

# Curriculum Intent Framework



<b>Subject:</b>	<b>Psychology</b>
<b>Subject Curriculum Vision:</b>	Pupils who study Psychology will learn more about themselves and others. For example, why individuals behave differently in a group, the accuracy of eyewitness testimonies and how the brain affects behaviour. Psychology aims to develop students' understanding of people and the different worlds in which they live and the influence of the natural environment on human activity by studying the diversity of people from both historical and contemporary perspectives.

## Core Subject Principles:

<b>Dignity and Respect</b>	In Psychology, we want pupils to treat themselves and others with dignity and courtesy, while also promoting open and critical exchange of psychological ideas relating to human behaviour. This means listening to each other's point of view to encourage a respect for difference, diversity and ways of living. We seek to develop pupils' respect for other cultures and social groups through creating a learning environment where all feel safe to contribute and explore their ideas around socially sensitive topics. By raising awareness about themselves, other cultures and social groups we seek to deepen pupils' understanding of those around them and prepare them for life in modern Britain.
<b>Wisdom, Knowledge and Skills</b>	Through the study of Psychology, the students are offered a scientific and rigorous education in how we develop and behave so they know themselves better and make sense of the world around them. An appreciation of 'how science works' in conjunction with the application of the empirical method will be central to their understanding of Psychology and allow them to explore 'big questions' about life. Students will become critical thinkers, engaging with academic literature, which develops their cultural and academic capital in order to participate fully in society. Promoting academic success will broaden student horizons and opportunities in their future careers.
<b>Hope and Aspiration</b>	Psychology is academically challenging, but we encourage pupils to go further and stretch themselves, so that they can be the best version of themselves. This requires drive and determination; character matters as much as academic skills and we want our pupils to develop the qualities and traits that lead to success and make a positive difference in society. Pupils who overcome challenges and succeed despite adversity have a real sense of achievement. This sense of mastery will feed a vision about their future goals and ambitions and allow them to become active citizens and agents of change in a wide range of occupations.
<b>Extracurricular provision</b>	Pupils will have the opportunity to participate in a range of extracurricular activities – visiting guest speakers to raise awareness of different psychological treatments, visiting local schools to gain a better understanding of child development and attending grade booster sessions to maximize their academic success.

## KS4

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 10</b>	<b>DEVELOPMENTAL PSYCHOLOGY:</b> how we develop and its importance in understanding human behaviour. Development is linked to various stages which correspond with particular ages.	<b>MEMORY:</b> how memory works, the structure and processes behind it and how it determines our information processing in everyday life. How we recall and why we forget are part of understanding memory.	<b>PSYCHOLOGICAL PROBLEMS:</b> the causes of unipolar depression and addiction and the development of appropriate treatments for these disorders.	<b>THE BRAIN AND NEUROPSYCHOLOGY:</b> the structure and function of the brain. Without the brain individuals wouldn't function. Brain damage provides an understanding of which part of the brain control which bits of our behaviour.	<b>SOCIAL INFLUENCE:</b> understanding the process of changing our attitudes, values, and behaviours in response to others. Individuals conform and obey due to the presence of others and behave differently in a crowd.	Retrieval skills Exam technique Work experience
<b>Year 11</b>	<b>RESEARCH METHODS:</b> theories and ideas can only be tested using research, which in turn gives psychology scientific credibility. Understanding the methods used to gather data is covered, as well as dealing with ethical issues.	<b>SLEEP &amp; DREAMING:</b> understanding the features, functions & benefits of sleep, as well as Internal & external influences on sleep. Sleep disorders and reasons for dreaming are explored.	<b>CRIMINAL PSYCHOLOGY:</b> understanding what makes someone turn to crime and whether it is learned behaviour or something that some of us are born with. Crime prevention and rehabilitation of prisoners is also examined.	<b>RESEARCH METHODS:</b> Data analysis and use of descriptive statistics to identify patterns in behaviour.	Retrieval skills Exam technique	

## KS5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p><b>APPROACHES:</b> understanding the origins of psychology, as well as a variety of approaches to explain behaviour from the learning approach to the biological approach.</p> <p><b>SOCIAL INFLUENCE:</b> exploring processes such as conformity &amp; obedience.</p>	<p><b>SOCIAL INFLUENCE:</b> minority influence, as well as resistance to social influence.</p> <p><b>MEMORY:</b> understanding the main features of memory to include models of memory, explanations of forgetting and factors affecting eyewitness testimony.</p>	<p><b>PSYCHOPATHOLOGY:</b> exploring definitions of abnormality, as well as explanations and treatment for phobias, OCD and depression.</p>	<p><b>ATTACHMENT:</b> understanding caregiver-infant interactions, the role of the father, reasons for attachment, as well as the influence of early attachments on later relationships.</p>	<p><b>RESEARCH METHODS:</b> theories and ideas can only be tested using research, which in turn gives psychology scientific credibility.</p> <p>Understanding the methods used to gather data and methods to analyze this data are covered, as well as dealing with ethical issues.</p>	<p><b>RESEARCH METHODS</b> Understanding the methods used to gather data and methods to analyze this data are covered, as well as dealing with ethical issues.</p>
Year 13	<p><b>BIOPSYCHOLOGY:</b> exploring the nervous and endocrine system, as well as synaptic transmission and localization of function in the brain. Brain plasticity is covered and types of biological rhythms.</p>	<p><b>SCHIZOPHRENIA:</b> understanding symptoms, explanations, and treatments for schizophrenia</p> <p><b>ISSUES &amp; DEBATES:</b> exploring gender and cultural bias in research, and debating issues such as freewill vs determinism debate and reductionism vs holism.</p>	<p><b>AGGRESSION:</b> exploring biological and social psychological explanations of aggression, as well as institutional aggression in the context of prison and media influences on aggression.</p>	<p><b>COGNITION &amp; DEVELOPMENT:</b> understanding theories of cognitive development including Piaget and Vygotsky, as well as the development of social cognition.</p>	<p>Retrieval skills Exam technique</p>	