

CURRICULUM INTENT/RATIONALE

FACULTY: Humanities

SUBJECT: Social Sciences

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 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. 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.

Health and Social

Our intentions for Health and Social Care Students is for them to develop sector-specific knowledge and skills in a practical learning environment that will allow for application of their knowledge in the Health and Social Care job sector. Students will learn how to interpret data to assess individual's health and conclude what the data shows. Students will be able master the ability to recommend lifestyle changes to improve data outlook of individuals. Lessons on how to measure pulse rate, BMI, blood pressure and peak flow will be included in the same way as measurements would be taken in the sector. This exposes them to real life work and allows them to get to grips with data the government uses to inform health strategies. By looking at the causes, consequences of

physiological measurements students will be able to make recommendations similar to what health care professionals would make when trying to improve health of individuals. By allowing students to undergo practical measurements it gives them a real taste of what it is like being a health care professional and it one of the many aims of this curriculum.

Students will also become aware of the care values that underpin practice of health and social care workers, opportunity to apply these will be given in various role plays in the centre. They will learn the fundamentals of respect, safeguarding, communication, dignity, duty of care and anti-discriminatory practice and learn how they are applied in different health and social care settings. Another example of how the curriculum intends to allow students to make an informed choice about working in the sector is the delivery of the care values that underpin professionals practice. Students will learn the fundamentals of what is needed to work in health and social care and real world learning will be embedded into this curriculum. They will gain knowledge of what skills each health and social care professionals needs for example good compassion, communication, care, after learning the different health and social care professionals that work in different health and social care settings.

In line with a knowledge rich curriculum students will investigate and delve into real life examples of people using the health and social care sector. The core knowledge will be the roles each health and social care setting has, however learning will be enhanced through the hinterland knowledge of real life examples. This will include panorama documents in which care home abuse is highlighted. This will give students the chance to reflect on what needs to be done to improve practice in the sector and will develop moral students that will hopefully be a reflective manager in the sector that will be able to make informed choices when leading other professionals to be better practitioners. Students has part of their assessment will be asked to complete a mock up role play of two different health and social care services in which they will demonstrate the care values needed to work in this sector. The intentions of this is too inform students of what it is like to work in the sector and enable them to be conscientious when reviewing their practice.

Students will learn the fundamentals health and social care practitioners use when assessing individual's growth and development and also conclude the factors that have influences on individuals' development. This will mean they master the learning of what normal development looks like and these schemas that are built during this course will be useful if students pursue a career in the sector. The curriculum aims to outline the characteristics of a child's development, so that abnormalities can be spotted and investigative questions can be asked to why developmental delays will occur. This serves the students well if pursuing a career in early child development and will begin to make them aware of why a child may not be developing normally. Being able to spot abnormalities will result in educated individuals working in the sector that can make informed decisions regarding the safety and well-being of children they will work with.

In year 10, students will complete component 1 and 2 of the course. This is because we will use the knowledge gained in human lifespan and development for the other two components. For example, students will be aware of development milestones at each life stage and the key features of development at each life stage. They will learn that during infancy children develop their gross and fine motor skills. This knowledge will then be built on when looking at development delays and the possible signs of disorders individuals might have, for example if a child is not yet walking during a typical age could they have a developmental disorder. Students will be able to spot when someone's health is atypical because they will build on the schemas they developed during the course of human Lifespan and development. Students will learn the physical, emotional, social and cultural factors that affect individuals and this will be made engaging by comparing individuals, case studies and celebrities' development. Students can research their own celebrities that wish to base their coursework on, but I will provide examples such as, Whitney Houston (how drugs affected her) for them to master the skills and knowledge needed for their coursework. Students will also gain knowledge of how life events they will experience throughout their lives will impact their physical, intellectual, emotional and social development. Leading on from the knowledge gained during component 1 of the course, students will move onto component 2. This is where we will learn the different health and social care settings we have and the different health and social care professionals that work in them. They will learn the difference between primary, secondary, tertiary and allied health workers before they move onto the practices of each professional that underpins the work they carry out. It will be taught in this order, rather than care values first because we can revisit the professionals and the services they offer when looking at what requirements they must have for the job. How might a carer need to be aware of safeguarding duties? How might a physiotherapist show respect? How might a GP treat someone with dignity?

In year 11 students will go on to complete the final component of the course. They will be able to build upon their knowledge from both component 1 and 2 to suggest reasons to why someone's health is affected. Component 1 looks at what knowledge is required to work in the sector, component 2 looks at what attributes and traits are needed to work in the sector and component 3 looks at how work is carried out in the sector. Students will first learn about what it means to be healthy, drawing on their previous knowledge gained on what normal/ abnormal development looks like. Students will then investigate the factors that affect someone's health and how it affects someone's health. For example, physical factors such as smoking and how this affects thee health and well-being of an individual. Moving on they explore different health conditions professionals in the field are aware of and how to measure someone health and well-being. After learning how to measure someone's well-being, they need to draw conclusions from the data. Why are individuals showing this reading and what improvements one should make to lead a healthier lifestyle? Building upon this knowledge and previous knowledge students will know what professionals can support individuals to leading healthier lifestyles and how this support should be given. The impact of all of this knowledge will result on students ready to work in the sector, and/ or individuals that are aware of how to lead a healthier lifestyle that can be controlled on an individual level if nothing else.

