THE HIGHFIELD SCHOOL

Curriculum Plan
Department/subject: **PSYCHOLOGY**
Our Vision: **We take opportunities and aspire to excellence**
Our Intent:

- All students will experience a curriculum richness, breadth and depth
- The curriculum equips every student with the knowledge and skills for the future in our local area and beyond
- The curriculum builds on prior knowledge and creates a 'web of knowledge'
- Gaps in knowledge and skills are identified and addressed quickly

Year 12	Autumn 1	Autumn 2
Knowledge to be taught	• Introduction to Psychology **Psychological Themes Through Core Studies (PTTCS)** • Cognitive Area: Memory • Social Area: Responses to Authority • Debates: Usefulness • Debates: Ethics • Debates: Psychology as a Science	**PTTCS** • Developmental Area: External Influences on Children's Behaviour • Debates: Nature-nurture debate • The Behaviourist Perspective
Links to prior knowledge	Some links to understanding of science at GCSE	Students will by now understand how research is presented (report format) and how to describe and evaluate research, debates and areas of psychology from Term 1 and will apply this learning to topics taught in Term 2 and throughout year 12
How knowledge is assessed	• Written homework assessments made up of examination style questions, medal and mission marked with grade from A* to U • Question and Answer methods in all lessons using no-hands-up questioning and differentiated questionings to support and challenge. • Self and peer assessment of exam style questions covered in lessons on all topics	• Written homework assessments made up of examination style questions, medal and mission marked with grade from A* to U • **MOCK EXAMINATIONS** based on all work covered to this point, marked and graded

	• **ASSESSMENT** – on the topic of MEMORY with three debates(ethics,usefulness,science), marked and graded	
How gaps will be addressed	• Formative medal and mission marking • Catch-up handouts and direction to work available for students on google classroom or in google drive to cover gaps missed due to absence	• Formative medal and mission marking with suggested answers to assist students filling gaps in their knowledge and understanding • Catch-up handouts and direction to work available for students on google classroom/google drive to cover gaps missed due to absence • Feedback lesson on the test with follow up homework as required (e.g. rework test or parts of it as homework) • One-to-one intervention for students needing support
Cultural capital lessons	Embedded within the specification: Studying cognitive psychology gives students insight into how their own memory and the memory of others and its limitations and functions. This is useful metacognitive knowledge. Studying obedience, disobedience and whistleblowing in social psychology gives students an insight into the powerful influence of the situation over personality, which is useful to know. An understanding of scientific enquiry and its strengths and limitations is useful knowledge and develops students as critical thinkers.	Embedded within the specification: Studying developmental psychology gives students an insight into the influence of role models and reinforcement on learning, especially on young children, which is useful knowledge for anyone who intends to work with children. An understanding of debates such as the nature-nurture debate is useful knowledge and develops students as critical thinkers

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Year 12	Spring 1	Spring 2
Knowledge to be taught	**Research methods** ● Research methods and techniques: Experiments ● Aims and hypotheses and how to formulate ● Populations, samples and sampling techniques ● Experimental designs ● Variables and how they are operationalised ● Data recording analysis and presentation, including raw data, types and levels of data, descriptive statistic and inferential statistics. ● Practical activity: Memory Experiment	**PTTCS** ● Individual Differences Area: Understanding Disorders ● Debates: Individual-situational explanations of behaviour debate ● The Psychodynamic Perspective **Research Methods** ● **ASSESSMENT** (mock exam) ● Self-reports ● Practical activity: Sleep and Dreaming questionnaire ● Observations ● Practical Activity: content analysis – gender stereotyping in catalogues
Links to prior knowledge	Some links to understanding of science and mathematics at GCSE	Students will by now understand how research is presented (report format) and how to describe and evaluate research, debates and areas of psychology from Term 1 and will apply this learning to topics taught in Term 2 and throughout year 12 Students will apply knowledge from Term 1 to their study of research methods in Term 2
How knowledge is assessed	● Written homework assessments made up of examination style questions, medal and mission marked with grade from A* to U ● Question and Answer methods in all lessons ● Self and peer assessment of exam style questions ● Design and write up of student's own experiment	● Written homework assessments made up of examination style questions, medal and mission marked with grade from A* to U ● **ASSESSMENT** (mock exam) ● Design and write up of student's questionnaire ● Design and write up of content analysis

