

Stanborough



# **Curriculum Intent and vision for Psychology**

**Our vision for the Psychology Curriculum at Stanborough is to provide solid foundations of knowledge and skills for GCSE students to confidently progress beyond key stage 4 and into further education. For students not progressing on from KS4 in Psychology, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neuro-diversity. All students in KS4 and 5 will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area they choose to pursue. Students will be encouraged to achieve the very highest aspirations both for attainment in Psychology and for their future career aspirations.**

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**Grow and Succeed**

High Expectations | Mutual Respect | Quality Learning | Success for All

## Key Stage 4

### **What is your curriculum intent for Key Stage 4?**

#### **Knowledge**

- Students understand the different key theories covering the areas of social, cognitive, biological, developmental and individual difference areas of psychology
- Students can articulate the different positions regarding debates within psychology, including 'reductionism/holism', 'nature/nurture' and 'freewill/determinism'
- Students appreciate how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- For each topic, students will be required to study two core studies to support the content of related theories. For each core study, they should be able to 'tell the story' of the study
- Students appreciate the contribution of psychology to an understanding of individual, social and cultural diversity
- Students will understand how science works in relation to Psychology

#### **Skills**

- By evaluating key theories and studies, students will develop the confidence to develop critical thinking skills
- Students will be able plan and design research investigations so that they are both ethical and feasible
- Students will be able to use mathematical skills to analyse and interpret data

#### **Attributes**

- Students will develop care, compassion and empathy for other people.
- By exploring emotionally challenging topics students will develop courage
- By an emphasis on designing, carrying out and analysing the results of practical investigations, students will develop curiosity
- By encouraging students to aim high and evaluate their own investigations, students will develop confidence and resilience.

### **How does Key Stage 3 prepare students for Key Stage 4?**

N/A

### **What do students cover in Key Stage 4? When do they study it?**

Year 9	Year 10	Year 11
<p>An introduction to psychology, key issues and debates and neuropsychology. Students will study the theories and key studies for the topics of 'psychological problems, 'social influence' and 'development'.</p> <p>Students will cover all the main research methods used by psychologists and become familiar with the vocabulary used for each research method. Assessment objectives will be referred to throughout the year and embedded in all tasks.</p>	<p>Theories and key studies for the topics of 'sleep and dreaming,' 'memory' and 'criminal psychology'</p> <p>Students will consider design decisions and dilemmas faced by psychologists when planning research studies and will develop skills to evaluate theories.</p>	<p>Students will consolidate the knowledge that they have learnt throughout years 9 and 10 in order to compare and contrast theories from different topics using the debates and issues they have learned throughout the course. The focus this year will be on application of knowledge, developing key skills and making synoptic links</p>

### **Why do they study it in that order?**

Throughout the course, neuropsychology, research methods and the key issues and debates underpin the content (theories and studies) that students need to know. Therefore, the course starts with an introduction to these topics so that links can be formed and knowledge is enhanced as the students' progress through the content. The order of topics delivered does not follow the specification chronologically. The topics that require a more complex

understanding of psychological concepts are taught in year 10 when the students are more confident with the subject and terminology

**How do you ensure students embed knowledge? What do you revisit? When do you revisit it?**

- Do it Now tasks – knowledge checks at the start of each lesson to recap prior learning
- End of unit tests to assess progress
- End of unit test feedback and DIRT time
- Past exam questions to apply knowledge and skills throughout the course
- Mock exams

**How do your curriculum choices contribute to the student’s cultural capital?**

The course is designed to inspire and engage students by providing a broad and coherent curriculum which develops an understanding of the ideas and values that characterize ‘self’ and others. Students will be able to use the vocabulary of psychology with confidence. Students will develop transferable creative and critical thinking skills by learning to plan and design their own investigations. The exam board chosen (OCR) has enriched and supported their qualification by working with ‘Time to Change’, England’s biggest programme to challenge mental health stigma and discrimination, run by the charities Mind and Rethink Mental Illness.

**Key Stage 5**

**What is your curriculum intent for Key Stage 5?**

Our curriculum is ambitious and designed to give all students the knowledge and cultural capital they need to succeed in life. Our curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

**How does Key Stage 4 prepare students for Key Stage 5?**

Students who studied the subject at KS4 already have a sound knowledge of Psychology and the key concepts within the subject. Students are familiar with the assessment objectives and possess the skills (knowledge, application and evaluation) required to succeed in the subject. There is an overlap of terminology and topics, e.g. issues and debates, neuropsychology, research methods, memory, elements of psychopathology, etc which students will be required to study in more depth in KS5.

**What do students cover in Key Stage 5? When do they study it?**

Year 12	Year 13
<p><u>Autumn term:</u></p> <p>Approaches - Basic understanding of human development from various perspectives. Ability to think abstractly, from other points of view and apply this to everyday situations/human behaviour. Biopsychology - Built on from biological approach; getting students to understand the biological basis of human behaviour.</p> <p>Biopsychology A2 content - Built on from Biological approach and AS Biopsychology content; getting students to understand the biological basis of human behaviour and furthering this to understand functions of the brain.</p>	<p><u>Autumn term:</u></p> <p>Issues and Debates - To understand significant issues &amp; debates that are consistent across all areas of psychology. This will bring together AO3 elements from all topics.</p> <p>Schizophrenia - Students will learn to understand schizophrenia the co-morbidity rates with other common mental illnesses. This includes symptoms, classifications, explanations and treatments. Will build on knowledge from the cognitive, behavioural &amp; biological approaches.</p> <p><u>Spring Term:</u></p>

