

Subject Name: Psychology

Department Vision & Ethos

INTENT

It is our intent to create the very best Psychology and Criminology students. The aim of the Psychology and Criminology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on wider society. We do this using quality first teaching, which ensures students understand underlying Psychological principles and can apply them in a variety of familiar and unfamiliar contexts.

We want students to be able to think analytically and reach logical conclusions based on scientific evidence. Our curriculum at Sandy Secondary School goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Our curriculum in Psychology and Criminology supports the ethos statement previously mentioned and also seeks to embed the School's Core Values from Y9 (KS3) through to Y13 (KS5).

Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling and acclaimed teacher skills in questioning, we encourage our students to demonstrate manners, respect and tolerance in Psychology and Criminology lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind.

As a knowledge-based curriculum we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills. **Cultural Capital** is embedded throughout the Social Sciences curriculum. Our students are introduced to a wide variety of viewpoints from some of the most influential Psychologists and Criminologists throughout history.

We study the impact that their work has had on the world we live in and students are encouraged to make links between their studies and real life examples. They are expected to analyse the relative contributions of competing theories in order to discuss their impact on our understanding of human behaviour and

society as a whole. In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it. All of which supports and promotes our School's Core Values:

Trustworthy & Honourable	<ul style="list-style-type: none"> • Taking responsibility for their own learning and developing good habits both in lessons and with homework. • Considering both sides to any situation and making a decision based on evidence.
Positive & Resilient	<ul style="list-style-type: none"> • Arriving at every lesson ready to learn and expecting to achieve. • Demonstrating the ability to continue when it becomes difficult.
Competitive & Driven	<ul style="list-style-type: none"> • Aiming to improve themselves in every area, each and every lesson. • Pushing themselves to go to the next step in their learning and being able to bridge any gaps in their learning. • Challenging themselves to be the best they can. • The drive to achieve excellence in everything that they do.
Courteous & Compassionate	<ul style="list-style-type: none"> • Understanding that different students learn in different ways and at times the structure of learning will change to accommodate this • Helping each other to achieve in lessons and develop the skill needed to succeed. • Being able to learn from one another as part of a two-way process • Manners and respect
Aspirational & Self-Motivated	<ul style="list-style-type: none"> • Wanting to be the best that they can be in each and every area of the subject • Being prepared to try in every lesson and looking at how they can learn and develop from the experiences they have in the classroom • Extra-Curricular experiences to support learning

IMPLEMENTATION

How the curriculum is implemented

Collaborative, detailed and thorough curriculum planning lies at the heart of what we do in the department. We are committed to an on-going development plan of developing our schemes of work in accord with the new linear programmes, early entry pathways design and L3 mixed vocational provisions. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specifications and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory and help students master subject content are embedded in the curriculum. These are focussed on specifically embedding:

- Challenge,
- Metacognition,

- Memory techniques,
- Numeracy and Literacy into our departmental curriculum.

To complement the schemes of work students also engage in Psychology and Criminology through arranging student revision with extensive use of the AQA Exampro facility. The Curriculum Leader is also the school Lead for EPQ and as such provides students with direct access to higher education links to expand the challenge and academic rigour. These activities allow students to gain valuable insight into the subject and the demands of the examination. In Psychology and Criminology we also implement our curriculum through using a variety of teaching strategies and kinaesthetic tasks as well as more traditional skills practice. Staff in the department make full use of the Google applications for education and all students use this to access the departmental resources both in lessons and where possible remotely.

GCSE Psychology Curriculum Overview - Knowledge & Skills

Y9
GCSE Y1

Memory

Processes of memory
Different types of memory: episodic memory, semantic memory and procedural memory
Features of each store: coding, capacity, duration
Structures of memory
The multi-store model of memory
Memory as an active process
The Theory of Reconstructive Memory
Factors affecting the accuracy of memory, including interference, context and false memories

Research Methods

Formulation of testable hypotheses
Types of variable Independent variable, dependent variable, extraneous variables
Sampling methods & Target populations
Designing research Quantitative and qualitative methods
The experimental design - independent groups, repeated measures, matched pairs
Association between two variables and scatter diagrams
The use of standardised procedures, instructions to participant & randomisation and extraneous variables
Planning and conducting research - reliability and validity of: sampling methods, experimental designs, quantitative and qualitative methods
Ethical considerations
Quantitative and qualitative data- Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages
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

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 four stages of development: sensorimotor, pre-operational, concrete operational and formal operational
Application of these stages in education.
Reduction of egocentricity, development of conservation.

