

The Psychology Curriculum

The aim of the Psychology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour from a range of different perspectives. The Psychology curriculum is mapped across two years and is designed to enable students to develop their knowledge and understanding whilst teaching them skills on how to analyse and evaluate key concepts, theories and research. We deliver lessons that are appropriately scaffolded at a detailed level to ensure that we meet the needs of all learners. There is an expectation that students take ownership and responsibility for their learning, completing independent tasks, engaging in peer and self-assessment and attending intervention hours to enhance their progress. Our lessons focus on knowledge recall, critical thinking and exam technique. Students are given opportunities to interleave knowledge from across the specification both in lesson delivery and formal assessments. We aim to bring the subject to life through creative teaching and the application of real life examples. We also ensure that all students receive opportunities to participate in curriculum enrichment activities at appropriate points, enhancing their learning experience in psychology.

Extra-curricular

The psychology department offers various extra-curricular offerings, including student conferences, joint trips to Sheffield Crown court and regular revision sessions. We also run higher education support sessions providing students with help in relation to personal statements and references.

Curriculum Intent

The intent of our psychology curriculum is to develop learners who:

- Become passionate psychologists;
- Develop into resilient, independent learners;
- Have a strong awareness of the way psychology can explain everyday life and can apply it to real-life situations;
- Have a sound understanding of psychological concepts and key terminology, which includes the ability to apply them in new contexts;
- Are inquisitive psychologists, having developed an understanding of how concepts and debates are interlinked;
- Possess the ability to progress readily to the next stage of their learning;
- Have both the knowledge and the skills to be successful in their formal exams;
- Take pride in their learning

Curriculum Implementation

We implement the intent of our curriculum through:

- Collaborative, high quality teaching with a focus on exam based assessment, effective feedback and personalised intervention.
- Awareness of students' prior knowledge and starting points from KS4 study;
- Lessons which are scaffolded to ensure that all learning targets ability;
- The expectation that students will use key psychological terms and concepts in their language routinely in lessons;
- Building on prior psychological knowledge whilst regularly revisiting previous topics and applying critical skills to new contexts to ensure knowledge is secure;
- A routine expectation that students will show resilience in every lesson, and that they will engage in independent learning tasks/intervention sessions;
- The use of creative lessons, real life examples and everyday scenarios to promote student enjoyment, understanding and engagement;
- Ensuring that the opportunity to take part in curriculum enrichment activities at appropriate points is available to all students, enhancing their learning experience within psychology;
- Careful allocation of topics to teachers allowing students to be taught by topic specialists where possible.
- A reflective approach to the continuing professional development of psychology teachers (an 'open classroom' policy, collaborative planning, a teaching and learning focus to all faculty CPD)

Subject	Psychology		Year Group:	12		
Unit/Topic	1 Research methods Psychological themes through core studies	2 Research methods Psychological themes through core studies	3 Research methods Psychological themes through core studies	4 Research methods Psychological themes through core studies	5 Research methods Psychological themes through core studies	6 Research methods Psychological themes through core studies
Skills	Knowledge and understanding, analysing	Creating procedures Evaluating methods and studies	Creating procedures Evaluating methods and studies	Creating procedures Evaluating methods and studies	Revision skills Exam technique	Revision skills Exam technique
Knowledge Component 1	Ethics, sampling, types of data and self-reports	Observations Experiments	Correlations Data handling Maths	Maths contd Report writing Peer reviews Psych as a science	Interleaving knowledge of all content for C1	
Knowledge Component 2	Social area – Milgram and Bocchiaro	Developmental/behaviourist area – Bandura and Chaney Cognitive area – Loftus and Palmer and Grant	Individual differences area Psychodynamic perspective Freud Baron-Cohen Ethics Conducting socially sensitive research	Biological area Sperry Casey Freewill-determinism Psych as a science Consolidating debates and areas/perspectives	Nature-nurture Reductionism-holism Usefulness	Social area Piliavin Levine Cognitive area Moray Simons and Chabris Individual differences Gould and Hancock
Recall/review from previous learning	Recall of summer work terms and concepts C1+C2 Summer work assessment C2 Milgram KT C2 Bocchiaro KT	C2 Bandura KT C2 Chaney KT	C2 Freud KT C2 Baron-Cohen	C2 Sperry KT C2 Casey KT	Interleaving recall on all topics on both units	C2 Piliavin KT C2 Levine KT C2 Moray KT C2 Simons and Chabris KT C2 Gould KT C2 Hancock KT
Assessment	C1 Self-report C2 Social Area Sec A and B	C1 Observations C1 Experiments C2 Developmental Area Sec B and C C1 Maths skills	C2 Cognitive Area Sec A and C C1 Correlations C1 Maths	C2 Biological Area Sec A, B and C	C1 mock exam C2 mock exam	C1 Mock exam C2 Mock exam

