Humanistic approach 	<p>Formative assessment Ongoing weekly homework model answers to correct walk/talk mocks retrieval and ctg</p> <p>Summative assessment PPE 2</p>	<ul style="list-style-type: none"> Doing better in exams Career progression UCAS application 	<ul style="list-style-type: none"> Develops revision skills Develops exam technique Develops self-awareness and analysis

Year 13 - Content		Assessments		CEIAG	Personal Development
		Topics	Assessment type		
Term 1	<ul style="list-style-type: none"> Issues and debates Yr 2 research methods Biopsychology 	<ul style="list-style-type: none"> Issues/debates Data analysis, which test? P values Bio rhythms, brain, neuropsychology 	<p>Formative-weekly homework random quizlets in class, application questions on issues and debates</p> <p>Summative end of topic test issues and debates and biopsychology</p>	<ul style="list-style-type: none"> Introduces careers in psychology e.g. chronobiology, occupational psychology Develops understanding of the effects of shift-work on individuals, society and the economy 	<ul style="list-style-type: none"> Develops awareness of interactionism and open-mind Reduces black and white thinking Develops understanding of own bio rhythms and how to use them to improve physical and mental health
Term 2	<ul style="list-style-type: none"> Gender 	<ul style="list-style-type: none"> Biological explanations Social/cultural explanations Gender identity disorder 	<p>Formative weekly homework activities research into gender, recap quizzes and teach a topic</p> <p>Summative timed essays with plans and end of topic test gender</p>	<ul style="list-style-type: none"> Develops understanding of how concepts of gender can and do change within and between cultures Develops understanding that some concepts are fluid and can change over time 	<ul style="list-style-type: none"> Skills of evaluation- the extent to which questions Skills of understanding the concept of continuum Analytical/discussion/comparative skills
Term 3	<ul style="list-style-type: none"> Schizophrenia 	<ul style="list-style-type: none"> Classification and diagnosis Causes, biological, social, cognitive treatments 	<p>Formative weekly homework activities, quizzes in class, consolidation and short answer questions on issues with classification and diagnosis correct band 2 answers and peer assess</p> <p>Summative timed essay without plans and end of topic test</p>	<ul style="list-style-type: none"> Develops understanding of the incidence and risk of developing mental disorders Understanding of how society, social class, education may contribute to schizophrenia 	<ul style="list-style-type: none"> Awareness of how mental ill health differs from physical ill health Develops understanding of how to build resilience
Term 4	<ul style="list-style-type: none"> Forensic Psychology 	<ul style="list-style-type: none"> Offender profiling Causes of crime Treatment for crime 	<p>Formative weekly homework activities, profiling activity, 16 mark questions and apply-it questions</p> <p>Summative end of topic test forensic</p>	<ul style="list-style-type: none"> Develops understanding of the importance of rehabilitation for society and the economy Develops understanding of the nature/nurture debate and possible interventions related to the development of criminal behaviour 	<ul style="list-style-type: none"> Develops understanding of why people turn to crime and how to avoid it Skills of comparison, analysis and evaluation of the extent to which crime is biological/social construct
Term 5	<ul style="list-style-type: none"> Revision 	Consolidating knowledge and understanding Strengthening analysis application evaluation essay writing research method data handling maths skills	<p>Formative assessment Ongoing weekly homework model answers to correct walk/talk mocks retrieval and ctg</p> <ul style="list-style-type: none"> Summative assessment Paper 1 introductory topics in psychology 	<ul style="list-style-type: none"> Doing better in exams Career progression UCAS application 	<ul style="list-style-type: none"> Develops revision skills Develops exam technique Develops self-awareness and analysis



		Exam technique	<ul style="list-style-type: none"> • Paper 2 psychology in context • Paper 3 issues and options in psychology 		
Term 6	<ul style="list-style-type: none"> • Revision 	<ul style="list-style-type: none"> • As above 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •