Psychology Subject Intent

Dixons Broadgreen Psychology department instilled a passion for understanding human behaviour whilst ensuring that all students left the academy with a range of transferrable analytical and reasoning skills that would equip them for further academic study and employment.

Teaching students to communicate through listening, speaking, reading and writing.

- What skills are you teaching
- What is the wider reach of the curriculum
- How is it sequenced

Two Year Plan

Year 10			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	1) Memory **2)** Perception	1) Development 2) Research Methods	1) Social Influence 2) Language, Thought and Communication
Skills	Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content. Students will be able to apply knowledge and understanding to a range of contexts. Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.	Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content. Students will be able to apply knowledge and understanding to a range of contexts. Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions. Students will develop skills enabling them to design and conduct research, analyse and interpret data.	Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content. Students will be able to apply knowledge and understanding to a range of contexts. Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions. Students will develop skills enabling them to design and conduct research, analyse and interpret data. Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour. Students will demonstrate an understanding of individual, social and cultural diversity. Students will understand the interrelationships between core areas of psychology.
Progression	Students will begin with Memory & Perception. These topics introduce students to psychological theory. Through examination of theory students will start to develop application and reasoning techniques.	Students should continue to build on skill set, thinking critically about the Psychological theories we have examined. Knowledge acquired through study of the Research Methods unit should now enable students to not only consider the applied evaluation of theory but to recognise the strengths and limitation of	Students will move onto to more complex theory considering how individual behaviour can affect society / group behaviour. In addition students will also differences in human and animal behaviour, thinking critically about

		the research methods employed by researchers.	the conclusions drawn form research.
Link to A-Level	The topics are relevant to GSCE Cognition & Behaviour Paper 1.	The topics are relevant to Cognition & Behaviour Paper 1	The topics are relevant to Context & Behaviour Paper 1 and Social Context & Behaviour Paper 2.
Year 11 – Transition to KS5			
	Cycle 1	**Cycle 2**	**Cycle 3**
Content	1) Brain & Neuropsychology 2) Psychological Problems	Exam Prep	Exam Prep
Skills	Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content. Students will be able to apply knowledge and understanding to a range of contexts. Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions. Students will be able to evaluate therapies and treatments in terms of their appropriateness and effectiveness. Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour. Students will demonstrate an understanding of individual, social and cultural diversity. Students will understand the interrelationships between core areas of psychology.	Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content. Students will be able to apply knowledge and understanding to a range of contexts. Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions. Students will be able to evaluate therapies and treatments in terms of their appropriateness and effectiveness. Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour. Students will demonstrate an understanding of individual, social and cultural diversity. Students will understand the interrelationships between core areas of psychology.	Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content. Students will be able to apply knowledge and understanding to a range of contexts. Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions. Students will be able to evaluate therapies and treatments in terms of their appropriateness and effectiveness. Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour. Students will demonstrate an understanding of individual, social and cultural diversity. Students will understand the interrelationships between core areas of psychology.
Progression	Students will draw on knowledge from Biology and consider the structure and function of the brain. They will consider how our biology and environment can effect behaviour. Study of the of the brain and nervous system should help learners to develop further critical thinking, reflecting on some of the theory previously examined to consider in more depth the nature v nurture debate in relation to human behaviour.	Students will focus on the general academic skill required in order to apply content / theory to exam practice. Learners will use past paper examples drawing on content from a range of units hence aiding revision. Focus will also be on the analytical and evaluative skill of the students to ensure students are able to apply such skills to the exam questions	Students will focus on the general academic skill required in order to apply content / theory to exam practice. Learners will use past paper examples drawing on content from a range of units hence aiding revision. Focus will also be on the analytical and evaluative skill of the students to ensure students are able to apply such skills to the exam questions
Link to GCSE / A-Level	The topics are relevant to Social Context & Behaviour Paper 2.	The topics are relevant to Cognition & Behaviour Paper 1 & Social Context & Behaviour Paper 2.	The topics are relevant to Cognition & Behaviour Paper 1 & Social Context & Behaviour Paper 2.