

## Psychology

### Curriculum Principles

**By the end of their secondary education, a student of psychology at Dixons Broadgreen will:**

- Be able to use specialist vocabulary and terminology.
- Be skilled in the application of psychological concepts.
- Be able to carry out psychological investigations and present reports comparable to academic journals.
- Be able to present information, develop arguments and draw conclusions through a critical approach to psychological evidence.
- Be able to think deeply and critically about themselves and develop as a reflective lifelong learner.
- Have an informed understanding of others and can analyse problems, listen attentively, and give considered responses.
- Act with integrity, empathy and reason.

**Our unifying ‘sentence’ is: *“The psychology department empowered its students to think, feel and behave in a manner that promoted an informed understanding of human behaviour by developing academic and emotional intelligence”.***

**In order to achieve a true understanding of psychology, topics have been intelligently sequenced based on the following rationale:**

- The curriculum allows students to engage in a comprehensive study of psychology that introduces them to the fundamentals of developing critical analysis, independent thinking and research skills.
- Psychology inspires students to have a better understanding of their thoughts and actions. It encourages the growth of emotional intelligence and helps students to acquire the knowledge and skills to understand the complex behaviour patterns of human beings.
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**The Psychology curriculum will address social disadvantage by addressing gaps in students’ knowledge and skills:**

- Our psychology curriculum provides all students with a chance to access powerful knowledge and understanding of human behaviour than they may ordinarily be able to pursue due to disadvantage.
- Our knowledge rich curriculum based around historic and contemporary research and case studies means all students have the opportunity to engage in learning experiences where they feel comfortable and confident to justify, evaluate and question the many complex diversities of human behaviour.
- Through our intended curriculum we strive to create independent, emotionally literate individuals with a thirst for knowledge who can communicate effectively and work co-operatively to become lifelong learners and function in a global environment.

## **We fully believe Psychology can contribute to the personal development of students at DBA:**

- students develop as reflective thinkers who are driven to impart an understanding of psychological, moral, personal and social understanding.
- Students are encouraged to use their knowledge of psychology to help tackle personal and social problems.
- Students are given insight to a broad range of skills that span both science and the arts.
- This course helps students to understand what motivates, challenges and changes us.
- The study of psychology underpins the values of the academy where all students are expected to work hard, have integrity and treat others fairly.

**At KS4 and KS5, our belief is that homework should be interleaved revision of powerful knowledge that has been modelled and taught in lessons. This knowledge is recalled and applied through a range of low stakes quizzing and practice.**

**Opportunities are built in to make links to the world of work to enhance the careers, advice and guidance that students are exposed to:**

- Students are guided to explore the diverse career opportunities psychology opens up to them.
- We seek to promote these attributes within the Psychology curriculum by developing natural curiosity, exploring concepts, ideas and issues that have local and global significance.
- The course aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.
- Studying Psychology will encourage students to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**A true love of Psychology involves learning about various social and cultural domains. We teach beyond the specification requirements, but do ensure students are well prepared to be successful in GCSE examinations:**

- When designing our Psychology curriculum consideration has been made to the school context and the needs of students within the school. For this reason the curriculum will be constantly reviewed to ensure that it meets the needs of current cohorts of students.
- The psychology department is a safe and secure environment for students to learn and progress in. The specification taught is challenging for students of all abilities and backgrounds and so a prime consideration in planning the curriculum is to remove as many barriers to learning as possible.





# Year 10 GCSE Psychology

## Long Term Plan 2021/2022

Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
Term 1 Inset 1 & 2								Term 2					Data 1 Planning 1
Orientation	Intro to psychology. <b>Memory</b> encode/store/retrieve. Acoustic Visual/semantic	Magic number 7. Episodic Semantic. Procedural Capacity Duration	<b>Sensory.</b> <b>Short term</b> <b>Long term</b>	The Multi Store model. Eval MSM. Primacy & recency.	Key study Murdock. Murdock (2). Evaluation Murdock.	Reconstructive memory. Effort after meaning. Evaluation.	Key study Bartlett. Bartlett (2). Evaluation Bartlett.	Interference. False memory. Context.	Catch up. Revision. End of module assessment.	<b>Perception</b> Sensation & perception. Visual cues.	Monocular & Binocular.	Ponzo Muller lyer Rubins vase Ames Room Kanizsa triangle Necker cube	
W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	
		Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2				
Explanations of Illusions. Visual cues. Depth perception.	Gibson. Direct Theory. Evaluation of direct theory.	J. Gregory. Constructivist theory. Perceptual set.	Culture & perception. Key study: Bruner & Minturn. Evaluation.	Motivation & Perception. Key study: Gilchrist & Nesberg. Evaluation	Culture & Perception. Expectation & Perception	Catch up. Revision. End of module assessment.	<b>Development.</b> Early brain dev. Basic brain anatomy.	Neural structure. Brain stem. Thalamus. Cerebellum Cortex.	Nature vs nurture. Twin studies. Piaget.	Object permanence. Egocentrism. Conservation. Abstract thinking.	4 stages of dev. 3 mountains task. Evaluation of Piaget.	Application of 4 stages. Piaget in education.	
W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	
		Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3			
Key study: Hughes. Evaluation Hughes	Key study: McGarrigle & Donaldson. Conservation. Evaluation M&D	Dweck. Fixed mindset. Growth mindset	Praise & self efficacy. Verbalisers & Visualisers. Willingham.	Catch up. Revision. End of module assessment.	<b>Research Methods</b> IV DV EV Hypothesis. Sample & Target. Exp. design.	Case study Observation Interview Correlation	Revision for summer exams	Exams	Randomisation Allocation. Counterbalance Reliability Validity	Quantitative. Qualitative. Primary. Secondary.	Descriptive stats Mean Median Mode Range	Frequency tables Diagram Histogram Bar chart Scatter diagram Normal distribution.	

