



## **KS5 Long Term Plan 2018-2019**

**Subject: Psychology**

**Exam Board Edexcel**

**Assessment/Exam Structure -2 year model. A2 taught. Topics 1, 2, 3 and 4 will be taught in year 1 followed by year 12 exams. In year 2 topics 5 Clinical Psychology and Topic 6 Criminological Psychology and Topic 9 Psychological Skills.**

**Exam structure - Year 13 A2 (Paper 1(35%) ,2 (35%) and 3 (30%))**

## Psychology Department Curriculum Statement Intent

The Psychology Department seeks to provide learners with the knowledge and skills needed to become educated citizens of the future. The students are encouraged to recognise the importance of Psychology in society and how they can apply their knowledge to a range of complex issues. There is a clear focus on skills such as how to carry out research and how to present a balanced argument. These are important skills that they can take forward for future learning and employment. Our curriculum in Psychology supports the ethos of the school. Students are constantly challenged to work collaboratively and think independently in lessons. Lesson materials are engaging to promote discussion and encourage students to develop an enquiring mind. As a knowledge based curriculum, we believe that knowledge underpins and enables the application of skills. Content is delivered and built upon through practice questions, with regular feedback supporting student progress. Our students are introduced to a variety of viewpoints from some of the most influential Psychologists throughout history. We study the impact that their work has had on society and encourage students to make links between what they have learned in class and real-life.

**Implementation** The Psychology teachers use a consistent approach to deliver high quality lessons where students are given the tools required to learn and retain information. We use a variety of resources and teaching strategies to ensure that students have a thorough knowledge of the specification and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory are embedded in the curriculum to aid mastery of subject content. The key concepts of Research Methods and Issues and Debates are integrated into all lessons to allow students to embed new concepts into existing knowledge. Students are encouraged to incorporate subject specific terminology into their writing through the use of key word lists for every topic. Session 3 is used to support the students in their learning and encourages them to become more independent. Regular assessment is used to inform teaching and to make interventions where needed. Students are given personalised feedback to allow them to take responsibility for their own learning and gives teachers the opportunity to review and adapt teaching approaches. The online curriculum and digital book allow the students to access departmental resources both in lessons and remotely. Impact Outcomes within the Psychology department are consistently high with a number of students exceeding expectations. Uptake on Psychology courses at Sixth Form is high, with numerous students pursuing higher education studies in the field and related areas. The quality of teaching and learning in Psychology has been noted through lesson observation and literacy and marking reviews by both internal and external observers. More importantly students express their enjoyment of Psychology and the quality of teaching and access to resources they have received and their appreciation of the knowledge and study skills they have gained from the department.

	Autumn 1/2		Autumn 1/2		Spring 1/2	
<b>Yr. 12</b>	<b>Topics</b>  <b>Topic 1</b>  <b>Social Psychology</b>  . Obedience  . Prejudice  . <b>Issues and debates</b>  <b>Taught by LTA</b>	<b>Skills</b>  <b>Research Methods</b> <b>Data response</b>	<b>Topics</b>  <b>Topic 2</b>  <b>Cognitive Psychology</b>  . Memory  . <b>Issues and Debates</b>  <b>Taught by LTA</b>	<b>Skills</b>  <b>Demonstrate knowledge</b> <b>Apply knowledge</b>	<b>Topics</b>  <b>Topic 3</b>  <b>Biological Psychology</b>  . Aggression  . Brain Functioning  . CNS & Neurotransmitter functioning  . Issues and debates	<b>Skills</b>  <b>Analyse and apply data.</b>  <b>Discuss contemporary issues</b>  <b>Taught by LTA</b>
<b>Assessments</b>	<b>End of topic test.</b> <b>(out of 90 – 70 marks for topic 1 and 20 marks for issues and debates)</b>	<b>Individual differences in obedience and prejudice.</b>  <b>Developmental Psych in obedience and prejudice.</b>  <b>Key questions eg crowd behaviour or rioting.</b>  <b>Practical</b>	<b>End of topic test</b>	<b>Working Memory Model</b>  <b>Bartlett – Reconstructive memory.</b>  <b>Individual differences in memory</b>  <b>Developmental psychology in memory- Dyslexia and Alzheimer’s</b>  <b>Case study of HM</b>  <b>New studies</b>  <b>Key questions.</b>  <b>Practical</b>	<b>End of topic test</b>	<b>The structure of the brain and brain functioning.</b>  <b>Role of evolution and natural selection.</b>  <b>Biological explanation of aggression as an alternative to Freud’s explanation.</b>  <b>Individual differences and development psychology.</b>  <b>Correlational research.</b>  <b>Gottesman and Shields plus one other.</b>

						<b>Brendgen et al 2005</b> <b>Key questions</b> <b>Practical</b>
<b>Yr. 13</b>	<b>Topics</b>  <b>Topic 5</b>  <b>Clinical Psychology</b> . Abnormality  . Schizophrenia  . Anorexia  . Issues in diagnosis  . Treatment for disorders.  . Issues and debates <b>Topic 6</b>  <b>Criminological Psychology</b>	<b>Skills</b>  <b>20 mark longer mark questions.</b>  <b>Assessment A01, A02 and A03</b>	<b>Topics</b>  <b>Topic 9</b>  <b>Psychological Skills</b>  <b>Issues and debates</b>  <b>Classic Studies</b>  <b>Watson and Rayner</b>  <b>Sherif</b>  <b>Raine et al</b>  <b>Baddeley</b>  <b>Rosenham</b>  <b>Loftus and Palmer</b>	<b>Skills</b>	<b>Topics</b>  <b>Topic 9</b>  <b>Psychological skills</b>	<b>Skills</b>
<b>Assessments</b>						

	<b>Spring1/ 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
--	-------------------	-----------------	-----------------

Yr. 12	<b>Topics</b>  <b>Topic 4</b>  <b>Learning Theories</b>  . <b>Conditioning</b>  . <b>Social Learning theory</b>  . <b>Phobias</b>  . <b>Issues and debates</b>  <b>Taught by LTA</b>	<b>Skills</b>  <b>Describe, explain and evaluate.</b>	<b>Topics</b>  <b>Revision</b>  <b>Issues and debates</b>  <b>Classic Studies</b>  <b>Exam revision</b>  <b>Mock revision</b>	<b>Skills</b>	<b>Topics</b>  <b>Issues and debates</b>  <b>Classic studies</b>  <b>Introduction to Crime and Clinical</b>	<b>Skills</b>
Assessments		<b>Becker et al 2002</b>  <b>Key question and practical</b>				-
Yr. 13	<b>Topics</b>  <b>Revision</b>  <b>Intervention</b>	<b>Skills</b>  <b>Exam technique</b>  <b>Short and long answers</b>  <b>Synoptic review</b>	<b>Topics</b>	<b>Skills</b>	<b>Exam season</b> <b>Starts Mid May</b>	

**Assessments**

--	--	--	--	--	--