

## Higher Level Planning and though rationale behind sequencing of the curriculum

Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Psychology	10	Memory	Research Methods	Research Methods/ Perception	Perception	Brain development	Brain development/ Language/ thought and communication
	11	Language, thought and communication	Social Influence	Brain neuropsychology	Psychological problems		
Sociology	10	Key sociologists and research methods	The sociology of families	The sociology of families	The sociology of education	The sociology of education	Sociological research and methods
	11	The sociology of crime and deviance	The sociology of crime and deviance	The sociology of social stratification	The sociology of social stratification		
Health and Social	10	Human Lifespan and development	Coursework completion	Health and social care services	Coursework completion	Health and Social care values	Coursework completion
	11	Health and well- being	Health and well- being	Exam	Health and wellbeing re-sits		

Changes made here, due to extended work set over the VLE for summer, this was the topic that had a few lessons uploaded. Due to numerous gaps of some students completing lessons and others missing, we started fresh topic with the view to complete/ revise this topic when remainder of the course is finished. The order of the topics is still the same however, half a term ahead.

Higher Level Planning	Composites	Components	Rationale for order/ sequencing.	
<b><u>YEAR 10</u></b>				
P S Y C H O L O G Y	AUT 1	Memory	Memory processes (5)	Memory is the easiest topic for students to understand in cognition and learning. This is because they are aware of it in everyday life. It allows for a greater emphasis on laying out the foundations and expectations of the course. Building skills on essay writing. It means that there will not be an exhaustion of cognitive load split between knowledge and skills needed. Skills will be embedded before moving on to harder topics/ composites.
			Structures of memory (5)	Students need to be aware of the processes of memory before looking at how it is structured. They will need to learn what is meant by encoding, storage and retrieval before they learn that memory is split into sensory, short term and long term stores that use different coding, storage capacities and retrieval practices. Students will require the building of key vocabulary in first component.
			Memory as an active process (4)	Students will move onto the fact that memory changes and the theories behind why and how memory changes. For example, our sensory memory can change if we pay now attention to it, short term memories can change if we have the chance to discuss what we have saw. Long term memories store information that is influenced by our cultural and social expectations. This knowledge then serves the next topic specific factors that affect memory.
			Factors affecting accuracy of memory (5)	Final topic will really look into different research and studies into the factors that affect memory. This will allow a taster of research methods and what research methods look like. By exposing students to research studies it gives them an understanding that psychologists do try and explain and test theory. They will then move on to how psychologists go about their testing.
L O N G  T E R M  P L A N N I N G  H T P	Assessment will be ongoing in the course of psychology. All components will have knowledge checks and any reteach activities will be provided before moving onto the next component. Quizzes that increases retrieval practice will be given daily, these quizzes will also follow the method of interleaving, in which knowledge of different components to the one currently being studied will be provided. Exam questions will be included in most lessons, so students will develop A01, A02 and A03 skills continuously. Knowledge organisers for each composite will also be provided so students are aware of the core knowledge they need for each assessment.			
	AUT 2	Research Methods	Considerations of research design (10)	Research methods is taught following the stages psychologists go through when carrying out a research study. First psychologists have to propose what they are studying, why they are studying it and how they will study it. This is why students will be taught first the considerations of research design and the advantages and disadvantages of different research methods and design.
			Quantitative and qualitative data (7)	Students will then once they have thought about how they will study a particular topic, will then think about how they will collect the data for the topic. This will involve them developing an understanding of what research methods produce different types of data and the advantages and disadvantages of both.
			Data handling (5)	Once psychologists have collected the data for their study they must interpret results and draw conclusions from what the data is showing. Therefore, it is wise that the last thing students are taught is how to interpret their data.
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SPR 1	Research Methods/ Perception	Data handling	I am mindful that research methods will be ongoing into the spring term. Students will be given the opportunity to revisit the whole process of research methods in combination by building on knowledge and applying it to a research project of their choice. This will allow students to see for themselves the advantages and disadvantages of certain research methods.
		Visual cues and constancies (4)	To return to cognition, it is best students look at perception. This is because it has similarities to the memory topic and memory can be revisited after a long period of time. This will strengthen schemata connections between all three topics/ components looked at.
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SPR 2	Perception	Visual illusions (3)	Visual illusions needs to follow visual cues and constancies because students need to draw on the knowledge of the cues we use in the environment to see how they are manipulated in visual illusions.
		Theories of perception (5)	Based on the work completed on visual illusion, cues and constancies, students will attempt to answer whether how we perceive the world is learnt or innate. Comparing and contrasting the theories will allow students to use evidence for visual illusions to try and explain this.
		Factors affecting perception (8)	Just as culture and social expectations affect memory, they too affect perception a link will be made between them both to strengthen the schema students have built. Assimilating the existing schema rather than accommodating for a new one.
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SUM 1	Brain Development	Early brain development (2)	Students now will have the knowledge of different types of cognition (memory and perception), but no understanding of how cognition develops. It would have been impossible to start with this because students would not have any prior knowledge of what cognition is. This component will set the scene for other components in the composite. How the development of cognition is determined by nature and nurture.
		Piaget's theory (8)	This is an extensive topic and requires further break down. Piaget's theory will be introduced as a whole before breaking it down into fundamentals (conservation and egocentrism), students will know Piaget outline stages of development before they understand what cognition is developed in each stage. Research methods will be explored again when looking at studies that have aimed to support/ contradict Piaget.
		Effects of learning on development (8)	After understanding that our cognition develops we need to make links to how this implicates learning and how our learning should match our development.
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PAPER 1 MOCK.			

