

CURRICULUM INTENT/RATIONALE

FACULTY: Social Sciences

SUBJECT: Psychology

Curriculum Vision - "To Provide a World Class Curriculum For Our Students...."

Exceptional Outcomes for Pupils which may be reflected in grades or a decision to work in the discipline.	Develop Moral and socially adept citizens by exposing them to occurrences of real life and reflecting on human behaviour.	That make them more aware of the world in which they live. How and why societies, culture and individuals are influenced.
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Curriculum Intent

Knowledge Rich – real world examples.	Focus On Mastery – underpinned by readings for improved practice	Emphasis on long term memory and recall – quizzes that interleave throughout.	Inclusion- Scaffolding for lower abilities where all levels of students will overcome challenges.	Maximises the impact of Assessment – Knowledge checks at the end of components and composites.
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SOCIAL SCIENCE INTENT & RATIONALE

Our shared vision

Students have the choice to study Psychology, Sociology and Health and Social Care in our KS4 curriculum.

The aim of all subjects in social science is to develop critically analytical students that are aware of the society in which they live and how it affects their attitudes, thoughts and behaviour. We build on their critical analysis of theories, social structures, psychological perspectives and methods of measurement by equipping them with the skills to be able to evaluate and giving them the opportunity to ask questions and reflect: What does the evidence suggest? Why is it like that? How might we use this knowledge? Why must we be cautious of these findings/views? For all three subjects we intend to provide the students with the core knowledge needed for examination at the end of KS4, but also provide a curriculum that is knowledge rich and includes hinterland knowledge that strengthens the schemata of students and makes the learning more accessible to the real world. Social science subjects aim to be rich in knowledge, consequently social science students will develop into critical, analytical thinkers. By acquiring the knowledge students will build on their skills of inquiry, analysis and critique. "The more we know on any given subject, the more we'll be able to think about. And the more we're able to think about, the greater our ability to think with" (Didau, 2014 <https://learningspy.co.uk/featured/thinking/>)

Psychology

In Psychology we intend to engage students in the process of psychological enquiry by allowing them opportunities to use specialist vocabulary and learn psychological concepts. During each component students will be provided with key vocabulary (glossary of terms sheet) in which students will have access to in lessons, allowing them to become fluent and master the use of specialist terminology in the subject.

We intend to make them more aware of how their understanding of psychology helps explain social phenomena and how their self and others influence these phenomena. More specifically, during the composite Social Influence students will learn how we (the individual) will willingly obey those who we perceive to be legitimate authority due to our social hierarchies (society), it is during this time that we assume responsibility for an immoral act lies at the door of those in power (Milgram, 1961). This will be the substantive knowledge that students need. I will deliver this knowledge along with disciplinary knowledge of real world atrocities. The context behind the reasons for such theories (the facts). These real world atrocities, will include, but will not be limited to the Holocaust, My Lai massacre, Abu Gharib, Central Park Five and the apartheid, that will enable them to apply their knowledge, thoughts and feelings of these events. Students will learn why moral German citizens who were able to be loving husbands and fathers during the night were able to commit such atrocities during the day. "The use of disciplinary knowledge to substantiate a view point" (Carpenter, <http://www.robcarpenter.org.uk/44/climbing-the-hill/post/105/exemplifying-substantive-and-disciplinary-knowledge>) Students will then be able to explain the behaviours that have occurred during these events. The knowledge rich curriculum will result in conscientious students that will have the confidence to speak out if events that mirror the atrocities that occurred arise again.

The curriculum will allow students master how to construct psychological research that attempts to explain events that take place in society, whilst encouraging students to be critical of methodological research that conclusions of events are drawn from. For example, students should be critical of lab experiments that attempt to explain things such as the Holocaust because they lack external validity and do not account for the many factors and variables that contribute to different individuals, society and cultures.

Our intentions for our students is that they will finish the course with a resounding understanding of the relationship between psychology and personal, moral, social and cultural issues that affect the individual, society and world.

