

## Programme of Learning – Psychology

	Year 10	Year 11	Post 16
<b>Knowledge &amp; Understanding</b>	<p>Students will be introduced to the subject of psychology and will be able to explore how and why we study human behaviour.</p> <p>Students will be introduced to the topic of Social influence in the real world and will be given the opportunity to describe and evaluate the concepts of Conformity, Obedience, Social Loafing, Bystander Intervention and Deindividuation.</p> <p>Students will remember the processes and models of memory and will be able to describe and evaluate studies that support the 3 models of memory. Students will analyse why we forget and investigate the reliability of eye witness testimony.</p> <p>Students will be able to define learning, operant and classical conditioning and be able to understand the principles of conditioning including the contributions from Skinner, Pavlov and Thorndike.</p> <p>Students will be able to investigate the applications and ethical issues surrounding conditioning.</p> <p>Students will investigate the distinction between verbal and non-verbal communication and will be able to describe and evaluate studies into eye contact, facial expression, personal space and body language and will understand the practical implications of these non-verbal communication methods.</p> <p>Students will be given the opportunity to define the differences between sex and gender and be able to describe the biological differences between males and females. Students will then investigate 3 approaches to gender development including the Psychodynamic Theory, the Social Learning Theory and the Gender Schema Theory.</p> <p>Students will be able to define personality and</p>	<p>Students will be able define stereotyping, prejudice and discrimination. They will explore how stereotyping can lead to positive and negative evaluations, be able to describe and evaluate studies on stereotyping in everyday situations. They will be able to investigate explanations of prejudice and discrimination and identify studies that investigate prejudice and discrimination and suggest the practical implications of what they have discovered.</p> <p>Students will understand what aggression is and will know the Biological, Psychodynamic and Social Learning explanations of aggression.</p> <p>They will be able to describe and evaluate the studies of the development of aggressive behaviour and will identify and evaluate ways of reducing aggression based on these explanations.</p> <p>Student will gain an understanding of scientific and alternative methods and techniques of research in psychology, they will be able to formulate a testable hypothesis, investigate experimental procedures and be able to identify independent and dependent variables. They will be able to describe and evaluate the different experimental designs, sampling methods, standardised procedures, correlations, calculate statistics and graphical representations and demonstrate knowledge and understanding of ethical issues.</p>	

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	<p>temperament and will describe and evaluate studies of temperament. Students will also look into measuring personality and identifying the different personality types such as extraversion, introversion and neuroticism.</p> <p>Students will be able to define what is meant by anti social personality disorder and will consider the biological and situational causes to it and describe the implications of research into it.</p>		
<b>Skills &amp; Application</b>	<p>Recall, select and communicate their knowledge and understanding of psychology and how psychology works.</p> <p>Apply skills, knowledge and understanding of psychology and how psychology works.</p> <p>Interpret, evaluate and analyse psychological data and practice.</p> <p>Students will do this by engaging in the process of psychological enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>They can develop an awareness of why psychology matters.</p> <p>Students will acquire knowledge and understanding of how psychology works and its essential role in society</p> <p>Students can develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and its impact on everyday life.</p> <p>They will develop an understanding of ethical issues in psychology and develop an understanding of the contribution of psychology to individual, social and cultural diversity.</p> <p>Finally, students will develop a critical approach to scientific evidence and methods.</p>	<p>Recall, select and communicate their knowledge and understanding of psychology and how psychology works.</p> <p>Apply skills, knowledge and understanding of psychology and how psychology works.</p> <p>Interpret, evaluate and analyse psychological data and practice.</p> <p>Students will do this by engaging in the process of psychological enquiry to develop as effective and independent learners, and as critical and reflective thinkers with enquiring minds.</p> <p>They can develop an awareness of why psychology matters.</p> <p>Students will acquire knowledge and understanding of how psychology works and its essential role in society</p> <p>Students can develop an understanding of the relationship between psychology and social, cultural, scientific and contemporary issues and its impact on everyday life.</p> <p>They will develop an understanding of ethical issues in psychology and develop an understanding of the contribution of psychology to individual, social and cultural diversity.</p> <p>Finally, students will develop a critical approach to scientific evidence and methods.</p>	

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## Learning Approaches

A range of teaching and learning techniques will be adopted to introduce new topics of learning. Pupils will be given the opportunity to use new technology in every lesson and will be encouraged to use technology such as Ipads to develop their learning.(How ideas are introduced and revisited, how students are supported, literacy & numeracy support, use of new technologies)

## Student Support & Development

The psychology department consist of Miss C Stead – BSc Psychology (hons) delivering GCSE and Mrs Beasley who teaches A Level psychology across the consortium.

The Psychology curriculum is inclusive for all and this is demonstrated in the GCSE in KS4 which is accessible for all and has no tears within the exam.

All members of the department run revision sessions to support the students during the examination period and extra guidance and support is also available throughout the year whenever needed..

## Progression

This qualification will give a sound understanding to contemporary issues in psychology and will act as a stepping stone for those wanting to progress onto A level Psychology. An A level in Psychology will then enable learners to pursue psychology at degree level and will also develop transferable skills which can be used to pursue a career in law, management, education, social work or criminology.

## GCSE Psychology

This will give learners sound understanding of the various methods and approaches in psychology at an introductory level and will represent the core areas of current psychology including social, cognitive, biological, developmental and individual differences.

## Assessment & Monitoring of Progress

Students will be assessed at the end of each unit; therefore they will be given a GCSE grading at least 6 times throughout each year group. Continual assessment will take place by the teacher on a regular basis and all class work will be identified as either being on, below or exceeding target. Students will be given the opportunity to reflect on their progress after each assessment activity and this will be displayed in books with red pen. Anyone not achieving their target grade at each assessment point will be invited to after school intervention where they can revisit topics they have struggled with and retake their assessments to improve their progress.

## Development of Subject Specific language

Literacy – The psychological content within the course uses variety of technical and specific Vocabulary which needs to be understood and applied throughout.

SPAG - Pupils will be assessed on the quality of written communication throughout the exam, therefore it is imperative that all pupils have at least gained a level 5 in English at key stage 3 and are working towards a C at GCSE.