

## Subject area – Year 10 Psychology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>Criminal Psychology</b>  - Key concepts - Social Learning theory - Cooper and Mackie – aggressive video games - Eysenck’s criminal personality theory and the biological basis of personality - Heaven – criminal personality and delinquency - Application – the changing nature of punishment.	<b>Development</b>  - Key concepts - Piaget’s theory of cognitive development - Piaget’s study into the conservation of number - Dweck’s growth mindset theory - Willingham’s meaning not learning styles theory - Blackwell et al. – growth mindset and educational achievement - Application – education.	<b>Psychological problems</b>  - Key concepts - Schizophrenia - Psychological theory – social drift - Biological theory – dopamine hypothesis and the brain - Daniel et al. – schizophrenia, amphetamine and cerebral blood flow.	<b>Psychological problems</b>  - Depression - Psychological theory – ABC model - Biological theory – social rank - Tandoc et al. – depression and Facebook envy - Application – treatment.	<b>Research methods</b>  - Planning research - Doing research - Analysing research.	<b>Social influence</b>  - Key concepts and situational factors - Bickman – uniform and obedience - Dispositional factors - Morrell et al. – participation in the 2011 August riots - Application – minority and majority influence.
<b>Assessment</b>	<ul style="list-style-type: none"> <li>- Regular quizzes and exam practice in the lesson.</li> <li>- Online homework quizzes.</li> <li>- Homework revision activities and questions (in revision booklet).</li> <li>- End of topic assessment at the end of every half term.</li> <li>- Full paper 1 mock in year 10 and 11.</li> </ul>					
<b>H/WK</b>	<b>Weekly homework including independent research tasks, reading, activity booklets, creative tasks, extended writing tasks, online quizzes and exam questions.</b>					
<b>Arts Mark</b>	<b>Storyboard – Cooper and Mackie study.</b>	<b>Role-play – Piaget theory and study.</b>	<b>Drawing diagrams of the brain.</b>	<b>Role-play – psychotherapy, poster – social rank theory.</b>	<b>Creating and designing research projects, creating materials for psychological research.</b>	<b>Storyboard/ role-play for Bickman’s study and illustrations of the snowball effect (minority influence).</b>
<b>Responding to post covid gaps in learning</b>			<ul style="list-style-type: none"> <li>- Retrieval practice and starters and plenaries that consolidate knowledge and address gaps in knowledge pre-planned and incorporated into all lessons.</li> <li>- Additional interventions provided for students based on gaps in knowledge, as identified by assessments and centralised tracking of data.</li> <li>- Resources given to all students to give them to the materials needed to catch up.</li> <li>- Revision folder created with weekly activities in to help students to catch up independently, alongside the lessons.</li> </ul>			

