

KS4 Statement of Intent – Psychology

“Out of your vulnerabilities will come your strength” – Sigmund Freud

Studying psychology enables students to have a well-rounded understanding of human behaviour. Students develop their independent learning skills and are also trained to question ideas and not just accept them. Psychology facilitates *Living together in faith, dignity and hope* by allowing us to have a better understanding of human nature, and, where appropriate, considering where dignity and hope needs to be offered in support, based on the individuals we care for and the society we live in.

Students engage with the five main psychology disciplines: cognitive psychology, social psychology, behavioural psychology; abnormal psychology; developmental psychology. Research methods are embedded across the course. By the end of their school career students will have a broad and deep understanding of the reasons behind human behaviour.

The curriculum aims to offer an inclusive learning experience in which no student is left behind in terms of barriers to learning. Scaffolding of new learning takes place with the use of writing frames and audio and visual resources: extensive modelling is practised by all teachers to ensure SEND students are accessing information. These students also benefit through more manageable, stepped, portions of information and the use of low-stakes testing and retrieval exercises to raise confidence, as well as memory and consolidation activities for homework.

Year 10

Substantive knowledge

. Students will study the theories and key studies for the topics of ‘psychological problems, ‘social influence’ ‘memory’ and ‘development’. 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.

Disciplinary knowledge

These topics are investigated using a variety of qualitative and quantitative techniques and research methods. · 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.

Year 11

Substantive knowledge

Students will study 'research methods' in full ensuring prior knowledge is embedded and application to studies and evaluation is possible. Theories and key studies for the topics of sleep and dreaming, criminal psychology, the self, perception, and language and communication

Students will consider design decisions and dilemmas faced by psychologists when planning research studies and will develop skills to evaluate theories. Students will consolidate the knowledge that they have learnt throughout year 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. We recognise that all students learn at different rates and to make sure all students learn effectively we use differentiated online textbooks, which utilise the iPads that we have provided for all students. These textbooks are designed in conjunction with exam board so that we are confident that all content is covered in a way that builds self-mastery of the skills. Topic based learning mats support and extend students with additional needs. The learning mats used throughout Year 11 include: The Brain and Neuropsychology and Criminal Psychology.

Disciplinary knowledge

These topics are investigated using a variety of qualitative and quantitative techniques and research methods. Students will embed skills and knowledge from Year 10 and the focus this year will be on application of knowledge, developing key skills and making synoptic links.

After the AP1 mock exams in November 2023, the whole year group will spend December filling the gaps in their knowledge. These gaps are ascertained from the Question by Question Analysis documents which are used by all staff. The gaps in December 2023: Memory, Research Methods and Development. In the final two weeks of term, all students were given personalised learning opportunities where their own unique learning gaps were addressed by giving them personalised learning booklets.

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 psychology and these topics are embedded throughout the course, 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. Topics taught in Year 11 will ensure prior knowledge of approaches, memory, social influence and research methods can be applied to the topics being studied.

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 green pen tasks
- Past exam questions to apply knowledge and skills throughout the course
- Mock exams