



Psychology Curriculum

Intent

Curriculum Vision

The more you understand human behaviour, the better able you are to predict human action. Through the study of Psychology students learn to become more self-aware of their own actions and the possible causes of these actions, as well as the actions of others. This empowers students to develop their understanding of human behaviour and be accepting of each human being as unique, allowing for diversity in society and these diverse needs to be celebrated.

Students will evaluate the reliability and validity of research, this is so they can become critical thinkers and are able to challenge research that they are exposed to the media. This will enable them to make their own informed decisions about the relevant issues in society at the time, and apply their psychological knowledge to the real world.

Psychology is essential because it provides an understanding of scientific vocabulary and concepts as well as the social factors which may influence human behaviour. Students develop an understanding of range of factors that could affect human behaviour.

Students will delve into the origins of research, and understand why particular research was conducted and how it could have been considered useful to society at this time. Students understand how research progresses and develops overtime. Students develop their ability to evaluate the reliability and ethical implications of research. This is necessary to ensure the research presented and used is useful for its purpose and meets ethical requirements to ensure that all individuals are protected from harm.

Students consider human behaviour in the context of modern day events, for example linking the riots in America around the death of George Floyd to crowd and collective behaviour. Students also consider the sensitive nature of such events, developing awareness and empathy for those involved.

Concepts and Skills

Psychology is underpinned by the following ideas and skills:

- **Research Methods:** how to conduct psychological research, the methods used, reliability and validity of these methods.

- **Ethics:** ethical guidelines – cost benefit analysis.
- **Structures of the brain:** the function and location of each lobe and the medial areas of the brain, neuroplasticity, neuronal growth, identifying damage to areas of the brain.
- **Developmental psychology:** development of the brain from child hood to adulthood.
- **Language:** how language is developed, discussion into what comes first thought or language.
- **Mental health:** the variety of mental health conditions, the symptoms, how they are diagnosed, issues with diagnosis, the biological cause, biological treatment, cognitive cause, and cognitive treatment.
- **Social influence:** obedience, conformity, crowd and collective behaviour, the situation cause of obedience and conformity, the dispositional cause.
- **Memory:** different types of memory, how memory is encoded, different stores of memory, regions of the brain involved with memory, damage to the brain and influence or memory.
- **Critical thinking:** analysing the methodology and conclusions of research to form a judgement

Vocabulary

Key Stage Four	Key Stage Five
Reliability	Internal validity
Validity	External validity
Generalisability	Internal reliability
Nature	External Reliability
Nurture	Inter rater Reliability
Extraneous Variables	Test re test reliability
Independent Variable	Autism
Dependent variable	Asperger's
Hypotheses	Tourette's
Lab experiment	Neuroplasticity
Field experiment	Freewill
Quasi experiment	Soft Determinism
Independent measures design	Hard Determinism
Repeated measures design	Reductionism
Matched pairs design	Holism
MRI Scans	Falsifiable
PET Scans	Objective
Frontal Lobe	Empiricism
Occipital Lobe	Standardised
Temporal Lobe	Ethnocentrism
Parietal Lobe	Cultural Relativism

Homework

All students in years 7-11 have Knowledge Organisers as part of their homework in Child Development. The Knowledge Organiser content is in line with the sequencing of the curriculum. Self-quizzing supports the retrieval of and embedding of knowledge in long-term memory. Our low stakes *Do Now's* at the beginning of each lesson tests cumulative knowledge of multiple previous topics, giving students the opportunity to strengthen memory through retrieval practice. This is supplemented by our cumulative multiple choice Knowledge Organiser test at the end of each term. Instead of revision being perceived as something which is crammed into a few weeks, our homework programme supports spaced practice throughout each academic year. By repeatedly returning to content covered, students' knowledge has had time to 'rest and be refreshed'

Students in years 10 and 11 have additional homework in all subjects. In Psychology this will consist of research tasks, conducting observations/experiments and writing these up, online quizzes on Show my Homework and Quizlet as well as practice exam questions. Homework helps our students achieve mastery in Psychology. Students who need extra support to achieve mastery are supported by our 10:10 programme in Psychology and all have access to our daily Homework Club.