					Preparation for both mocks – walking talking mocks	
Cultural Capital, Equality, Diversity Inclusion	Exploring social influence and cultural variations in behaviour. Memory unit examining how revision can be enhanced. Group work through practical projects. Ethical concerns and guidelines for research on humans and animals considered and discussed. Use of diverse and inclusive examples in lessons. Coverage of wider issues/current affairs in class and via wider reading. Study of issues and debates and how research can have cultural bias and ways to reduce this. Socially sensitive research and discussion on how research has wider implications for those who are part of the research and those the research may affect, and how it could inform policy that affects others. Careers advice and support for higher education.					
Literacy/Numeracy	Development of written answers – PEC style exam responses	Development of written answers – PEC style exam responses	Numeracy – handling, manipulating and presenting data	Numeracy – calculating and interpreting statistics	Extended writing for exam questions	

Subject	Psychology		Year Group:	13		
Unit/Topic	1 Psychological themes through core studies Issues in mental health	2 Issues in mental health Comp 1 recap/Child psychology	3 Child psychology	4 Child psychology Criminal psychology	5 Criminal psychology	6 External formal exams
Skills	Knowledge and understanding, analysing	Critical thinking, comparing and evaluating	Evaluation, comparison, application	Evaluation, comparison, application	Application of knowledge. Evaluation.	Application of knowledge.
Knowledge Component 1		Interleaving of procedures and maths		Interleaving of C1	Revision and exam preparation	
Knowledge Component 2	Remaining 4 studies Kohlberg Lee Blakemoor and Cooper Maguire		Interleaving of Section B and C	Interleaving of Sec A	Revision and exam preparation	
Knowledge Component 3	Issues in mental health Booklet 1 – Historical views Booklet 2 – Medical model	Booklet 2 – Medical model Booklet 3 alternatives Applied Child psych Bk 1-3	Applied Child psych Bk 4-6 Applied Criminal psych Bk 1-2	Applied Criminal psych Bk 3-6	Crime psychology Bk 3-6 Revision for all parts of Comp 3	
Recall/review from previous learning	C2 Kohlberg KT C2 Lee KT C2 Blakemoor and Cooper KT C2 Maguire KT C3 Booklet 1 KT	C3 Booklet 2+3 KT C1 Maths assessment C1 MCQ KT	C2 Walking/talking Section B and C	Interleaving of all topics in lesson recall and revision sessions.		
Assessment	C2 All 6 studies Section A questions C2 Biological and developmental Assessment C3 Booklet 1 Assessment	C3 mock exam C3 Booklet 2+3 Assessment	C1 and C2 full mock exams	C3 Crime assessment C3 mock exam – Full paper	Walking-talking mocks	

Cultural Capital, Equality, Diversity Inclusion	Mental health unit examines personal well-being and how culture and beliefs can alter reality and diagnosis of mental illness. The attachment topic allows students to develop an awareness of social factors affecting development of relationships. The crime topic looks at causes of crime, treatment of offenders and the effectiveness of different policies. Group work through practical projects. Ethical concerns and guidelines for research on humans and animals considered and discussed. Use of diverse and inclusive examples in lessons. Coverage of wider issues/current affairs in class and via wider reading. Study of issues and debates and how research can have cultural bias and ways to reduce this. Socially sensitive research and discussion on how research has wider implications for those who are part of the research and those the research may affect, and how it could inform policy that affects others. Careers advice and support for higher education.					
Literacy/Numeracy	Extended writing	Numeracy recap of the C1 maths content	Extended writing Creative writing through application of knowledge	Extended writing Creative writing through application of knowledge	Extended writing Creative writing through application of knowledge	