

Psychology

HMM Faculty

Vision

Studying Psychology will provide students with an invaluable insight into human behaviour in a range of typical and atypical contexts. Through the development of psychological terminology and evaluative language students demonstrate knowledge, analysis and application to real-world scenarios in their learning. Through the development of an understanding of research methodology students gain in insight into the processes psychologists engage into to form and provide evidence for their theories.

Context

Students will have personal reference points for typical behaviours, such as memory and attachment. Living in a rural area they will be able to recognise local factors that may contribute to atypical behaviours and the development of mental disorders, such as depression and phobias.

Disciplinary Knowledge

GCSE: Students begin by developing a working knowledge of the research methods used by psychologists. They then apply these to learn about memory and social influence. These, alongside development are designed to be foundation units and allow students to progress successfully on to study 'Perception', 'Language, thought and communication', 'The Brain and Neuropsychology' and 'Psychological Problems'.

A level: The approaches and experimental research methods develop the foundations of knowledge students require on the nature of psychology as a discipline and how psychologists engage in the research process. Students progress on to study the core paper 1 topics of 'Memory', 'Social Influence', 'Attachment' and 'Psychopathology'. Throughout these units student's knowledge of non-experimental research methods is developed and allows students to have the majority of the knowledge they need to complete Paper 1 and 2 at the end of Year 12. In Year 13 the students progress on to complete 'Biopsychology and the paper 3 topics: 'Issues and debates', 'Gender', 'Schizophrenia' and 'Forensic Psychology'.

Supra Curriculum

At both KS4 and KS5 students have access to a range of extended learning material based on the theories and studies completed within the units covered in the course. These can be accessed through teams. There are also age-appropriate films which will allow students to further their knowledge of the psychological concepts covered in their courses.

Key Stage 4 Psychology

Year 10

The beginning; understanding of the role of a psychologist, what their motives are and how they achieve them. Next, to look at applying this understanding to typical cognitive behaviours and the role of internal mental factors, such as memory. Focus then switches to looking at external factors, such as how people can be influenced by others. As the year progresses students broaden their understanding of the realms of psychology with application to more complex perceptual processes and how these develop through childhood. This is all done under the lens of the scientific model and the use of statistics to create an objective view of the world.

Year 11

Students gain a more substantial view, incorporating a biological understanding and the role the brain and nervous system play in behaviour. The multi-disciplined approach to psychology is highlighted to students when exploring atypical behaviour and psychological problems. This unit more than any other challenges the students to pull together the analytical skills they have developed throughout the course to compare and contrast explanations and methods of research to form clear and coherent evaluative commentary.

Key Stage 5

Psychology

Year 12

In Year 12, students begin by exploring what psychology entails and the exciting history of psychological theories and research. By understanding the different approaches psychologists take and the experimental method that can be employed in research students develop a foundation of knowledge that can be built on throughout the course. Students then zoom in on core units that embody these approaches, cognitive understanding of memory, social understanding of influences to behaviour, developmental understanding of attachment and biological understanding of the physical influences on behaviour. Psychopathology completes this journey and fully embodies the multi-disciplined nature of psychology and pulls on students now developed ability to compare and contrast different ways of explaining and treating the same, atypical, mental disorder. At the end of the year students complete their own research project, applying their knowledge of quantitative, statistical processes to identify and objectively test a hypothesis.

Year 13

Year 13 builds upon the foundations developed in Year 12, beginning with reviewing the topics they have previously learned under the lens of the issues and debate to the discussions that are central in the world of academic psychology. Students complete the course by looking at psychology in context of 'Gender', 'Schizophrenia' and 'Forensic Psychology'.

The Big Picture:

Year 13 is the final year for the A-level. The focus for the year is Paper 3 which is Crime and Deviance and theory and research. Sessions will recap on the topics from paper 1 and education. Lessons will also focus on exam skills (AO1, AO2 and AO3) and exam paper format.