In year 10, students will cover cognition and learning. This is further broken down into memory, perception and brain development. The big questions students will answer are: What is memory? How does memory work? How might our memory for events change? Why do our memories for events change? How do we perceive the world? What makes us perceive things differently? How do optical illusions work? How does thinking change over time? How does thinking differ at different stages of our life? Why does our thinking change over time? Can we improve our thinking capacity? We intend to deliver the curriculum in the following way Memory, research methods, perception and then brain development. The reason for this is because until now students would not have been

exposed to psychology, therefore memory is a sound introduction in which to build a knowledge on. Memory is something that students are exposed to, they try to memorise information every day it is this prior understanding of which further schemas will be assimilated (Cherry, 2012 <https://traumainform.wordpress.com/2012/07/07/jean-piaget-schemas-assimilation-accommodation-equilibration/>). Students are not aware of how it works, or why it works in a certain way, but they already have an existing idea on what memory is, by building on existing schemas (assimilation) rather than teaching in isolation and expecting students to generate new schemas (accommodation) it will result in stronger neural connections. Students can make reference to how they use memory in everyday life. This will allow the development and gradual build-up of skills (AO1, A02 and A03) that is needed for assessment. Students will need to be able to outline, describe and explain theories and studies (A01), whilst applying their substantive knowledge of these theories and studies to explain real life examples (A02) and then be able to master the skill of evaluation (A03) being able to critique the theories and studies. Students will be shown how to answer exam questions and meet the assessment objectives of the course, this will be a long lasting transferable skill needed for all other topics in the course.

Research methods will be taught alongside memory, when students access evidence and materials used to inform psychological theories, this will be an ongoing interleaved theme that will occur and be re-taught across all components. More specifically students will learn the fundamentals of experiments (Lab, field and natural) and the methods psychologists use (observations, interviews, questionnaires....) and be able to critique these methods and considerations for different research. This substantive knowledge (facts) of research methods will be enriched with disciplinary knowledge when students are applying the general criticisms of actually psychological studies that students will access throughout the course. This is because students will be able to be critical of methodology when it is applied to case studies they are studying.

Perception will come after research methods and will be taught after memory, because it will be building on student's understanding of how cognition works and it will also allow for the comparison between things that affect memory and perception. It also gives the opportunity to inter-leave memory theories alongside theories of perception. For example, the theory of reconstructive memory is quite similar to Gregory's constructivist theory of perception.

Brain development will be the last composite to be taught for cognition and learning because it is the most difficult concept for students to get their head around (thinking about thinking), it will require a reduction in the extraneous load (William, 2017 <https://improvingteaching.co.uk/2017/11/19/planning-lessons-using-cognitive-load-theory/>) of students in order for them to understand the principles and core knowledge of Piaget. They will already need to have mastered the skills (A01, A02 and A03) so they can learn the core knowledge of Piaget's theory. Students will have a core understanding of what cognition is, how it works and how it is influenced before moving onto the development of cognition.

In year 11, students will look at behaviours as they occur in social contexts. After learning and mastering how psychology links with the individual on the individual level, we will move onto how psychology influences things wider than oneself. This is further broken down into Social influence, Neuropsychology, Language, thought and communication and psychological problems. The big questions we intend our students to be able to answer is: Why do people conform, obey, participate in crowd behaviour or demonstrate prosocial behaviour? What societal influences play a part in our behaviour? Does our thought determine our language or Are we able to think because we can talk? How does our communication set us apart from animals? Is our communication system something that is learnt or built into us? How does our brain control our thinking and behaviour? How might our behaviour be affected by damaged brain? How does our brain allow us to perform certain behaviours? What behavioural characteristics are evident in psychological disorders? How might we explain psychological disorders? Language, thought and communication will be the first topic looked at in this series because it builds on existing schema from the fundamentals looked at in brain development. For example, how our language develops when our thought develops. Students will have mastered knowledge of Piaget's cognitive development and how our thought develops, this prior knowledge will be used to explain how our language develops when our thoughts do. Offering support that thought influences language. It also extends on Piaget's theory and allows for the interleaving of the topics. Social influence will then be studied, this looks at how our behaviour is influenced by society and our personalities, during this topic lots of links to atrocities in real life will be investigated, allowing students the chance to be curious but also morally adept students. Brain neuropsychology will be looked at next because students will need an understanding of this to transfer their knowledge onto psychological disorders and the influence of the brain on this.

Assessment in Psychology

Assessment will be ongoing during 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 increase 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. Our intentions of quizzes included daily to recap knowledge is to strengthen the neural connections of the brain and deepen learning. 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.