Y10
GCSE Y2

Perception

The difference between sensation and perception
Visual cues and constancies Monocular depth cues
Binocular depth cues: retinal disparity, convergence
visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy
Gregory's constructivist theory of perception – the influence of nurture
Factors affecting perception Perceptual set

Social Influence

Conformity
Identification and dispositional factors (personality, expertise) affect conformity to majority influence. Asch's study of conformity.
Obedience Milgram's Agency theory
Explanation of dispositional factors affecting obedience
Prosocial behaviour
Bystander behaviour

Language, Thought & Communication

The possible relationship between language and thought
The Sapir-Whorf hypothesis: thinking depends on language
Differences between human and animal communication
Properties of human communication not present in animal communication
Functions of eye contact including regulating flow of conversation
Body language including open and closed posture
Explanations of non-verbal behaviour Darwin's evolutionary theory

Brain & Neuro-Psychology

Structure and function of the nervous system. The divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions.
Neuron structure and function
Sensory, relay and motor neurons.
Synaptic transmission
Hebb's theory of learning and neuronal growth
Structure and function of the brain: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum
How the structure and function of the brain relate to behaviour and cognition

Psychological Problems

Characteristics of mental health
Cultural variations in beliefs about mental health problems. Increased challenges of modern living
Increased recognition of the nature of mental health problems and lessening of social stigma. Effects of significant mental health problems on individuals and society
Characteristics of clinical depression Differences between unipolar depression, bipolar depression and sadness.
The use of International Classification of Diseases in diagnosing unipolar depression
Theories of depression Interventions or therapies for depression

A-Level Psychology Curriculum Overview - Knowledge & Skills

<p style="text-align: center;">Y12 Y1 A-Level</p>	<p>Social Influence <i>Types of conformity: internalisation, identification and compliance</i> <i>Explanations for obedience: agentic state and legitimacy of authority</i> <i>Dispositional explanation for obedience: The Authoritarian Personality</i> <i>Minority influence including reference to consistency, commitment and flexibility.</i> <i>The role of social influence processes in social change</i></p>	<p>Memory <i>The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</i> <i>The Working Memory Model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.</i> <i>Features of the model: coding and capacity</i> <i>Explanations for forgetting: proactive and retroactive interference</i> <i>Factors affecting the accuracy of eyewitness testimony</i></p>	<p>Attachment <i>Caregiver-infant interactions in humans: reciprocity and interactional synchrony</i> <i>Stages of attachment identified by Schaffer</i> <i>Animal studies of attachment: Lorenz and Harlow</i> <i>Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure/resistant</i> <i>Cultural variations in attachment, including Van Ijzendoorn</i></p>	<p>Psychopathology <i>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</i> <i>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive compulsive disorder (OCD).</i> <i>The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.</i></p>	<p>Approaches <i>Origins of psychology: Wundt, introspection and the emergence of psychology as a science.</i> <i>The Learning approaches: the behaviourist approach, including CC and Pavlov OC and Skinner's research</i> <i>The cognitive approach: the study of internal mental processes</i> <i>The cognitive approach: the study of internal mental processes</i> <i>The psychodynamic approach: the role of the unconscious</i> <i>Humanistic psychology: free will, self-actualisation</i></p>	<p>BioPsychology <i>The divisions of the nervous system</i> <i>The process of synaptic transmission</i> <i>The function of the endocrine system: glands and hormones</i> <i>Localisation of function in the brain and hemispheric lateralisation</i> <i>brain: scanning techniques, including functional magnetic resonance imaging (fMRI)</i> <i>Biological rhythms: circadian, infradian and ultradian</i></p>
<p style="text-align: center;">Y13 Y2 A-Level</p>	<p>Research Methods Inferential Statistics <i>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments</i> <i>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation</i> <i>Correlations. Analysis of the relationship between co-variables.</i> <i>Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation</i> <i>Experimental designs: repeated measures, independent groups, matched pairs.</i> <i>Levels of measurement: nominal, ordinal and interval</i> <i>Probability and significance: use of statistical tables and critical values in interpretation of significance;</i> <i>Type I and Type II errors.</i> <i>Factors affecting the choice of statistical test, including level of measurement and experimental design</i></p>			<p>Option Set 1</p> <ul style="list-style-type: none"> ▪ Relationships ▪ Gender ▪ Cognition and development 	<p>Option Set 2</p> <ul style="list-style-type: none"> ▪ Schizophrenia ▪ Eating Behaviour ▪ Stress 	<p>Option Set 3</p> <ul style="list-style-type: none"> ▪ Aggression ▪ Forensic Psychology ▪ Addiction

IMPACT

What can be expected by the end of each key stage (for KS4 this will be the end of course)

The number of students choosing to study Psychology and Criminology at A-Level are very high and a number of our students go on to study the subjects further at university. We know our curriculum is working as we strive to redress the gap in national average achievement and achieve our targets. In addition, Psychology (and now Criminology) has significantly grown with maintained retention over the past 4-5 years at an impressive rate – more so than any other subject outside the core subjects.

Furthermore, the quality of teaching and learning in Psychology and EPQ has been praised many times during learning walks by both external (HMI-Ofsted) and internal observers. The engagement of students in the department can be observed in lessons and recorded in student voice. More importantly, students frequently express their enjoyment of Psychology and Criminology, the quality of teaching they have received and their appreciation of the knowledge and study skills they have gained from the department.