<p>Psychopathology - Knowledge of some of the most common mental health disorders, including anxiety and depression. Students will develop knowledge of explanations and treatments.</p> <p><u>Spring Term:</u></p> <p>Attachment - Understanding of why humans need attachments and the evolutionary benefits of them. Reflecting upon own attachments. Understanding future impacts of earlier attachments. Analysing impacts of disruption in early attachments.</p> <p>Memory - Conceptual and abstract thinking. Building on cognitive approach. Understanding of how memory works through 2 different models. Focus on forgetting and issues with EWT.</p> <p><u>Summer Term:</u></p> <p>Social Influence - An understanding of conformity, obedience and how this impacts society. Examines key examples throughout history (apartheid, The Suffragettes, MLK etc.). Emphasis placed on personality.</p>	<p>Forensic Psychology - Students will learn explanations for criminality and how it can be "treated" (e.g. token economy systems and restorative justice).</p> <p>Relationships - Students will look at theories of romantic relationships, including attraction and the breaking down of relationships. This topic also covers virtual and para-social relationships and the drawbacks to disclosing information online. This topic will build on the learnings from the biological approach.</p> <p><u>Summer Term:</u></p> <p>Revision and final exams</p>
<p>Research methods will be taught alongside each topic throughout the year. This includes practical lessons to implement many scientific and mathematical skills that are needed for a career in psychology, or any other social science.</p>	
<p style="text-align: center;"><b>Why do they study it in that order?</b></p> <p>The KS5 curriculum follows the AQA A Level Psychology specification 2015.</p> <p>All topics are built upon previous content in each topic, particularly approaches, issues and debates and research methods which are referred to and taught throughout the course. The order in which the topics are delivered to students helps with recall of knowledge but also development of many practical skills needed for the world of work, including application of theory.</p> <p>All students will sit assessments at the end of each topic to address misconceptions and facilitate appropriate teacher interventions whilst also focussing on previously taught content.</p>	
<p style="text-align: center;"><b>How do you ensure students embed knowledge? What do you revisit? When do you revisit it?</b></p> <ul style="list-style-type: none"> <li>- Knowledge is tested formatively in class through questioning, quizzes, etc. At the end of each topic, students are required to complete an end of unit test</li> <li>- 'Do it Now' tasks – often check understanding from previous lessons</li> <li>- In year 13, an hour a week is dedicated to revisiting year one topics and students are required to attempt 16 mark exam questions in timed conditions for revision purposes</li> </ul>	
<p style="text-align: center;"><b>How do your curriculum choices contribute to the student's cultural capital?</b></p> <p>Approaches - Getting students to understanding a basic viewpoint of why people behave in certain ways and how we learn. Forms the foundations of many explanations across the rest of the topics.</p> <p>Biopsychology - Students will start to understand some of their own behaviour and relate to everyday situations (e.g. Fight or flight response) and how they can manage themselves in certain situations.</p> <p>Psychopathology - From studying this, students will become aware of very common mental health illnesses, which are on the rise in today's society, especially in their age group. Students will (hopefully), form an understanding</p>	

and develop compassion and patience for individuals with those illnesses, whilst maybe feeling comfortable enough to support their peers should they see any signs or symptoms.

Memory - An understanding of how our memory works will give an opportunity for students to reflect upon their own memory patterns and enable them to apply this to revision techniques.

Social Influence - Students will understand conformity and why people conform or obey. They will be able to apply this to making sense of history and other social issues, e.g. bullying, 'mob' mentality and peer pressure.

Attachment - This will help students to understand their own attachments and reflect on current relationships. This should help students understand the importance of maintaining key relationships, particularly at such significant stages of their lives.

Issues and Debates - Knowledge on the current issues & debates throughout psychology will build on their critical thinking skills and prepare them for a career in any social sciences field. This will also give them a greater understanding of the issues still faced in today's society and how important it is for research to be carried out correctly and ethically in order to keep the reputation of psychology (e.g. understanding cultural and gender bias in research; the impacts of this and when it is needed). This will also hopefully give students an appreciation of other cultures and learn to accept behaviour that differs from our own. Building on from knowledge learnt in psychopathology, students will begin to understand more complex and severe mental illnesses. Again, this will give students the opportunity to appreciate how common this is and be more sensitive to the issue. Education here should also help reduce the stigma surrounding ill mental health.

Forensic Psychology - Students will begin to understand why people may turn to criminality. Awareness of this should deter any violent behaviour or temptation to follow this path in life, and it will also prepare students who are interested in careers in this field, such as, working in prisons, youth offending or criminology. Knowing how crime is defined and measured should also educate students on how information can be misrepresented in the media or interpreted in the wrong way. For instance, the use of crime surveys and statistics to "highlight" changes in violence in certain areas or amongst certain ethnic groups; an awareness of this should encourage students to make their own judgements about stats and look beyond misconceptions.

Relationships - Studying relationships at this stage in their development is crucial for our students. Understanding theories and applying them to real-life situations of their own has helped students reflect on their own relationships and manage them better. Many of our students have difficult relationships at home, with romantic partners or friends, and this topic helps them to understand how to maintain those relationships in a healthy, balanced way. This has been particularly helpful for our more vulnerable students, particularly girls, who have faced much emotional negligence and are subject to the detrimental messages that social media portrays. This has also helped one gender understand what the other gender experiences in similar situations.

### **How do you prepare students for learning beyond Key Stage 5?**

- Subscription to the British Psychological Society (BPS) – students have access to current articles, recent psychological developments and further study/career opportunities
- Careers page on website with UCAS information and links to Psychology at university
- Career information posters displayed in the classroom
- Extracurricular trips and guest speakers to inspire and motivate students