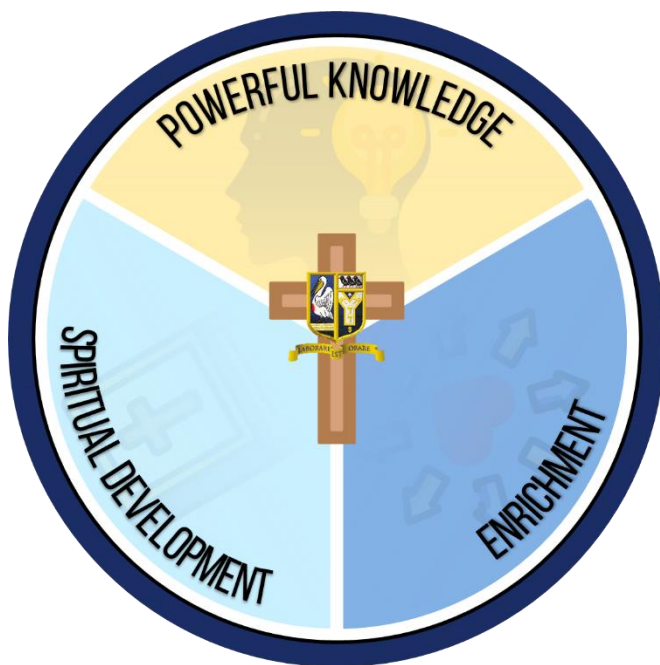


THE BECKET SCHOOL



PSYCHOLOGY

CURRICULUM INTENT



*"I HAVE COME IN ORDER THAT YOU MIGHT HAVE
LIFE*

—LIFE IN ALL ITS FULLNESS."

~JOHN 10:10

**"THERE IS NO SCIENTIFIC STUDY MORE VITAL THAN THE STUDY OF OUR OWN BRAIN. OUR ENTIRE VIEW
OF THE UNIVERSE DEPENDS ON IT " FRANCIS CRICK**

PSYCHOLOGY IS THE SCIENTIFIC STUDY OF THE HUMAN MIND AND BEHAVIOUR. THE DISCIPLINE EQUIPS STUDENTS WITH THE THEORETICAL KNOWLEDGE AND PRACTICAL SKILLS TO UNDERSTAND THEMSELVES AND OTHERS. THE IMPACT OF PSYCHOLOGICAL RESEARCH CAN BE APPLIED TO MANY ASPECTS OF OUR EVERYDAY LIFE INCLUDING MEMORY, LEARNING AND MENTAL HEALTH. ALONGSIDE CORE KNOWLEDGE AND UNDERSTANDING, PSYCHOLOGY SUPPORTS STUDENTS IN DEVELOPING LOGICAL REASONING AND ANALYSIS. AN UNDERSTANDING OF BOTH SCIENTIFIC AND NON- SCIENTIFIC RESEARCH METHODS ENABLES STUDENTS TO LEARN HOW TO COLLECT AND WORK WITH DIFFERENT TYPES OF DATA.

INTENDED OUTCOMES

What will I gain from studying Psychology?

Anyone who is curious and interested in human behaviour is welcome to study Psychology. At the Becket, our aim is for all psychologists to make good use of their learning in later life. As teachers, we are passionate about sharing our knowledge and providing opportunities for you to gain a fantastic qualification. The course combines a range of skills with cross-curricular links with Biology, Maths and Humanities based subjects.

We are happy to explore and discuss topics we cover beyond the specification.

Students who have specific interests in fields of psychology will be offered careers advice via the BPS.

In year 12 we cover **“Introductory Topics in Psychology”** including Memory, Attachment, Social influence and Psychopathology. The study of Research methods integrated within allied topic areas to allow for embedded practise.

“Psychology in context” allows us to look at consider the origins of Psychology, competing approaches and a deeper understanding of Biopsychology.

Year 13 builds on the foundations and skills in year 12. The balance of extended writing shifts from knowledge to a greater emphasis on evaluation. The mathematical elements of the course challenges students to use logical reasoning to select inferential statistical tests and draw conclusions about data.

“Issues and Options in Psychology” develops students understanding of specialised areas in detail and brings together the synoptic elements of their study via key issues and debates in Psychology.







Students will:

1. Develop knowledge of competing approaches and debates in Psychology, appreciating the synoptic nature of content over time.
2. Learn to plan and execute psychological research, allowing students to draw conclusions from a range of scientific and non-scientific data.
3. Demonstrate competence and confidence in a variety of practical, mathematical and problem-solving skills.
4. Develop strong critical and analytical skills in evaluating psychological theory and research.
5. Be able to apply key psychological concepts and theory to a range of novel scenarios and behaviour in everyday life.
6. Develop a genuine enthusiasm for Psychology including an awareness of future career opportunities and academic study in Psychology.
7. Based on the academic study of how memory functions, and cognitive development, student develop skills of how they learn.

