

## CURRICULUM INTENT: Psychology

The course is designed to inspire and engage students by providing a broad and coherent curriculum which develops an understanding of the ideas and values that characterize 'self' and others. Students will be able to use the vocabulary of psychology with confidence. Students will develop transferable creative and critical thinking skills by learning to plan and design their own investigations.

Throughout the course, neuropsychology, research methods and the key issues and debates underpin the content (theories and studies) that students need to know. Therefore, the course starts with an introduction to these topics so that links can be formed, and knowledge is enhanced as the students' progress through the content. The order of topics delivered does not follow the specification chronologically. The topics that require a more complex understanding of psychological concepts are taught in year 10 and 11 when the students are more confident with the subject and terminology.

## CURRICULUM IMPLEMENTATION: Psychology

	AUTUMN TERM		SPRING TERM		SUMMER TERM		TRIPS AND EVENTS
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
<b>Year 9 Knowledge</b>	Ch.1 - Memory Ch. 4 - Research methods part 1 (Experimental Method: Aim, Hypothesis, IV, DV, EV)	Ch. 1 - Memory Processes of Memory Structure of memory Factors affecting memory Ch. 4 - Research methods part 1	Ch. 2 - Perception Sensation and Perception Theories of Perception Visual Cues	Ch. 2 - Perception Factors affecting memory: Culture, Emotion, Expectation and Motivation	Ch. 4 - Research methods part 2 Types of experiments Experimental designs Sampling methods	Chapter 3 Development Part 1 Early brain development Piaget's Theory	
<b>Year 9 Skills</b>	<b>Literacy:</b> drafting open essay answers with a clear structure	<b>Literacy:</b> structuring open essay answers, using formulas such as PEC (Point, Explanation Conclusion)	<b>Literacy:</b> writing open essay answers, using formulas such as PEC (Point, Explanation Conclusion) Describing scientific studies	<b>Literacy:</b> writing open essay answers, using formulas such as PEC (Point, Explanation Conclusion) Describing scientific studies	<b>Literacy:</b> writing open essay answers, using formulas such as PEC (Point, Explanation Conclusion) Describing scientific studies	<b>Literacy:</b> writing open essay answers, using formulas such as PEC (Point, Explanation Conclusion) Describing scientific studies	

					and analysing them	and analysing them	
	<b>Numeracy:</b> handling quantitative data / constructing graphs	<b>Numeracy:</b> constructing graphs	<b>Numeracy:</b> handling quantitative and qualitative data / constructing graphs	<b>Numeracy:</b> handling quantitative and qualitative data / constructing graphs	<b>Numeracy:</b> Use an appropriate number of significant figures. Find arithmetic means.  Understand the terms mean, median and mode. Constructing graphs	<b>Numeracy:</b> handling quantitative and qualitative data / constructing graphs	
	<b>SMSC:</b> Appreciation and empathy of the variety in different memory skills on people	<b>SMSC:</b> Appreciation and empathy of the variety in different memory skills and structures of people	<b>SMSC:</b> Appreciation and empathy of different perceptive viewpoints of different people	<b>SMSC:</b> Realization of how diverse cultures and expectations change how we view the world	<b>SMSC:</b> Understanding of how personal biases affect our individual judgement	<b>SMSC:</b> Appreciation and human development, focusing on brain structure and functions, reflecting in their own development	
<b>Subject Specific Skills</b>							
<b>Scientific research:</b> Forming an aim, hypothesis, and method. AO1 (understanding), AO2 (application) and AO3 (evaluation) of knowledge. Evaluating studies and theories.							

<p><b>Year 10 Knowledge</b></p>	<p>Ch. 4 - Research methods Types of data, Types of studies Ch. 3 - Development Effects of learning in development</p>	<p>Ch. 3 - Development Learning Styles Willingham's Theory</p>	<p>Chapter 8 - Psychological Problems Introduction to Mental Health (and effects) Depression (explanations)</p>	<p>Chapter 8 - Psychological Problems Depression (therapies) Addiction (explanations)</p>	<p>Chapter 8 - Psychological Problems Addiction (therapies)</p>	<p>Chapter 5 Social Influence Conformity Obedience</p>	
<p><b>Year10 Skills</b></p>	<p><b>Literacy:</b> using coherent structures to answer an open essay question, analysing, and evaluating different texts. Referring to case studies</p>		<p><b>Literacy:</b> using coherent structures to answer an open essay question</p>	<p><b>Literacy:</b> writing open essay answers, using formulas such as PEC (Point, Explanation Conclusion) Describing scientific studies and analysing them</p>			
<p><b>Numeracy:</b> Arithmetic and numerical computation</p> <ul style="list-style-type: none"> <li>• Recognise and use expressions in decimal and standard form.</li> <li>• Use ratios, fractions, and percentages.</li> <li>• Estimate results.</li> </ul> <p>Handling data</p> <ul style="list-style-type: none"> <li>• Use an appropriate number of significant figures.</li> <li>• Find arithmetic means.</li> <li>• Understand the terms mean, median and mode.</li> <li>• Understand range as a measure of dispersion.</li> <li>• Understand the differences between qualitative and quantitative data.</li> <li>• Understand the difference between primary and secondary data.</li> <li>• Translate information between graphical and numerical forms.</li> </ul>							
<p><b>SMSC:</b> Reflecting upon their own childhood and learning</p>		<p><b>SMSC:</b> Understanding different approaches to</p>	<p><b>SMSC:</b> Reflecting upon Mental Health characteristics</p>	<p><b>SMSC:</b> Developing understanding and empathy</p>	<p><b>SMSC:</b> Developing understanding and empathy</p>	<p><b>SMSC:</b> Reflecting upon factors explaining their</p>	

