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**Ethos College**

# **Curriculum Planning Psychology**

## **Curriculum intent statement: Psychology**

### **Intent:**

The study of Psychology has a number of purposes. Key is developing pupil awareness of themselves, how they think and feel and why. It can also help them to understand others better. Whilst studying Psychology, pupils will learn about elements of the way humans think, their emotions and the way they behave. Learning this will help pupils in the various different aspects of their lives as they will be able to enhance their interactions with others whilst also improving their understanding of their own behaviour and emotions. Equipping our pupils at Ethos with knowledge about psychological processes as well as mental illness and wellness will mean that they are better informed and can apply their knowledge to their own lives, challenge stigmatisation and support others effectively.

Psychology in and of itself is a valuable subject to study as it endows pupils with skills in analytical process and logical thinking. These skills are invaluable across a range of subject areas and can be brought to bear in Maths, Sport, English, Business, Biology, Humanities and various other Social Sciences. Studying Psychology at advanced levels can lead to careers in any number of sectors, both public and private such as research, sport, healthcare and education. A solid grounding in Psychology can be advantageous in a range of workplaces as pupils will improve their ability to work in teams, communicate effectively, interact with clients or customers and respond appropriately to pressure or stress.

Within the curriculum, pupils will be introduced to a range of studies on human behaviour. They will learn about

key theories, apply those theories to case studies or scenarios and evaluate those concepts with a keen eye to bringing in their own experiences. In an SEMH setting like Ethos, this will encompass and embrace the uniquely neurodiverse perspectives many of our young people bring. Compulsory topics set by Edexcel, the exam board we use, include: Development, Memory, Psychological Problems, the Brain and Neuropsychology and Social Influence. Optional topics will cover Criminal Psychology and Sleep and Dreaming. All topics of particular interest and relatability to our pupils. Embedded within the study of the topics is Research Methods and pupils will be encouraged to develop critical analysis, research and thinking skills. Edexcel's syllabus provides an excellent grounding in the fundamental basics of Psychology and will provide the foundations for further study in the future.

### **Implementation:**

Lessons will be structured in a linear fashion with the teacher focusing on one topic at a time. The exception will be research methods which will be embedded within the study in order to support pupils in applying the skills. Lessons may be delivered via power point, comprehension activities, videos, discussions, live modelling, exam preparation and mock tests. Each lesson will provide opportunities for pupils to engage with key theorists, discuss their own responses, apply knowledge and arm pupils with the tools to effectively evaluate. Ample opportunities to complete short form exam responses will be embedded within their lessons and assessments at the end of topics will provide summative scores to indicate pupil progress and how to improve. The assessments will use multiple choice, short answer and extended writing/essays to assess knowledge, understanding, application and evaluation skills.

The first written paper focuses on the compulsory topics: Memory, Development, Psychological Problems, the Brain and Neuropsychology and Social Influence. This exam will last 1 hour 45 minutes and it accounts for 55% of the final GCSE result. Each of the 5 sections will include multiple choice, short answer and extended writing questions and the paper will be out of 98.

The second written paper is on Research Methods and the optional topics: Criminal Psychology and Sleep and Dreaming. This exam will last 1 hour 20 minutes and it accounts for 45% of the final GCSE result. Each of the sections will include multiple choice, short answer and extended writing questions and will receive a maximum of 79 marks.




### **Impact:**

Ultimately, Psychology pupils will engage in learning that will support their ability to understand the way they and others think, feel and act the way they do. This will lead to pupils being better able to engage in successful careers and relationships as well as improving their self-confidence, communication and wellbeing. As the study of Psychology takes an in depth look at human nature, pupils will be better able to manage their own stress, regulate themselves in challenging situations and improve their decision-making abilities. They will also be equipped with the social skills to challenge discrimination and prejudice. At Ethos, our pupils have SEMH needs that can make tackling the world extremely challenging. Studying Psychology will help them to make sense of the world and themselves and prepare them to navigate the choppy waters of life after school.

# 1 Year Plan

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.	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

		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, 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	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	Boxall Strands A – Giving purposeful attention B – Participating Constructively C - Connecting up experiences



		<p>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.</p> <p>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 how psychology had changed over time.</p>			<p>active reading throughout the course.</p>	<p>D – Showing Insightful Involvement</p> <p>E - Engages cognitively with peers</p>
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Half Term 3: Jan – Feb	Social Influence and Criminal Psychology	<p>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.</p> <p>How learning theories explain criminality including operant conditioning and</p>	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.	<p>Boxall Strands</p> <p>A – Giving purposeful attention</p> <p>B – Participating Constructively</p> <p>C - Connecting up experiences</p> <p>D – Showing Insightful Involvement</p> <p>E - Engages cognitively with peers</p>
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		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 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	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





		<p>personality. Research into key studies.</p> <p>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.</p>				E - Engages cognitively with peers
Half Term 5: April – May	Revision					
Half Term 6: June – July	Revision					

