ETHOS COLLEGE

Nurturing inclusive learning communities

Curriculum Planning

Subject: Psychology

1 year Plan

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Half Term	Key Subject Content	Sequencing	Rationale	Careers, Industry Links and Cultural Capital	Reading	SEMH
Half Term 1: Sep – Oct	Development and Memory	Early brain development, including all areas of the brain, Piaget's theory of cognitive development, the four stages and the role of education and intelligence, Dweck's mindset theory on learning and development. Willingham's learning theory on learning and development, understanding key studies carried out and understanding morality issues in psychology and the individual. Structure and process of memory and information processing, key features of short term and long term memory, retrograde and anterograde amnesia, understanding the theory of reconstructive memory,	Pupils need to understand how the brain developed before they can understand the cognition. This will help them to deepen their knowledge of brain function and then apply it to different studies that have been carried out to evaluate the findings and compare one study with another.	Linking the research studies to psychologists.	Each lesson pupils have a comprehension activity that embeds the information they have learnt throughout the lesson. D.A.R.T.S activities around case studies, theories and key concepts where pupils have to pick out information from the text.	Boxall Strands A – Giving purposeful attention B – Participating Constructively C - Connecting up experiences D – Showing Insightful Involvement E - Engages cognitively with peers

		understanding the multistore model of memory, Research on key studies and pupils look at the reductionism and holism debate.				
Half Term 2: Oct – Dec	Psychological Problems and Brain and Neuropsychology	Understanding unipolar depression and addiction, including the symptoms and features, how mental health problems change over time and the effect on individuals and society. Pupils look at cognitive behavioural and learning theories of an explanation of psychological problems including looking at the use of drugs as a treatment. Research on key studies and understanding the nature vs nurture debate. Know the structure and function of each part of the brain, understand the lateralisation of function in the hemispheres. Know what neurones and synapses are, understanding the impact of neurological damage on cognition and behaviour. Research on key studies and looking at	Building on basic knowledge about the brain and cognition and then studying at greater depth the role of the central nervous system and neurological connections and how they can be affected and what the impact of these are.	Pupils will learn about the work of key psychologists on the study of psychology over time	Pupils are provided with opportunities to learn through comprehension and DARTS exercises. Pupils are encouraged to participate in active reading throughout the course.	Boxall Strands A – Giving purposeful attention B – Participating Constructively C - Connecting up experiences D – Showing Insightful Involvement E - Engages cognitively with peers

		how psychology had changed over time.				
Half Term 3: Jan – Feb	Social Influence and Criminal Psychology	Look at obedience, conformity, deindividuation and bystander effect, understanding the factors that affect bystander intervention, understanding conformity and factors that affect conformity, looking at obedience to authority and factors that affect it, understanding crowd the behaviour of crowds, individuals and collective behaviour. Looking at possible ways to prevent blind obedience to authority. Research key studies and social and cultural issues in psychology. How learning theories explain criminality including operant conditioning and social learning theory, looking at biological explanations of criminality including personality types, looking at the effects of punishment on recidivism, looking at 2 treatments to rehabilitate and reduce criminal and antisocial	Until pupils have an understanding of brain function, cognition and neurological connections, they cannot look at these, so it builds on previous knowledge and adds fluency.	Pupils will learn about different careers within this topic	Pupils are provided with opportunities to learn through comprehension and DARTS exercises. Pupils are encouraged to participate in active reading throughout the course.	Boxall Strands A – Giving purposeful attention B – Participating Constructively C - Connecting up experiences D – Showing Insightful Involvement E - Engages cognitively with peers

		behaviour. Research key studies				
Half Term 4: Feb – April	The Self and Research Methods	Understanding the concept of the self and self-concept, looking at the role of identity and free will in development of the self, understanding the humanistic theory of the self, looking at internal and external influences of the self and self-esteem, looking at how personality can be measured, looking at trait theory as a measure of personality. Research into key studies. Time will be spent at looking at the structure of psychological research, including formulating own research using the correct sampling techniques, and types of experiment and then analysing data and evaluate the findings.	Once pupils have the basic understanding of development, cognition, learning and influences in society, they can then focus on applying that learning to analyse themselves.	Pupils will look at the work of key psychologists	Pupils are provided with opportunities to learn through comprehension and DARTS exercises. Pupils are encouraged to participate in active reading throughout the course.	Boxall Strands A – Giving purposeful attention B – Participating Constructively C - Connecting up experiences D – Showing Insightful Involvement E - Engages cognitively with peers
Half Term 5: April – May	Revision					
Half Term 6: June – July	Revision					