CURRICULUM INTENT

POWERFUL KNOWLEDGE	<p>Students will:</p> <ul style="list-style-type: none"> • Study the history and origins of Psychology as a science. • Develop understanding of the scientific method including how to design, conduct and test hypotheses. • Acquire competence in a range of mathematical skills relating to numerical computation, handling data, algebra and graphing techniques • Assess the relative contribution of competing perspectives in Psychology including Biological, Cognitive, Behavioural, Psychodynamic and Humanistic approaches. • Demonstrate accurate knowledge and evaluate the impact of classic psychological research. • Understand the application of psychological theory /research in wider society. • Take a critical stance in analysing the wider economic and ethical implications of psychological theory/research. • Develop understanding of key issues and debates in Psychology
SPIRITUAL DEVELOPMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Develop empathy, compassion, and tolerance for others via an understanding of common mental health disorders including depression, phobias, OCD and schizophrenia. • Foster an understanding of what it means to be a good citizen through the study of Psychology. • Consider the nature of socially sensitive research such as the power of blind obedience and the importance of attachment in early childhood. • Understand why ethical guidelines are required in studying both human and animal behaviour.
ENRICHMENT	<p>Students will:</p> <ul style="list-style-type: none"> • Read contemporary research published via the BPS and Psychology review • Delve further into the subject via recommended films, fiction and non-fiction reading list • Attend revision conferences and University lectures targeted for Sixth Form Students. • Listen to guest speakers who are experts in their field. • KS5 students will extend their knowledge beyond the curriculum via studying topics which are part of The Becket Super Curriculum and/or Becket Reads • Explore career pathways linked to the subject Psychology and Unifrog to support with this.

CURRICULUM IN THE CLASSROOM

B	EHAVIOUR IS EXCELLENT	
E	XPERT TEACHERS	
C	OGNITIVELY ACTIVE	
K	NOWLEDGE-RICH	
E	MBEDDED PRACTICE	
T	ESTING-FOR-LEARNING	

HOW WILL I LEARN PSYCHOLOGY?

- Our curriculum is underpinned by students developing understanding of how they learn over time
- Knowledge books follow a standardised scheme of work and incorporate opportunities for retrieval.
- Specialised staff teach units of expertise and content builds confidence and revisits key areas over time, enabling embedded practice and holistic understanding.
- Access to resources via the Google classroom, allows students access to materials at any point over the year.
- There are opportunities to review work through formative testing in lessons or summative end of topic assessments

LEARNING SEQUENCE

YEAR 12

	ADVENT TERM		
TOPIC	Memory	Attachment	Research methods
EXPLANATION	<p>Understand different models of memory including the multi – store model and working model</p> <p>Study theories of forgetting</p> <p>Look at the application of memory research in the context of eyewitness testimony</p>	<p>Study caregiver interaction, the role of the father and stages of attachment</p> <p>Understand animal research and different theories of attachment</p> <p>Consider the impact of maternal deprivation and institutionalisation on later adult relationships</p>	<p>Understand the experimental method including hypothesis types of experiments, sampling, design and ethics</p> <p>Study observations, self - report studies and descriptive statistics</p>

	LENT		PENTECOST	
TOPIC	Social influence	Psychopathology	Approaches	Biopsychology
EXPLANATION	<p>Understand theories and research into factors influencing conformity and obedience</p> <p>Study resistance to social influence</p> <p>The impact of minority influence behind social change</p>	<p>Definitions of Abnormality</p> <p>Statistical infrequency, deviation from social norms, failure to function adequately and deviation from ideal mental health</p> <p>Clinical characteristics, explanations of and treatments of Phobias, Depression and OCD</p>	<p>The origins of Psychology and emergence of the science of Psychology</p> <p>The Learning, Cognitive, Biological, Psychodynamic and Humanistic</p> <p>Approaches in Psychology</p>	<p>The nervous and endocrine system</p> <p>Neurons and synaptic transmission</p> <p>Localisation of function</p> <p>Brain plasticity and functional recovery</p> <p>Biological rhythms and ways of studying the brain</p>

YEAR 13

	ADVENT TERM		
TOPIC	Cognition and development	Schizophrenia	Research Methods
EXPLANATION	<p>Piaget's theory of cognitive development and stages of intellectual development</p> <p>The work of Vygotsky and Baillargeon.</p> <p>Social cognition including Selman's levels of perspective taking.</p> <p>The role of the mirror neuron system and the theory of mind in understanding social cognition and autism</p>	<p>The diagnosis and classification of schizophrenia with reference to reliability and validity</p> <p>Biological explanations and drug therapy as a treatment for schizophrenia</p> <p>Psychological explanations and therapies for schizophrenia</p> <p>The interactionist approach in understanding schizophrenia Continued into next term</p>	<p>Reliability and Validity in Psychological research</p> <p>Choosing a statistical test, including parametric and non-parametric tests</p> <p>Probability and significance</p> <p>Features of science</p> <p>Conventions of reporting on psychological investigations Case studies and content analysis</p>

	LENT AND PENTECOST TERM		
TOPIC	Aggression	Issues and debates	Revision
EXPLANATION	<p>Biological, evolutionary and ethological theories of aggression</p> <p>Social psychological explanations of aggression</p> <p>Institutional aggression in the context of prisons</p> <p>Media influences on aggression</p>	<p>Gender and culture bias</p> <p>Nature v nurture</p> <p>Free will v determinism</p> <p>Holism v reductionism</p> <p>Idiographic v nomothetic</p> <p>Ethical implications of research and theory</p>	<p>Recap, review and revise</p>