	<ul style="list-style-type: none"> <li>- Weaker areas/ gaps addressed in revision time in lessons once all topics are covered.</li> <li>- Progress improved by GRIT and live marking and students are regularly challenged and are independent, with immediate feedback to address misconceptions and identify gaps.</li> <li>- Gaps identified through regular assessment and lessons tailored to address such gaps in knowledge.</li> <li>- Parental contact made to improve student engagement where appropriate, in order to improve progress and assist in addressing gaps.</li> </ul>
<p><b>Building on prior learning</b></p>	<p>Each topic builds on learning from the previous topic:</p> <ul style="list-style-type: none"> <li>- In each topic, students learn about key concepts, theories and research that increase in complexity as student knowledge of the psychological process grows.</li> <li>- Students learn about a new debate or psychological issue that can be used to evaluate theories and research within each topic. Students then take this forward and apply their newly taught knowledge to evaluate new theories and research.</li> <li>- Students build on their knowledge of research methods through looking at psychological research and developing their understanding of the research process when learning about research methods. Therefore, students continually build on such knowledge.</li> </ul>
<p><b>Enrichment within the Curriculum</b></p>	<ul style="list-style-type: none"> <li>- Students have the opportunity to learn through the use of multimedia, including by using the internet to carry out independent research tasks and projects, interactive activities and quizzes, podcasts, and relevant video clips and documentaries.</li> <li>- In addition to this, students spend time learn collaboratively, in groups when carrying out discussions, debates, role-plays and presentations or individually, when focusing on core content and completing engaging activities using textbooks, revision guides and revision resources, to consolidate learning.</li> </ul>
<p><b>Extracurricular opportunities</b></p>	<ul style="list-style-type: none"> <li>- Students have the opportunity to carry out their own psychological research, designing and carrying out a range of investigations, on a variety of topics, within settings of their choice.</li> <li>- Students attend after school revision or lunch time intervention as and when required.</li> </ul>
<p><b>Positive impacting on personal development (SMSC)</b></p>	<p><b>Social development:</b></p> <ul style="list-style-type: none"> <li>- Students are encouraged to consider the values, attitudes and roles of people that occur in different societies and cultures.</li> <li>- They will learn to respect and understand different human behaviours that occur in these cultures and societies.</li> <li>- Throughout Psychology students are led to work in different groupings, encouraging students to accept one another and learn to work alongside each another as a team.</li> </ul> <p><b>Moral development:</b></p> <ul style="list-style-type: none"> <li>- Students discuss values, attitudes and beliefs relating to a range of ethical, social and controversial issues. This includes areas of study on culture bias and ethical costs of conducting research.</li> <li>- Moral education spans across all areas of study in psychology with ethical issues being discussed and applied to a range of theories, studies, contemporary debates and applications for the various topics studied.</li> <li>- In addition to this, students investigate crime and deviance and the moral implications of this, in the criminal psychology topics.</li> </ul> <p><b>Spiritual development:</b></p> <ul style="list-style-type: none"> <li>- Students have the opportunity to consider and discuss questions relating to all aspects of their development such as their personality, gender, behaviour, thoughts and beliefs.</li> </ul>

	<ul style="list-style-type: none"> <li>- Students are encouraged to apply their own beliefs to a range of ethical and psychological issues, debates and controversies, and to hear other students' opinions to develop a range of balanced view points.</li> <li>- Lessons are developed to allow opportunities for students to be creative and resilient and allow for development and reflection of their progress, supported by teacher feedback.</li> </ul> <p><b>Cultural development:</b></p> <ul style="list-style-type: none"> <li>- Students study human behaviour in different cultures.</li> <li>- Students will develop their understanding of and respect for the different influences people have and the effect it may have on their behaviour.</li> <li>- They will also discuss how research carried out in traditional western societies may not be applicable to other cultures.</li> </ul>
<p><b>Preparing for the next stage of education</b></p>	<p>By studying Psychology, students will develop a broad set of analytical skills, allowing them to critically assess complex scientific concepts. Furthermore, students will conduct research, gather literature from a range of different sources and become experienced in writing scientific reports and handling data. As such, Psychology prepares students for further study as it develops their linguistic, numerical and scientific skillset.</p> <p>Moreover, as psychology is the study of human behaviour, learning about this will prepare students for a variety of jobs that involve working with people, from jobs within the NHS, criminal justice system, to marketing, as all involve an understanding of others and the underlying causes of behaviour.</p>
<p><b>Ways to support your child's learning</b></p>	<p>Praise for effort rather than being 'clever' shows them that by working hard they can always improve</p>
<p>Visits and trips Websites / books /papers / magazines TV/Films Blogs/ podcasts</p>	<ul style="list-style-type: none"> <li>- OCR GCSE (9-1) Psychology textbook (Billingham &amp; Kitching).</li> <li>- My Revision Notes: OCR GCSE (9-1) Psychology (Billingham)</li> <li>- A wide range of relevant documentaries on the brain and human behaviour (e.g. What Makes a Murderer, The Human Brain, Schizophrenia: Stolen Minds, Stolen Lives).</li> <li>- TED talks and podcasts (e.g. PsychCrunch, Hidden Brain, NeuroCurious).</li> <li>- Psychology websites, including on topic articles (e.g. British Psychological Society (BPS), BPS Digest, Psychology Today).</li> <li>- Revision websites (e.g. simplypsychology, tutor2u, quizlet, quizizz).</li> </ul> <p>OCR website – Psychology specification, past papers, revision resources.</p>