How gaps will be addressed	• Questioning used to identify and address misconceptions in lessons • Formative medal and mission marking • Catch-up handouts and direction to work available for students on google classroom or in google drive to cover gaps missed due to absence • One-to-one intervention for students needing support	• Questioning used to identify and address misconceptions in lessons • Formative medal and mission marking • Catch-up handouts and direction to work available for students on google classroom or in google drive to cover gaps missed due to absence • Feedback lesson on the test (mock exam) • One-to-one intervention for students needing support
Cultural capital lessons	Embedded within the specification: An understanding of scientific enquiry and its strengths and limitations is useful knowledge and develops students as critical thinkers. The statistical and mathematical skills acquired by students are transferable to other settings and are useful transferable life skills.	Embedded within the specification: Studying the Individual Differences Area of psychology and disorders such as phobia and autism develops students' understanding of diversity. This understanding can help them develop empathy for people who differ from the norm. An understanding of debates such as the individual-situational explanations of behaviour debate is useful knowledge and develops students as critical thinkers. The ideas of Sigmund Freud appear in many forms across a range of disciplines and so studying the psychodynamic perspective will assist student's understanding where the concepts and principles of this perspective are applied or implied (e.g. symbolism in drama or literature).

Year 12	Summer 1	Summer 2
Knowledge to be taught	**Research methods** • Research methods and techniques: Observations Practical Activity: content analysis – gender stereotyping in catalogues • Research methods and techniques: Correlations **PTTCS** • The Biological Area: Regions of the Brain	**Research Methods** • **MOCK EXAM** covering all content to date from Research Methods and PTTCS examinations) **PTTCS** • Individual Differences Area: Measuring Differences • The Biological Area: Brain Plasticity • Set summer Bridging Project

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Links to prior knowledge	Students will apply knowledge from Spring Term 1 to their study of research methods in Summer Term 1. Students will by now understand how research is presented (report format) and how to describe and evaluate research, debates and areas of psychology from Term 1 and will apply this learning to topics taught in Term 2 and throughout year 12.	Students will by now understand how research is presented (report format) and how to describe and evaluate research, debates and areas of psychology from Term 1 and will apply this learning to topics taught in Term 2 and throughout year 12 Students will apply knowledge from Spring Term 1 to their study of research methods in Summer Term 2. Students will need to revise all content studies for the Mock Exam.
How knowledge is assessed	● Written homework assessments made up of examination style questions, medal and mission marked with grade from A* to U ● Question and Answer methods in all lessons ● Self and peer assessment of exam style questions ● Design and write up of student's own observation	● Written homework assessments made up of examination style questions, medal and mission marked with grade from A* to U ● Formative test (**MOCK EXAM**) ● Question and Answer methods in all lessons ● Self and peer assessment of exam style questions ● Summer Bridging Project to be submitted in September
How gaps will be addressed	● Questioning used to identify and address misconceptions in lessons ● Formative medal and mission marking ● Catch-up handouts and direction to work available for students on google classroom or in google drive to cover gaps missed due to absence ● One-to-one intervention for students needing support	● Questioning used to identify and address misconceptions in lessons ● Formative medal and mission marking ● Catch-up handouts and direction to work available for students on google classroom or in google drive to cover gaps missed due to absence ● Feedback lesson on the test (mock exam) ● One-to-one intervention for students needing support, including setting summer extension or catch up work where needed.
Cultural capital lessons	Embedded within the specification An understanding of observations and correlations and their strengths and limitations is useful knowledge and develops students as critical thinkers. The statistical and mathematical skills acquired by students are transferable to other settings and are useful life skills.	Embedded within the specification Studying the Individual Differences Area of psychology and measuring differences introduces students to the "mismeasure of man" (Gould) and the abuses of science (scientific racism) and its consequences. It also gives them an understanding of psychopathy, to dispel any misunderstandings they might have about this term and about how psychopaths function in society.