

Psychology Subject Intent

Dixons Broadgreen Psychology department instilled a passion for understanding human behaviour whilst ensuring that all students left the academy with a range of transferrable analytical and reasoning skills that would equip them for further academic study and employment.

Teaching students to communicate through listening, speaking, reading and writing.

- What skills are you teaching
- What is the wider reach of the curriculum
- How is it sequenced

Four Year Plan

Year 10			
	Cycle 1	Cycle 2	Cycle 3
Content	1) Memory 2) Perception	1) Development 2) Research Methods	1) Social Influence 2) Language Thought & Communication
Skills	<p>Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content.</p> <p>Students will be able to apply knowledge and understanding to a range of contexts.</p> <p>Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.</p>	<p>Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content.</p> <p>Students will be able to apply knowledge and understanding to a range of contexts.</p> <p>Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.</p> <p>Students will develop skills enabling them to design and conduct research, analyse and interpret data.</p>	<p>Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content.</p> <p>Students will be able to apply knowledge and understanding to a range of contexts.</p> <p>Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.</p> <p>Students will develop skills enabling them to design and conduct research, analyse and interpret data.</p> <p>Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour.</p> <p>Students will demonstrate an understanding of individual, social and cultural diversity.</p> <p>Students will understand the interrelationships between core areas of psychology.</p>
Progression	Students will begin with Memory & Perception. These topics introduce students to	Students should continue to build on skill set, thinking critically about the Psychological	Students will move onto to more complex theory considering how individual behaviour can affect



	psychological theory. Through examination of theory students will start to develop application and reasoning techniques.	theories we have examined. Knowledge acquired through study of the Research Methods unit should now enable students to not only consider the applied evaluation of theory but to recognise the strengths and limitation of the research methods employed by researchers.	society / group behaviour. In addition students will also differences in human and animal behaviour, thinking critically about the conclusions drawn from research.
Link to GCSE / A-Level	The topics are relevant to GCSE Cognition & Behaviour Paper 1.	The topics are relevant to Cognition & Behaviour Paper 1	The topics are relevant to Social Context & Behaviour Paper 2.
Year 11 – Transition to KS5			
	Cycle 1	Cycle 2	Cycle 3
Content	<p>1) Brain & Neuropsychology</p> <p>2) Psychological Problems</p>	Consolidation	Consolidation
Skills	<p>Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content.</p> <p>Students will be able to apply knowledge and understanding to a range of contexts.</p> <p>Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.</p> <p>Students will be able to evaluate therapies and treatments in terms of their appropriateness and effectiveness.</p> <p>Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour.</p> <p>Students will demonstrate an understanding of individual, social and cultural diversity.</p> <p>Students will understand the interrelationships between core areas of psychology.</p>	<p>Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content.</p> <p>Students will be able to apply knowledge and understanding to a range of contexts.</p> <p>Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.</p> <p>Students will be able to evaluate therapies and treatments in terms of their appropriateness and effectiveness.</p> <p>Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour.</p> <p>Students will demonstrate an understanding of individual, social and cultural diversity.</p> <p>Students will understand the interrelationships between core areas of psychology.</p>	<p>Students will be able to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to content.</p> <p>Students will be able to apply knowledge and understanding to a range of contexts.</p> <p>Students will analyse and evaluate ideas, information, processes and procedures making judgments and drawing conclusions.</p> <p>Students will be able to evaluate therapies and treatments in terms of their appropriateness and effectiveness.</p> <p>Students will be able to consider how psychological ideas change over time and inform our understanding of behaviour.</p> <p>Students will demonstrate an understanding of individual, social and cultural diversity.</p> <p>Students will understand the interrelationships between core areas of psychology.</p>
Progression	Students will draw on knowledge from Biology and consider the structure and function of the brain. They will consider how our biology and environment can effect behaviour. Study of the of the brain and nervous system should help learners to develop	Students will focus on the general academic skill required in order to apply content / theory to exam practice. Learners will use past paper examples drawing on content from a range of units hence aiding revision. Focus will also be on the analytical and	Students will focus on the general academic skill required in order to apply content / theory to exam practice. Learners will use past paper examples drawing on content from a range of units hence aiding revision. Focus will also be on the analytical and



	further critical thinking, reflecting on some of the theory previously examined to consider in more depth the nature v nurture debate in relation to human behaviour.	evaluative skill of the students to ensure students are able to apply such skills to the exam questions	evaluative skill of the students to ensure students are able to apply such skills to the exam questions
Link to GCSE / A-Level	The topics are relevant to Social Context & Behaviour Paper 2.	The topics are relevant to Cognition & Behaviour Paper 1 & Social Context & Behaviour Paper 2.	The topics are relevant to Cognition & Behaviour Paper 1 & Social Context & Behaviour Paper 2.

