

## Learning for Life - Psychology Curriculum Overview 2023 Onwards

The aim of the Psychology curriculum within Learning for Life at Penketh High School is to give students a solid foundation of knowledge and skills for students to confidently progress beyond key stage four into further education at level three and beyond. For students not progressing on from key stage four in Psychology, they will benefit from the development of knowledge, skills and attributes to become active and considerate citizens, by developing the qualities of care, compassion and empathy for others and challenging stigma and discrimination surrounding mental health issues and neurodiversity. All students will develop high level independent primary and secondary research skills to act as a springboard for further training in whatever curriculum area students choose and students will be encouraged to achieve the very highest aspirations both for attainment in Psychology and for their future career aspirations.

The GCSE course is designed to inspire and engage students by providing a broad and coherent curriculum which develops an understanding of the ideas and values that characterise 'self' and others. Students will be able to use the vocabulary of psychological with confidence. Students will develop transferable creative and critical thinking skills by learning to plan and design their own investigations. The OCR exam board has enriched and supported their qualification by working with 'Time to Change', England's biggest programme to challenge mental health stigma and discrimination, run by the charities Mind and Rethink Mental Illness.

Year 10 GCSE Psychology	Year 11 GCSE Psychology	GCSE Psychology Assessment Objectives	Key Skills
<p><b><u>Introduction to GCSE Psychology</u></b> Pupils will be given an overview of what psychology is and how it is studied. They will also discuss a range of approaches, issues and debates which exist within psychology.</p> <p><b><u>GCSE Paper 1 &amp; Paper 2 Research Methods</u></b> Pupils will investigate a range of research methods used within psychological research, focusing on how to plan, conduct and analyse ethical research. Research methods is assessed in both paper 1 and paper 2 of the GCSE and specific research methods content maybe assessed in each topic area.</p> <p><b><u>GCSE Paper 1 Criminal Psychology</u></b> Pupils explore key concepts such as different types of crime, criminal behaviour as a social construct and how crime is measured. They will discuss the nature of criminality, investigating theories and explanations for why criminal and anti-social behaviour exists. Pupils will also</p>	<p><b><u>GCSE Paper 1 Developmental Psychology - Continued</u></b> Pupils explore key concepts including stages of development, the structure and function of brain development and the use of IQ as a measure of Intelligence. Pupils will investigate theories and explanations of development and will evaluate the changing role of education in childhood development.</p> <p><b><u>GCSE Paper 1 Psychological Problems</u></b> Pupils will be given an overview about mental health, including how to define, its prevalence and significance. They will explore the effects of significant mental health problems on individuals and society. Pupils will investigate theories and explanations for both schizophrenia and depression. Pupils will also evaluate the development of treatments.</p>	<p><b>AO1</b> Demonstrate knowledge and understanding of psychological ideas, processes, and procedures.</p> <p><b>AO2</b> Apply knowledge and understanding of psychological ideas, processes, and procedures.</p> <p><b>AO3</b> Analyse and evaluate psychological information, ideas, processes, and procedures to make judgements and draw conclusions.</p> <p><b>Synoptic Assessment</b> Is the understanding of the connections between different elements of the subject. It involves the explicit drawing together of knowledge, skills and</p>	<p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>· Pupils can identify the different key theories covering the areas of social, cognitive, biological, developmental and individual difference areas of psychology.</li> <li>· Pupils can articulate the different positions regarding debates within psychology, including 'reductionism/holism', 'nature/nurture' and 'freewill/determinism'.</li> <li>· Pupils can appreciate how psychological knowledge and ideas change over time and how these inform our understanding of behaviour.</li> <li>· Pupils can "tell the story" of the two core studies within every topic, related to the theories.</li> <li>· Pupils can explain the contribution of psychology to an understanding of individual, social and cultural</li> </ul>

<p>evaluate the changing nature and purpose of punishment for criminal and anti-social behaviour.</p> <p><b><u>GCSE Paper 2 Memory (Cognitive Psychology)</u></b> Pupils discuss key concepts including information processing, types of forgetting and the nature and function of the brain. Pupils will research and explain theories and explanations for how our memory works and the process of reconstructive memory. Pupils will also evaluate the application of memory research for recall techniques in advertising.</p> <p><b><u>GCSE Paper 2 Sleep and Dreaming</u></b> Pupils will discuss the purpose and benefits of sleep, for healthy brain functioning, physical repair and emotional stability. They will explore the stages of the sleep cycle and the causes of sleep disorders. Pupils will investigate theories and explanations for dreaming. Pupils will also evaluate the development of treatments for insomnia.</p> <p><b><u>GCSE Paper 1 Developmental Psychology</u></b> Pupils explore key concepts including stages of development, the structure and function of brain development and the use of IQ as a measure of Intelligence. Pupils will investigate theories and explanations of development and will evaluate the changing role of education in childhood development.</p>	<p><b><u>GCSE Paper 2 Social Influence</u></b> Pupils discuss key concepts including conformity, pro and anti-social behaviour and obedience. Pupils will research and explain theories and explanations for the influence of dispositional and situational factors on behaviour. Pupils will also evaluate research into attitude change and social change to raise awareness and reduce stigma and discrimination about mental health.</p> <p><b><u>GCSE Paper 1 and 2 Revision</u></b> Pupils will revise for GCSE exams focusing on knowledge retention and recall, they will also use past exam papers to practise their application of knowledge.</p>	<p>understanding within different parts of the GCSE course. The emphasis of synoptic assessment is to encourage the understanding of psychology as a discipline. Synoptic assessment is embedded within both components of the qualification.</p>	<p>diversity</p> <ul style="list-style-type: none"> <li>· Pupils can explain how science works in relation to Psychology.</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>· Pupils can evaluate key theories and studies, developing their critical thinking skills.</li> <li>· Pupils can plan and design research investigations so that they are both ethical and feasible.</li> <li>· Pupils can apply mathematical skills to analyse and interpret data.</li> </ul> <p><b>Attributes:</b></p> <ul style="list-style-type: none"> <li>· Pupils can demonstrate care, compassion and empathy for other people.</li> <li>· Pupils can demonstrate courage and curiosity by researching emotionally challenging topics.</li> <li>· Pupils can demonstrate resilience and confidence from evaluating their own investigations, students will develop confidence and resilience.</li> </ul>
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**\*Research Methods** (Paper 1 and 2), will be taught in term 1 of Year 10 after the introductory lessons, then will be taught throughout the rest of year 10 within each of the other units of study. Research Methods will also be revised during the delivery of the key studies in the other units of study and will be revised in EPS sessions in year 11.

**\*13 Mark Questions** (Paper 1 and 2) will be taught in yr11, predominantly during EPS sessions, once pupils have covered enough content to be able to use in application.