# Year 11 GCSE Psychology

## Long Term Plan 2021/2022

Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
W/C 30/08	W/C 06/09	W/C 13/09	W/C 20/09	W/C 27/09	W/C 04/10	W/C 11/10	W/C 18/10	W/C 01/11	W/C 08/11	W/C 15/11	W/C 22/11	W/C 29/11	W/C 06/12
Term 1 Inset 1 & 2								Term 2					Data 1 Planning 1
Orientation	<b>Social Influence.</b> Conformity	Obedience. Milgrams Agency theory.	Asch Line test. Evaluate Asch.	Pro social behaviour. Piliavin	Crowd & collective behaviour.	End of unit assessment	<b>Language, Thought &amp; Communication.</b> Lang depends on thought. Thought depends on lang.	Year 11 exam week.	Animal & human communication. Von Frisch	Non verbal communication.	Darwin. Evolution theory. Neonates.	Yuki Emoticons study.	
W/C 13/12	W/C 20/12	W/C 03/01	W/C 10/01	W/C 17/01	W/C 24/01	W/C 30/01	W/C 07/02	W/C 14/02	W/C 28/02	W/C 07/03	W/C 14/03	W/C 21/03	
		Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2				
End of unit assessment.	<b>Brain &amp; Neuropsychology</b> Nervous system.	James Lange theory. Fight or flight.	Neurons. Relay Motor Sensory.	Hebb's theory. Structure & function of the brain.	Key study: Penfield. Scanning techniques	Key Study: Tulving	End of unit assessment	<b>Psychological Problems.</b> Mental HEALTH Culture. Changes over time.	Individuals and society. Uni Polar Bi Polar	Biological exp. Anti depressants.	Psychological exp. CBT.	Key study: Wiles. Evaluation.	
W/C 28/03	W/C 04/04	W/C 25/04	W/C 02/05	W/C 09/05	W/C 16/05	W/C 23/05	W/C 06/06	W/C 13/06	W/C 20/06	W/C 27/06	W/C 04/07	W/C 11/07	
		Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3			
Addiction. ICD	Biological exp of addiction. Psychological exp of addiction.	Key study: Kaij. Evaluation.	Aversion therapy. Self management.	REVISION	REVISION	REVISION							

# Year 12 IB Psychology

## Long Term Plan 2021/2022

Week 0	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
<b>W/C 30/08</b>	<b>W/C 06/09</b>	<b>W/C 13/09</b>	<b>W/C 20/09</b>	<b>W/C 27/09</b>	<b>W/C 04/10</b>	<b>W/C 11/10</b>	<b>W/C 18/10</b>	<b>W/C 01/11</b>	<b>W/C 08/11</b>	<b>W/C 15/11</b>	<b>W/C 22/11</b>	<b>W/C 29/11</b>	<b>W/C 06/12</b>
Term 1 Inset 1 & 2									Term 2				Data 1 Planning 1
Orientation	Intro to IB psychology. Brain anatomy.	<b>Biological Approach.</b> Localization of function.	Neuroplasticity Neurons.	Techniques to study the brain.	Neurotransmitters Neural networks. Neural pruning.	Agonists & Antagonists.	Hormones.	Pheromones.	Genetics	Evolutionary explanations.	Ethics.	Animal research.	Research methods used in Biological.
	<b>W/C 13/12</b>	<b>W/C 20/12</b>	<b>W/C 03/01</b>	<b>W/C 10/01</b>	<b>W/C 17/01</b>	<b>W/C 24/01</b>	<b>W/C 30/01</b>	<b>W/C 07/02</b>	<b>W/C 14/02</b>	<b>W/C 28/02</b>	<b>W/C 07/03</b>	<b>W/C 14/03</b>	<b>W/C 21/03</b>
			Term 3 Inset 3 & 4							Term 4 Data 2 Planning 2			
Revision	End of Bio assessment	<b>Cognitive Approach.</b>	Models of memory	Schema theory	Cognitive bias.	Thinking & decision making.	Reconstructive memory	Emotional brain.	Flashbulb memory.	Digital technologies.	Ethics. Research methods.	End of Cog assessment.	
	<b>W/C 28/03</b>	<b>W/C 04/04</b>	<b>W/C 25/04</b>	<b>W/C 02/05</b>	<b>W/C 09/05</b>	<b>W/C 16/05</b>	<b>W/C 23/05</b>	<b>W/C 06/06</b>	<b>W/C 13/06</b>	<b>W/C 20/06</b>	<b>W/C 27/06</b>	<b>W/C 04/07</b>	<b>W/C 11/07</b>
			Term 5					Term 6	Summer Exams Y7-10/12		Data 3 Planning 3		
	<b>Sociocultural approach.</b> Social identity theory	Social cognitive theory.	Stereotypes.	Culture. Cultural dimensions.	Enculturation. Acculturation.	Globalisation.	Research methods. Observation.	Ethics. End of Soc assessment.	Revision	IA planning	IA practical	IA report writing.	IA report writing.