		learning, growth, and fixed mindset	and statistics in the country	towards people suffering from Depression and Addiction	towards people suffering from Depression and Addiction	individual and group behaviour	
	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• demonstrate knowledge and understanding of psychological ideas, processes, procedures, and theories in relation to the specified Paper 1 content</li> <li>• apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</li> <li>• analyse and evaluate psychological ideas, information, processes, and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions, and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills</li> <li>• evaluate therapies and treatments including in terms of their appropriateness and effectiveness</li> <li>• show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour</li> <li>• demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity</li> <li>• develop an understanding of the interrelationships between the core areas of psychology</li> <li>• show how the studies for topics relate to the associated theory.</li> </ul>						
<b>Year 11 Knowledge</b>	Chapter 5 Social Influence Obedience Prosocial behaviour Crowd and collective behaviour	Chapter 6 Language and Thought Human and animal communication	Chapter 6 Language and Thought Non-verbal communication Explanations of non-verbal behaviour Chapter 7 Neuropsychology  Structure and function of the nervous system and Neuron	Chapter 7 Neuropsychology  Structure and function of the brain Neuropsychology	Independent Revision	GCSE	

<b>Year 11 Skills</b>	<b>Literacy:</b> Building on previous years skills development, students will develop their oracy and literacy skills by using specialist vocabulary, psychological concepts, terminology, and conventions to engage in the process of psychological enquiry.					
	<p><b>Numeracy:</b> Arithmetic and numerical computation</p> <ul style="list-style-type: none"> <li>• Recognise and use expressions in decimal and standard form.</li> <li>• Use ratios, fractions, and percentages.</li> <li>• Estimate results.</li> </ul> <p>Handling data</p> <ul style="list-style-type: none"> <li>• Use an appropriate number of significant figures.</li> <li>• Find arithmetic means.</li> <li>• Construct and interpret frequency tables and diagrams, bar charts and histograms.</li> <li>• Understand the principles of sampling as applied to scientific data.</li> <li>• Understand the terms mean, median and mode.</li> <li>• Use a scatter diagram to identify a correlation between two variables.</li> <li>• Know the characteristics of normal distributions.</li> <li>• Understand range as a measure of dispersion.</li> <li>• Understand the differences between qualitative and quantitative data.</li> <li>• Understand the difference between primary and secondary data.</li> <li>• Translate information between graphical and numerical forms.</li> <li>• Plot two variables from experimental or other data and interpret graphs.</li> </ul>					
	<b>SMSC:</b> Understanding and reflecting upon the importance of prosocial behaviour in society	<b>SMSC:</b> Reflecting on the complexity of languages in diverse cultures	<b>SMSC:</b> Reflecting on the complexity of language and thought	<b>SMSC:</b> Reflecting upon and appreciating their own brain Neuropsychology	<b>SMSC:</b> Appreciating individual and independent revision time	

**Subject Specific Skills:**

- AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.
- AO2: Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures:
  - in a theoretical context
  - in a practical context
  - when handling qualitative data
  - when handling quantitative data.
- AO3: Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to:
  - make judgements and reach conclusions
  - develop and refine practical design and procedures.
  
- develop essential knowledge and understanding of different areas of the subject and how they relate to each other
- develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- develop competence and confidence in a variety of practical, mathematical, and problem-solving skills
- develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

**Knowledge**

- Students understand the different key theories covering the areas of social, cognitive, biological, developmental, and individual difference areas of psychology
- They can articulate the various positions regarding debates within psychology, including 'reductionism/holism', 'nature/nurture' and 'freewill/determinism'
- Pupils appreciate how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- For each topic, students will be required to study two core studies to support the content of related theories. For each core study, they should be able to 'tell the story' of the study
- Students appreciate the contribution of psychology to an understanding of individual, social and cultural diversity
- They will understand how science works in relation to Psychology

**Skills**

- By evaluating key theories and studies, students will develop the confidence to develop critical thinking skills · Students will be able plan and design research investigations so that they are both ethical and feasible
- Students will be able to use mathematical skills to analyse and interpret data

**Attributes**

- Students will develop care, compassion, and empathy for other people.
- By exploring emotionally challenging topics students will develop courage
- By an emphasis on designing, carrying out and analysing the results of practical investigations, students will develop curiosity
- By encouraging students to aim high and evaluate their own investigations, students will develop confidence and resilience.