

Intent

Through the study of Psychology, the department offers the pupils a scientific and rigorous education in how we develop, learn and behave. Pupils will also gain an understanding of some of the basic principles and explanations for common psychological illness and disorders. In addition, an appreciation of ‘how science works’ in conjunction with the application of the empirical method will be central to all lessons and SOW; thus enhancing the pupil's use of numeracy, ability to think critically and their understanding as ‘global citizens’.

We believe that learning should be placed within a dynamic framework of discussion and debate and should involve a high level of independent learning from the pupils. In addition, we believe that by sharing our enthusiasm for the subject and modelling the importance of reading and life-long learning we will inspire pupils to undertake their own research. This will, in turn, foster an environment for pupils to develop self-mastery and engagement in self-regulated learning.

Implementation

Unit title & description	TERM 1		TERM 2	TERM 3
	REVISION OF PAPER 1	DEVELOPMENT	REVISION	REVISION
<p>Knowledge</p>	<p>DEVELOPMENT Early brain development A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. The roles of nature and nurture. Piaget’s stage theory and the development of intelligence The role of Piaget’s theory in education Piaget’s Theory of Cognitive Development including concepts of assimilation and accommodation. The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education. Reduction of egocentricity, development of conservation. McGarrigle and Donaldson’s ‘naughty teddy study’; Hughes’ ‘policeman doll study’. The effects of learning on development Dweck’s Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning. Learning styles including verbalisers and visualisers. Willingham’s Learning Theory and his criticism of learning styles.</p> <p>REVISION Revision of prior learning with walking, talking mocks and feedback on these papers.</p>	<p>REVISION Revision of prior learning with knowledge tests, key study tests, walking, talking mocks and feedback on these papers.</p>	<p>Revision of prior learning with knowledge tests, key study tests, walking, talking mocks and feedback on these papers.</p>	
<p>Skills</p>	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions. Students will be expected to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1/ Paper 2 content • apply psychological knowledge and understanding of the specified Paper1/Paper 2 content in a range of contexts • analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1/2 content and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills • evaluate therapies and treatments including in terms of their appropriateness and effectiveness • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity • develop an understanding of the interrelationships between the core areas of psychology • show how the studies for topics relate to the associated theory. 			

<p>Literacy</p>	<p>Students are expected to use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry.</p>
<p>Numeracy</p>	<p>Quantitative and qualitative data The difference between quantitative and qualitative data. Primary and secondary data The difference between primary and secondary data. Computation Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. Descriptive statistics Understand and calculate mean, median, mode and range. Interpretation and display of quantitative data Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation. Normal distributions: The characteristics of normal distribution.</p>
<p>Enrichment learning</p>	<p>Students acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena</p>
<p>British values</p>	<p>Students develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.</p>
<p>Character</p>	<p>Students develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology</p>
<p>Careers</p>	<p>Frequent and relevant reference to studying psychology at university, where (e.g. UCL – Psycholinguistics specialism) and which topics relate to which careers. Reference frequently made to how lesson activities reflect what different types of psychologists do. Jobs frequently referred to include: Clinical psychologist; Counselling psychologist; Educational psychologist; Forensic psychologist; Further education teacher; Health psychologist; High intensity therapist; Occupational psychologist; Psychological wellbeing practitioner; Sport and exercise psychologist; Advice worker; Careers adviser; Chaplain; Counsellor; Detective; Education consultant; Human resources officer; Life coach; Market researcher; Mediator; Play therapist; Policy officer; Psychotherapist</p>