

Key Stage 5

<p>Curriculum Aims</p> <p>Psychology curriculum aims to encourage students to:</p> <ul style="list-style-type: none"> ▪ develop essential knowledge and understanding of different areas of the subject and how they relate to each other ▪ develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods ▪ develop competence and confidence in a variety of practical, mathematical and problem-solving skills ▪ develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject ▪ understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. 	<p>What will you see in psychology lessons?</p> <p>Psychology aims to provide the students with the skills to tackle the courses three main assessment objects.</p> <ul style="list-style-type: none"> ▪ AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. ▪ AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: <ul style="list-style-type: none"> ○ in a theoretical context ○ in a practical context ○ when handling qualitative data ○ when handling quantitative data. ▪ AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: <ul style="list-style-type: none"> ○ make judgements and reach conclusions ○ develop and refine practical design and procedures. 	<p>What will you see in students' psychology books?</p> <p>Pupils are issued with a work booklet for each topic included in the Psychology course These booklets include:</p> <ul style="list-style-type: none"> ▪ All of the subject content notes that are available in the published text books, ▪ Space available for students to make additional notes, ▪ A range of work activities that allow application of psychology principles to real life situations, ▪ Mock questions which aim to consolidate learning and provide formative assessment, ▪ Links to additional content or areas of psychology not included in the syllabus content.
<p>Curriculum Content and sequencing</p> <p>Year 1</p> <ul style="list-style-type: none"> ▪ Social Influence ▪ Memory ▪ Attachment ▪ Psychopathology ▪ Approaches ▪ Biopsychology ▪ Research Methods 	<p>What formative assessment will you see in psychology?</p> <p>All lessons should begin with an introduction that uses some sort of formative assessment relating to previous lessons. This could be in the form of:</p> <ul style="list-style-type: none"> ▪ Reciprocal learning/verbal peer assessment questions ▪ Self-check questions ▪ Teacher led Q&A 	<p>What is the faculty currently reading and discussing and why?</p> <p>We are currently reading:</p> <p>A Brief History of Everyone Who Ever Lived - Adam Rutherford. Links with the evolutionary approach to psychology and the genetic approach to schizophrenia.</p> <p>The Fear Bubble - Ant Middleton.</p>

<p>Year 2</p> <ul style="list-style-type: none"> ▪ Stress ▪ Schizophrenia ▪ Gender ▪ Relationships ▪ Addiction ▪ Forensic Psychology ▪ Issues and Debates 	<ul style="list-style-type: none"> ▪ Short Quizzes <p>These styles should continue throughout the lesson, with elaborative interrogation encouraged between pairs or in class discussions.</p> <p>Student work booklets all contain example exam questions which can be used for formative assessments, as well as peer and self-assessment.</p> <p>Plenary can also include quiz games to consolidate learning or to incorporate interleaved practice and to assess earlier covered content.</p>	<p>Links with cognitive approaches to phobias/anxiety disorders. Direct links with exam stress techniques.</p> <p>The Art of Resilience - Ross Edgely Links with cognitive treatments of stress and anxiety. Application of General Adaptation Syndrome and effects of sleep on mental health.</p>
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