Assessment in Health and Social

Students will be assessed when each component of the composite is taught. Component 1 – Human Lifespan and Development is broken down into: individual development; factors that affect individual's development; the impact of life events on individual's development. Internal assessments at each of these stages will be conducted, with feedback provided for students to make adjustments and improvements. Component 2 – Health and social care services and values is broken down into: Health and social care services; professionals and individuals in each service; and

care values for working in the service. Assessment will be conducted at each component following the same pattern as above. There will be two external opportunities for component 3 one in February and one in June. The intent of this is to allow students who need a resit to undergo specialised intervention to get the very best grades possible for all students.

Sociology

During the two year course study, the sociology curriculum intends to develop curiosity and motivate the learning about key sociological ideas and values within British society. Sociologists studies the social influence on human life and their behaviour in social relationships. Therefore, there is an emphasis on how people live together in society as a whole and how they interact with each other whether in small groups, communities and large organisations. Sociology endeavours to engage students to understand not only the ways in which society's structures influences our daily lives, but also the ways in which we help in shaping the structure of society. Students will acquire an understanding and awareness of contemporary debates and issues without ignoring their classical basis. The study of sociological perspectives and research, families, education, crime and deviance and social stratification will ensure that students gain a renowned breath of knowledge and understanding of differences and inequalities that exist in society. Students' thinking will be challenged in developing their understanding about how social processes and structures in society works. In addition to learning about society's infrastructure, students will develop theoretical, practical and analytical understanding of how sociologists carry out their investigation using a range of research methods.

Sociology as a science requires: the reviewing of existing literature to become familiar with the concepts and to spot any gaps where topics have not been investigated, a hypothesis, choosing a method of research, carrying out a small scale trial initially, selecting a sample, collecting the data, analysing the data and finally evaluating the research. As it deals with human behaviour that constantly changes, it is an area of study that is not based on hard cold facts that gives a right and wrong as there are many variables. Students are encouraged to debate the variables that they consider. For example, one debate is that lone parent are a burden on society (a view held by the New Right) who are inadequate as a parent, so their child(ren) under-perform in schools and as a result rely on the welfare therefore making no positive contribution to society. Students of sociology will be from varying backgrounds therefore, will be able to voice an opinion on this point.

British society has a structure that is based on class. In contemporary society, some sociologists suggest that it is not as significant and relevant anymore. However, it can be seen, that there are divisions between certain groups in terms of wealth, education, medical care, employment and other factors that can improve or deplete life chance. The studying of social stratification will enable students to recognise the existence of social inequalities that impinges on people's lives which requires greater understanding and tolerance of individuals and groups.

Our intentions for our students are that they will finish the course with a undeniably confident understanding of the relationship between sociology; the ethical, moral, social, political and economic changes that affect individuals and different social groups in society as well as considering the global impact. Students will have a growth mindset that enables them to understand varying arguments without judgement. As quoted by Sidney Poitier from *Life beyond measure* (2008) "The task is to learn as much as you can about as much as you can; the great disease of mankind is ignorance."

In year 10, students are taught the topics in a sequential order that commences with the role and perspective of sociologists before they embark on any particular study. Having this understanding enable students to recognise the importance of sociologist in examining different social issues that affects lives. Next, is the study of families which are viewed as the foundation of society, also seen as the starting point of individuals before entering in the world of education. The structure and practices of families argued by sociologist to be the source of primary socialisation is considered influential in the way young people engage in educational establishments. Finally, education is deemed as the process of secondary socialisation where structures and practices follow on from the home. Here students learn about the influences of school on achievement, but also, the connection with family and households.

Students will learn about the social structures, process and issues that forms the basis of sociological enquiry. Students will answer questions such as what key concepts do sociologists use? What is meant by a consensus and conflict approach? Who are the key thinkers of Marxism and Functionalism? How do sociologists go about their research? What theoretical factors affect choice of methods? How do sociologists select samples, collect, analyse and evaluate data? What are the advantages, strengths and limitations of different research methods? What are ethical issues and considerations in research? It is essential for students to engage in understanding these concepts before studying the topic of families, as they are the driving force behind all the topics students will study. Students will develop an understanding of how family structures have changed over time, the patterns of change in marriage and divorce over time and how the structure of marriage differ globally; this will be the substantive knowledge that students require. However, in order to develop critical, investigative thinkers, the use of debates will encourage disciplinary conversations for reasons why patterns have changes and why they differ globally. The mastery of critical discussion and debate will develop students in having the disciplinary knowledge, understand and skills; an essential pre-requisite of successful sociologists in the future. Students will be able to make the relevant connections between the views of keys thinkers and the different areas in studying families as well as understand the process of research carried out to arrive at a particular finding. It is imperative that students understand that varying views and supporting evidence, does not result in a conclusive answer, rather an understanding of reasons for the perspective/view.