Implementation

Overview Statement

In KS4, learning is embedded through the sequencing of topics to aid the development of knowledge and skills over time and through overlapping concepts. Students start with research methods, brain, and neuropsychology as they refer back to this throughout the course in each topic area. This supports students of all abilities, especially SEN students as studying the topics in this structure helps build the connections needed to fully analyse key themes at higher levels. This progression allows for effective differentiation, marking and feedback and stretch and challenge tasks. Regular extended writing allows pupils to develop their language and vocabulary. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. For example, the link between History and Psychology when learning about obedience, with regard to WW2. Homework, daily retrieval-based 'Do Nows' and termly low stakes knowledge organisers quizzes strengthen memory as do mid-term and end-of- year assessments which are cumulative. Vocabulary is developed in Psychology through the Frayer Model and students are taught to read, write and speak like a psychologist. Technology is employed through research tasks on psychological studies to develop an understanding of the ethical implications of research, to further strengthen learning. Learning character is developed each lesson through the use of the six Learning Applications (LApps) especially awareness and resilience.



In KS5 Psychology learning is embedded by having a coherently sequenced curriculum so that concepts and skills are developed over time. This is done by having key evaluative terms for research methods introduced at the beginning of the course to then help students to be able to evaluate the core studies. In KS5, students will undergo many research projects where they conduct their own observations and experiments in order to apply their knowledge of research methods and ethical guidelines as well as helping them to further develop their knowledge of descriptive statistics and then the statistical tests, which are appropriate for that study. Students will be able to carry out these statistical tests and will be able to analyse if the results of their research is significant and if so to what level. They can then use this knowledge to discuss if the research would be considered useful to society and if so, how useful and if the usefulness of this outweighs the cost to the participants.

This supports students, especially SEN students as new content is introduced in a logical manner, whilst providing students with small amounts of new information at a time, which then they can apply their evaluative skills too. Planning is informed by Rosenshine's Principles of Instruction and Cognitive Theory. Cross curricular links are explicitly referenced and exploited in order to deepen understanding. Technology is employed to strengthen learning by being used to research key studies in psychology as well as apply knowledge, this may include attempting self-reports which were conducted in the core studies, to then be able to understand how this method was not reliable. Learning character is developed each lesson through the use of the six Learning Applications (LApps).

Impact

Key Stage Four

At the end of Key Stage Four, students will have built on their knowledge of research methods which then they can use to evaluate core studies throughout the rest of the topics within the course. Through developing their knowledge of research methods, they are then able to deepen their understanding of the functions of the brain and how these are measured, students will be able to apply

their knowledge of research methods to this area by evaluating the research methods used. Students will be able to show an awareness of social issues in society such as discrimination, obedience and the bystander effect. Students will then be able to discuss if these issues are due to nature or nurture. Students will have an increased level of awareness of particular cases of neurological damage and will be able to apply their knowledge of the brain to understand why changes in behaviour occur after a brain injury. Students will then independently be able to describe, explain and evaluate the use of case studies. This will build connections between the brain, research methods and core studies.

Students will hone further on the key psychological debates such as nature vs nurture and will use their core studies within topics to assess when human behaviour is due to nature or nurture to create balanced arguments. They should be able to apply this to all topics e.g. language, and should be able to discuss if nonverbal communication is innate or learnt.

Students also develop an understanding of the entwined nature of their studies, though explicit cross-curricular links and inter-disciplinary study. Their progress in Psychology is recognised through their GCSE entry, which acts as a benchmark of their mastery and provides them with the national currency needed for access to further education and employment. Students use their knowledge of cognitive theory to recognise and use the most impactful methods of revision and retrieval practice.

Key Stage Five

The Key Stage Four curriculum builds upon students' initial understanding, extending their knowledge in the areas of research methods, the brain and debates, such as nature vs nurture. Through developing their knowledge of these concepts, they are able to apply this knowledge to core studies and evaluate the studies as well as discuss which debates these studies support or refute and the impact of this.

Students will be able to use further vocabulary that is introduced throughout KS5. They will be able to discuss and evaluate research with regard to reliability and validity and be able to discuss how a study may be considered high in one type of validity, but low in another. They will then apply this knowledge throughout the rest of the topics within the course, to then be able to further develop their arguments and to think critically about the research provided. Students will then relate this to debates such as, the nature versus nurture debate, by being able to justify how well the study supports or refutes the debate. Students will then assess the usefulness of arguing if behaviour is due to nature or nurture, the implications of this and the affect it would have on society. Through doing this students will apply this knowledge to the real world by considering the implications of arguing that criminal behaviour is due to nature/nurture.

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