



Curriculum Intent

Psychology
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Curriculum Vision and Aims

The curriculum at Q3 Academy Great Barr is underpinned by the values that we hold as an institution. The curriculum will challenge, support and inspire all students in order to achieve appropriate and individualised progression beyond the Academy, preparing them for their future lives. We understand the importance of engaging parents/carers with their children's learning and therefore opportunities for home/Academy interaction will be integrated to build relationships, particularly at Key Stage 3.

The curriculum will be well-sequenced and challenging to ensure that all students, regardless of any previous or current disadvantage, are given every opportunity to be successful, following our Trust ethos: life to the full in pursuit of what is good, right, and true.

The curriculum should support students to:

- ✓ Achieve excellence, making excellent progress from their starting points
- ✓ Explore a range of subject areas and apply these in challenging situations
- ✓ Accept challenge and develop strategies to be successful in challenge
- ✓ Develop a life-long love of literacy and reading
- ✓ Use cross-curricular literacy, numeracy and computing skills fluently
- ✓ Understand their contribution to the wider World and how the World around them is changing
- ✓ Understand how to maintain their own, and others', physical and mental wellbeing
- ✓ Be creative and develop their own ideas and thinking
- ✓ Understand their responsibility within the Fundamental British Values and how to be good citizens, particularly demonstrating mutual respect and tolerance for others
- ✓ Understand and value history, heritage and traditions of communities
- ✓ Have access to appropriate careers and progression advice to ensure that they continue to be successful after they leave Q3 Academy Great Barr
- ✓ Be Ready, Respectful and Responsible for themselves and others around them.

Department Vision

An exceptional delivery of lesson content to ensure that students receive an engaging and effective introduction to psychology. World class coaching of skills and technique to develop students into critical thinkers who use independent thinking and research skills to better understand the processes that underlie the mind and human behaviour. This curriculum is designed to exhibit the fundamentals of psychological ideas and processes with an aspiration for students to develop a lifelong passion and curiosity for understanding the complexity of a range of human behaviours that will instil in them a continuous need to better understand how we think act and feel. The teaching of the content in this curriculum will lead to the development of vital skills valued by Higher Education and employers, including critical analysis, independent thinking and research which students will utilise long into their life and future careers.

| Subject Intent | |
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| Key Stage 4 <ul style="list-style-type: none"> To enable students to demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content. To teach students how to apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts. To implement skills for students to analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content. To be creative and independent in their thinking when designing psychological research | Key Stage 5 <ul style="list-style-type: none"> To demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified exam paper content. Enable students to apply psychological knowledge and understanding of the specified exam paper content in a range of contexts. Implement skills for students to analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified exam paper content. To relay knowledge and understanding of research methods, practical research skills and mathematical skills To demonstrate the ability to design and carry out psychological investigations in a creative and independent way. <p>These skills will be developed through study of the specification content and through ethical practical research activities, involving: designing research, conducting research, analysing and interpreting data.</p> |
| Curriculum Specification | |
| Academic GCSE: AQA Psychology | Academic A Levels: AQA Psychology |

| Wider Curriculum Contribution | |
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| Our approach to supporting learning | Our approach and opportunities to stretch and challenge students |
| As a department we have a variety of strategies in place to support the learning of all. We make regular use of scaffolding strategies, with particular use of the visualiser and our lesson format follows the process of 'I do, we do, you do' in which students are encouraged to see 'what a good one looks like' from the learning consultant as an 'I do' before going on to work together as a class and then moving on to individual practice. | In psychology, the opportunities to stretch and challenge are built into lesson planning. Each task set, whether individual or paired, has a stretch activity pre-prepared and easily visible on the board in order to reach the high attainers. In addition to this, when setting T-tasks as a way of feeding back to students, a challenge task is always included in order to further improve and push those who have firmly understood the lesson. |

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| Our contribution to Careers Education, Information and Guidance | Our contribution to Literacy and Reading Development |
| <p>In order to contribute to careers information, psychology is clear on where the subject can lead moving forward from GCSE into A-Level and a future career. We are clear in the areas that psychology can be used and how this may help in the workplace. At each new topic in the curriculum examples are provided of careers that would be linked i.e. the development topic would link nicely to childcare and teaching, whilst the brain and neuropsychology topic would link nicely to physiotherapy or sports psychology. In psychology we are fortunate to have the head of sixth form as a member of the department, who has the expert knowledge to guide our students during lessons to maximise their chances when applying to further education.</p> | <p>Psychology contributes towards literacy and reading development through the use of class reading and disciplinary reading. Where suitable students are provided with psychological articles as well as advanced case studies of individuals that are read as a class using a variety of reading strategies. i.e. skimming/popcorn reading. Students are pre-taught the tier 3 vocabulary that is likely to come up in the text and will be given an opportunity to define any further tier 2 words if necessary. Alongside this, in KS5 students are provided with a list of wider psychological reading of both fiction and non-fiction material and are encouraged to read around the topics outside of psychology textbooks.</p> |
| Our contribution to Environment and Sustainability | Our contribution to Safeguarding and Prevent |
| <p>A theme running throughout psychology is how the material links to the economy, with a key feature of this showing how psychology has had an impact in influencing social change over the years. This includes environmental changes and what we can use psychological theory to help support the environment in a sustainable way for the future</p> | <p>Many of the topics within psychology have safeguarding as an underlying theme. There are explicit topics covering radicalisation and the risk factors that might lead someone to becoming influenced into extremist behaviours. With this in mind we are clear as a department how to recognise these signs and the importance of critically thinking about anything that they are told or see on social media as well as in person. Students are always encouraged to seek advice and who to go to if they are worried about themselves or others.</p> |
| Our contribution to Social, Moral, Spiritual and Cultural development | Our contribution to Character Education (Citizenship) |
| <p>SMSC is incorporated in the Psychology curriculum by the topic content being based on the contribution of psychology to an understanding of individual, social and cultural diversity. Spiritual – Giving opportunity for problem solving and discovery. Social – Students ability to work with others in sharing a common goal. Moral - Discussion of the ethical issues psychological research on human participants can raise.</p> | <p>Psychology reinforces the academy values through our high expectations of students. Class discussions and debates are a regular occurrence in psychology giving the opportunity to participate and directly engage with the topic. With the nature of some topics being sensitive, students are always encouraged to be respectful of one and other and to listen to differing opinions with an open mind. This gives the opportunity to increase confidence and sense of belonging to a team.</p> |
| Our Contribution to Digital Literacy Development | Our contribution to Numeracy Development |
| <p>We contribute towards digital literacy through the use of Independent Learning tasks that require the use of word processing skills and knowledge. The GCSE textbook for psychology is also digital and the use of this is often built into lesson time as well as regularly used for Independent Learning tasks.</p> | <p>Psychology is heavily research methods based and within the research methods topic, 10% is specifically mathematics, with KS5 including statistical testing. This provides the opportunity to develop student's numeracy through the use of practice mathematics tests and encourages the understanding of correctly using a calculator.</p> |