Year 12			
	Cycle 1	Cycle 2	Cycle 3
Content	Social Influence Memory Attachment	Psychopathology Approaches in Psychology Biopsychology	Research Methods Consolidation
Skills	<p>Demonstrate knowledge & understanding of psychological concepts, theories, research studies research methods and ethical issues.</p> <p>Apply knowledge and understanding of the content in a range of contexts.</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</p> <p>Evaluate therapies and treatments in terms of their appropriateness and effectiveness.</p> <p>Development of skills including: designing research, conducting research and analysing / interpreting data.</p> <p>Develop extended response skill – demonstrate understanding of evidence through construction of a reasoned, coherent, relevant substantiated and logically structured written response.</p>	<p>Demonstrate knowledge & understanding of psychological concepts, theories, research studies research methods and ethical issues.</p> <p>Apply knowledge and understanding of the content in a range of contexts.</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</p> <p>Evaluate therapies and treatments in terms of their appropriateness and effectiveness.</p> <p>Development of skills including: designing research, conducting research and analysing / interpreting data.</p> <p>Develop extended response skill – demonstrate understanding of evidence through construction of a reasoned, coherent, relevant substantiated and logically structured written response</p>	<p>Demonstrate knowledge & understanding of psychological concepts, theories, research studies research methods and ethical issues.</p> <p>Apply knowledge and understanding of the content in a range of contexts.</p> <p>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</p> <p>Evaluate therapies and treatments in terms of their appropriateness and effectiveness.</p> <p>Development of skills including: designing research, conducting research and analysing / interpreting data.</p> <p>Develop extended response skill – demonstrate understanding of evidence through construction of a reasoned, coherent, relevant substantiated and logically structured written response</p> <p>Develop skills, knowledge an understanding of scientific methods.</p> <p>Develop competence in practical mathematical and problem solving skills.</p> <p>Draw together skills, knowledge and understanding from other units to think critically about the psychological theory we have</p>



			examined in order to consider how they relate to each other.
Progression	Students will begin with introductory subjects into the subject. Topics will engage and pique interest in issues regarding human behaviour. Students will consider the consequence of human behaviour and the values of research into behaviour. Students will consider psychological theory. Students will develop critical evaluation skill.	Students will consider the value of psychological research considering the strengths and weaknesses of different theory. Students will consider the structure of the assessments and the skills set needed to access high grades. Students will further develop critical thinking and analysis skill.	Students will develop interest and enthusiasm for the subject considering further students and careers associated with the subject.
Link to A-Level	All topics are relevant to Paper 1	All topics are relevant to Paper 1 & 2	All topics are relevant to Paper 2 & 2
Year 13			
	Cycle 1	Cycle 2	Cycle 3
Content	Issues and Debates in Psychology Relationships Schizophrenia	Aggression Consolidation	Consolidation
Skills	Demonstrate knowledge & understanding of psychological concepts, theories, research studies research methods and ethical issues. Apply knowledge and understanding of the content in a range of contexts. Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. Evaluate therapies and treatments in terms of their appropriateness and effectiveness. Develop extended response skill – demonstrate understanding of evidence through construction of a reasoned, coherent, relevant substantiated and logically structured written response	Demonstrate knowledge & understanding of psychological concepts, theories, research studies research methods and ethical issues. Apply knowledge and understanding of the content in a range of contexts. Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. Evaluate therapies and treatments in terms of their appropriateness and effectiveness. Develop extended response skill – demonstrate understanding of evidence through construction of a reasoned, coherent, relevant substantiated and logically structured written response Develop skills, knowledge an understanding of scientific methods. Develop competence in practical mathematical and problem solving skills. Draw together skills, knowledge and understanding from other	Demonstrate knowledge & understanding of psychological concepts, theories, research studies research methods and ethical issues. Apply knowledge and understanding of the content in a range of contexts. Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. Evaluate therapies and treatments in terms of their appropriateness and effectiveness. Develop extended response skill – demonstrate understanding of evidence through construction of a reasoned, coherent, relevant substantiated and logically structured written response Develop skills, knowledge an understanding of scientific methods. Develop competence in practical mathematical and problem solving skills. Draw together skills, knowledge and understanding from other



		units to think critically about the psychological theory we have examined in order to consider how they relate to each other.	units to think critically about the psychological theory we have examined in order to consider how they relate to each other.
Progression	Students will draw on knowledge from Year 12 in order to develop critical thinking and consider how theory previously examined may pose ethical and moral predicaments.	Students will consider the value of psychological research considering the strengths and weaknesses of different theory. Students will consider the structure of the assessments and the skills set needed to access high grades. Students will further develop critical thinking and analysis skill.	Students will consider the value of psychological research considering the strengths and weaknesses of different theory. Students will consider the structure of the assessments and the skills set needed to access high grades. Students will further develop critical thinking and analysis skill.
Link to A-Level	All topics are relevant to Paper 3	All topics are relevant to Paper 1, 2 and 3.	All topics are relevant to Paper 1, 2 and 3.

