

## **Curriculum Intent, Implementation and Impact**

Subject: **Psychology OCR**

Year group: **10**

Periods per fortnight: **5**

### **INTENT:**

The Psychology curriculum at KS4 aims to provide students with an understanding of how to conduct research in Psychology to test theories about behaviour. The curriculum also aims to develop students understanding about theirs and others behaviour, looking at introducing theories of specific behaviours such as criminal behaviour and depression.

Students should be able to outline core theories to explain criminal behaviour, how we develop from birth to old age, depression, schizophrenia, sleep and dreaming behaviour, memory and social influences on behaviours. Students should also be able to understand how and conduct their own research to test their own theories of behaviour.

Through studying Psychology students should develop an understanding of others and be able to apply their knowledge outside of the classroom to explain situations they come across in real life. For example, using their understanding of growth mindset to help improve their own academic success across all subjects. Students should become accepting of others despite individual differences and be role models in promoting good mental health and wellbeing amongst their peers.

The intent of the curriculum is to build on prior knowledge throughout the course. Students start with research methods as this will help them access and understand core studies in the subsequent topics across the course. The curriculum is designed to ensure that the prior knowledge is regularly tested and all opportunities of links between topics are made.

It is the intention that students will develop empathy, integrity and respect by understanding others and why they may act the way they do because of factors outside of their control as well as looking at how some behaviours can be influenced by ourselves as well. Students will have the opportunity to share and teach others about mental health and promote talking about our mental health and to be vocal about eliminating the stigma and discrimination around mental health. Students will learn about ethical considerations and the implications of being unethical in research to promote integrity in the research process and how we should treat others. Students can expect to be challenged and supported in tackling challenging issues and topics to build curiosity, resilience, confidence and ambition. High expectations from teachers will help to model resilience and ambition from students. Furthermore, wider reading opportunities and extended learning will help to promote curiosity and a love for Psychology.

The intent is for all students to be successful in Psychology, whilst recognising that some individuals require a little more support at times than others. Students will have access to writing frames to help with structure and quality of extended writing. There will be

## IMPLEMENTATION:

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Summer Term Moving Up	<p>Research Methods:</p> <ul style="list-style-type: none"> <li>- Variables</li> <li>- Aims and Hypotheses</li> <li>- Experimental Design</li> <li>- Sampling</li> <li>- Ethical considerations</li> <li>- Types of experiment</li> <li>- Questionnaires</li> <li>- Observations</li> <li>- Case studies</li> <li>- Freud's Wolfman case study</li> <li>- Correlations</li> <li>- Types of data</li> <li>- Analysing data</li> <li>- Reliability</li> <li>- Validity</li> <li>- Identifying sources of bias</li> </ul> <p><u>Assessment 1</u> Research Methods</p>	<p>Designing your own research Revision resources Completing flashcards Revision for assessments</p>	<p>Ensure students are spending time revising key terminology</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way</p>
Autumn Term	<p>Social Influence</p> <ul style="list-style-type: none"> <li>- Theories of conformity (Asch)</li> <li>- Theories of obedience (Milgram)</li> <li>- Bickman core study</li> <li>- Resistance to social influence</li> <li>- Tottenham riots case study</li> <li>- Application: Minority and majority influence on changing attitudes to mental health</li> </ul> <p>Criminal Psychology</p> <ul style="list-style-type: none"> <li>- Defining and measuring crime</li> </ul> <p><u>Assessment 2</u></p> <p>Social Influence Research Methods</p>	<ul style="list-style-type: none"> <li>- Research and create revision resource on Tottenham riots case study</li> <li>- Revise year 10 topics</li> </ul> <p>Completing flashcards</p> <p>Revise for assessments</p>	<p>Ensure students are spending time revising key terminology</p> <p>Encourage students to recap on research methods from year 9</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p> <p>Suggestion revision book:</p> <p>My Revision Notes: OCR GCSE (9-1) Psychology. Mark Billingham.</p> <ul style="list-style-type: none"> <li>• <b>ISBN-13:</b> 978-1510423220</li> </ul>
Spring Term	<p>Criminal Psychology</p> <ul style="list-style-type: none"> <li>- Social Learning Theory of crime</li> <li>- Cooper and Mackie core study</li> </ul>	<ul style="list-style-type: none"> <li>- Research own role model</li> <li>- Research and create revision resource on Cooper and Mackie's core study</li> </ul>	<p>Ensure students are spending time revising key terminology</p>

	<ul style="list-style-type: none"> <li>- Eysenck personality theory of crime</li> <li>- Heaven's core study</li> <li>- Application – rehabilitation</li> </ul> <p>Development</p> <ul style="list-style-type: none"> <li>- Stages of development</li> <li>- Piaget's theory of development</li> <li>- Piaget core study</li> <li>- Dweck's learning theory</li> <li>- Blackwell et al core study</li> <li>- Application of Piaget in education</li> </ul> <p><u>Assessment 3</u></p> <p>Social Influence Criminal Psychology Research Methods</p> <p><u>Assessment 4</u></p> <p>Social Influence Criminal Psychology Development Research Methods 1</p>	<ul style="list-style-type: none"> <li>- Research and create revision resources on Heaven core study</li> <li>- Research different functions of the brain for development</li> <li>- Plan a lesson to teach your peers using the different learning theories</li> </ul> <p>Completing flashcards</p> <p>Revise for assessments</p>	<p>Encourage students to recap on research methods from year 9</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p>
Summer Term	<p>Psychological Problems</p> <ul style="list-style-type: none"> <li>- Defining and classifying mental health</li> <li>- Social drift theory and biological theory of Schizophrenia</li> <li>- Daniels et al core study</li> </ul> <p>Psychological problems</p> <ul style="list-style-type: none"> <li>- Social rank theory and biological theory of Depression</li> <li>- Tandoc et al core study</li> <li>- Application of research: Drug treatment and CBT for schizophrenia and depression</li> </ul> <p><b><u>Summer Exams –</u></b></p> <p><i>GCSE Paper 1</i> Psychological problems Criminal Psychology Development Research Methods 1</p> <p><i>GCSE Paper 2</i> Social Influence Research Methods 2</p>	<ul style="list-style-type: none"> <li>- Research key statistics of mental health issues</li> <li>- Create an assembly to deliver to a year group on mental health issues</li> <li>- Create a brain model/ cake/ poster</li> <li>- Research and create a revision resource on Daniels et al core study</li> <li>- Research key statistics on depression</li> <li>- Research and create a revision resource on Tandoc et al core study</li> </ul> <p>Completing flashcards</p> <p>Revise for assessments</p>	<p>Ensure students are spending time revising key terminology</p> <p>Encourage students to recap on research methods from year 9</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p>

## IMPACT:

Students will demonstrate that they can conduct research and plan research through being able to achieve their MEG's or better on assessments throughout the year

Students will demonstrate resilience in being able to identify not only where they were successful on an assessment but how they can improve. Their ambition to achieve

will be shown in an improvement in their assessments over the term of the Psychology course.

Students will demonstrate integrity and curiosity by completing extended learning to deadlines. Curiosity will be shown when students complete wider reading tasks around the topics being covered.

Students will show ambition and respect through the presentation of their work in books being neat and tidy, as well as demonstrating the progress they have made in Psychology over the year.

Students will confidently participate in psychological discussion being mindful of and respectful of their peer's opinions. They will be able to do this in an empathetic way by considering all viewpoints and analysing these in their critiques of psychological theory.