Students will also examine the topic of education that develops their awareness and understanding of the structure of schools and their processes. Students will study the perspectives and views of the roles and functions of the education system, political changes of the education system, what can affect educational achievement – both internally and externally, differences in educational achievement of social class, gender and ethnicity. Again, like the topic of families, students will explore the views of classical and contemporary key thinkers in this area and will be able identify the research method used, suggesting strengths and limitations of the research and its source. Students will continue developing their skill of critical debate and discussion, that forms the foundation of

effective oral communication as a sociologist. Completion of these topics at the end of year 10 will facilitate students' being self-assured in their knowledge and understanding of key sociological theories and debates, as they embark into year 11.

In year 11, students will study two final topics: crime and deviance and social stratification. Methods of sociological research is embedded throughout the topics as there is a focus on statistical data, that provides evidence to support debate. Students' prior knowledge of sociological approach and debate will allow them to make relevant connections to the concepts they are learning, and also from previous learning in year 10.

In crime and deviance, students will look at what is perceived as crime and deviance and how they are controlled. They will also explore how key thinkers and other approaches explain crime and deviance. The use of statistical data is examined for its purpose, usefulness and problems and to establish whether data accurately explains patterns of crime among certain groups such as social class, gender, ethnicity and age. Students will build on their critical and investigative thinking skills to debate in a disciplined fashion for reasons why certain social groups appear to be associated with criminal and deviant behaviour and to consider groups who are not; but should they? The role of mass media in presenting crime-related issues, will be examined and the sort of crime-related issues that generates public debates. Students will learn whether they provide fair representation of crime-related issues or if they heighten people's concerns and create panic. The learning journey of the two topics will allow students to make educational and theoretical links to all of the other topics learnt. Students will conclude their learning by understanding on one hand a perspective is put forward, and another is put forward on the other hand, however, they will be able to present the varying arguments based on the perspectives and supporting evidence without giving a personal judgement.

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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						
	11						
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		

Higher Level Planning	Composites	Components	Rationale for order/ sequencing.	
<u>YEAR 10</u>				
P S Y C H O L O G Y L O N G T E R M	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.	
P L A N N I N G H T P	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.
			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.	
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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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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.

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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Year 11

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.

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	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?

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.

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.

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.

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)	

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.

Mock Paper 2.

Higher Level Planning	Composites	Components	Rationale for order/ sequencing.	
<u>YEAR 10</u>				
H E A L T H A N D S O C I A L H I G H L E V E L P L A N N I N G	AUT 1	Human Lifespan and development	Life stages and development	
			Factors that affect development	
			Life events that affect development	
			Sources of support for life events	
	Students will be assessed on their knowledge retention through the use of daily quizzes. They will also be assessed against the coursework criteria when completing classroom based tasks.			
	AUT 2	Human Lifespan and development	Learning aim A part 1 - Life stages and development at each life stage	
			Learning aim A part 2 - Factors that affect Development	
			Learning aim B part 1 - Life events and the effect on Individuals	
			Learning aim B part 2 – Sources of support for life events.	
	Component 1 is an internal assessment set by Pearson. This will be complete, feedback provided and a chance to hand in resubmissions.			
SPR 1	Health and Social care services	Health and Social care professionals		
		Health and Social Care services		
		Barriers to accessing services		
Students will be assessed on their knowledge retention through the use of daily quizzes. They will also be assessed against the coursework criteria when completing classroom based tasks.				
SPR 2	Health and Social Care services	Learning aim A part 1 - Health and Social Care Services		
		Learning aim A part 2 – Barriers to accessing services		
Component 2a is an internal assessment set by Pearson. This will be complete, feedback provided and a chance to hand in resubmissions.				
SUM 1	Care Values	Care values		
		How professionals apply care values		
		Care Values review		
Students will be assessed on their knowledge retention through the use of daily quizzes. They will also be assessed against the coursework criteria when completing classroom based tasks.				

SUM 2	Care Values	Learning aim B part 1 – Demonstrating Care Values	
		Learning aim B part 2 – reviewing own care value practice	
Component 2a is an internal assessment set by Pearson. This will be complete, feedback provided and a chance to hand in resubmissions.			
<u>Year 11</u>			
AUT 1	Health and Well-being – factors that affect health and well being.	Definitions of health	
		Health and well-being	
		Factors that affect health and well-being	
AUT 2	Health and Well-being – Interpreting health indicators	Lifestyle choices	
		Blood Pressure	
		BMI	
		Pulse rate	
		Peak Flow	
SPR 1	Health and Well-being – person centred health and well-being plans.	Person-centred approach	
		Target setting	
		Support groups	
		Obstacles to improvements.	
February examination.			
SPR 2	Re-sit preparation	Factors that affect health and well-being	
		Interpreting health indicators	
		Person-centred health and well-being improvement plans.	
Summer resit examination			