SUM 2	Language thought and communication	Paper 1 revision – cognition and learning.	A set amount of time will be set aside for students to recap, myself time to reteach and build schemas and connections on how all the topic of cognition link together, this will strengthen schemas and allow for preparation of mock exams.
		Language and thought (4)	This component is being taught first due to the links that can be created with how cognition develops. The component looks at whether our language influences our thought or thought influences our language. Piaget's theory suggests that when our thought develops so does our language, so links will be made here.
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<b><u>Year 11</u></b>			
AUT 1	Language thought and communication	Human and animal communication (3)	We will build on our knowledge of language and thought and determine whether our language sets our thinking apart from animals.
		Nonverbal communication (4)	Once laying the foundations about the differences between human and animal communication we will look at how we use non-verbal communication to communicate and how much of these behaviours serve a purpose like the communication systems animals use and in fact be innate, built into us.
		Explanation of non-verbal behaviour (4)	Finally, we look at explaining why we have non-verbal communication and explore the differences between cultures that might provide evidence towards the fact that non-verbal communication may be influenced by nurture.
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AUT 2	Social Influence	Conformity	This topic explores individual's cognition and behaviour in the real world. How our cognition, thought and behaviours are influenced by society. Having secured an understanding of what cognition is students can start to investigate how it is influenced by the world in which we live.
		Obedience	Why do we obey? Why do we think we need to obey certain people? This follows on from conformity and is almost a level up from why people conform. Conformity is taught before obedience because social and dispositional factors are explored before students investigate the social and dispositional factors of obedience.
		Pro-social behaviour	It is easy to see the bad in humanity but there is also good in humanity and this provides the learning on the flip of a coin.
		Crowd and collective behaviour	Once students have mastered the learning of the social and dispositional forces that act upon an individual and how it influences our behaviour does the same apply to group dynamics?
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Mock Paper 1			
SPR 1	Brain neuropsychology	Structure and function of the nervous system (5)	An overview of the nervous system has it encompasses the brain and neurons will need to be delivered before moving onto individual structures of the nervous system, so that students build on their understanding of how individual components fit holistically.
		Neuron structure and function (5)	Before moving on to the complex structure of the brain, how messages are communicated need to be looked at. Understanding that neurons make up the brain and this is how the brain is able to be aware of our actions and control the body, is needed before we start looking at structures within the brain. This component comes before the first component because after understanding how the body is split into different nervous systems they will gain on that knowledge by learning that neurons are the building block of the brain.
		Structure and function of the brain (5)	Students after understanding how the brain is able to convey messages will look at the functions of structures in the brain and what types of messages they display.
		An introduction to neuropsychology (5)	We will then start to look at how if damage has occurred to each of the structures what is the consequences for the individual. We will look at the brain chemistry and make assumptions on what is likely to happen if different parts of the brain are damaged.
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SPR 2	Psychological problems.	An introduction to mental health (4)	The reason why this composite is taught after neuropsychology is due to the fact students need to be aware of structures of the brain and how they play a part in the development of psychological disorders. By now students will have grasped an understanding of how psychology influences the individual, society and the real world, but will add to this on how psychological disorders impact the individual, society and the world.
		Depression (9)	
		Addiction(7)	
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Mock Paper 2.			