Subject:
Sociology

Year Group: 13

Intent

Topic	Skills	Knowledge	Prior knowledge building	Future extensions
Paper 3 Crime and deviance, theory and methods Revision	<ul style="list-style-type: none"> AO1: Demonstrate knowledge and understanding of: <ul style="list-style-type: none"> sociological theories, concepts and evidence sociological research methods AO2: Apply sociological theories, concepts, evidence and research methods to a range of issues AO3: Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> present arguments make judgements draw conclusions. 	Acquire knowledge and a critical understanding of contemporary social processes and social changes Appreciate the significance of theoretical and conceptual issues in sociological debate Understand and evaluate sociological methodology and a range of research methods through active involvement in the research process Develop skills that enable individuals to focus on their personal identity, roles and responsibilities within society Develop a lifelong interest in social issues.	Basic knowledge of theories can be applied to C and D Knowledge from topics and education can be applied to theory section Methods from paper 1 applied to paper 3	Paper 1 skills for answering exam questions applied to paper 3 in year 13 Paper 1 content on RfM used for paper 3 exam. Concepts from Education, family and beliefs applied to theory content

Implementation

Unit	Topic	SMSC	Homework/Revision	
Autumn Term	Theory	Spiritual education in Sociology enables students to consider their own relationships with society and the structural processes within it. This allows students to develop an understanding of how they fit into a larger social structure beyond the individual self or close social groups. The study of demographic issues such as gender, ethnicity and social class also allow students to reflect upon their own identity and develop a greater understanding of how this identity impacts on their life chances and opportunities. The study of ideology and hegemony encourages students to take note of the belief systems that impact on their own perception of the world and assess the effects these have on their culture.	<ul style="list-style-type: none"> ✓ Video clips – films from the list given at the start of the year ✓ Exam questions are set fortnightly ✓ PXL sheets ✓ Keyword and definition tests/quizzes ✓ Completion of DIRT process following an RW task. ✓ Flip Learning tasks in readiness for next lesson to ensure best usage of class time. ✓ Revision activities to consolidate learning after each unit 	Autumn Term <ul style="list-style-type: none"> ✓ End of unit Assessment on theory ✓ End of unit Assessment on crime and deviance ✓ Essays routinely set ✓ Mocks P1 and 2
Spring Term	Crime and Deviance			
Summer Term	Revision			
	Methods recap	Moral education in Sociology involves pupils expressing their own response to moral issues within society, for example, responding to moral issues referring to the labelling of ethnic minorities and its implications within the education and criminal justice system. Sociology also explores the inequality that exists within society and the causes for this including the impact of capitalism and patriarchy on individuals and social groups. Looking at these topics allows students to fully understand the inequality and oppression that certain social groups experience. Students are encouraged to consider these issues from societal perspective in order to understand the numerous factors that lead to such inequalities.		Spring Term <ul style="list-style-type: none"> ✓ Mocks P1, 2 and 3 ✓ End of unit Assessment on paper 3 ✓ Essays routinely set
	All topics	Social education in Sociology provides learners with the opportunity to learn tolerance amongst a group and reflect upon their own and other people's beliefs and preferences. Students are required continuously to consider other people's situations and opinions and reflect this within their work. As a result of this, students develop a greater understanding of diversity within society, learning about social groups and issues that they may not experience on a day to day basis.		
		Cultural education in Sociology requires students to consider the impact that British culture has on social processes and individual experiences, for example the effects of our growing dependence on the welfare system, the impact of the media and the reducing importance of religion alongside increasing multi-culturalism. Students are encouraged to reflect on their own and other culture's beliefs in order to fully understand individual and group processes. Diversity is central to this practice and students are encouraged to consider other people's beliefs rather than just basing their understanding on their own individual experiences.	Literacy/Numeracy <ul style="list-style-type: none"> ➤ Literacy targets for each lesson ➤ Keywords and definition reviews/tests/quizzes ➤ PERCY structure 	
				Summer Term <ul style="list-style-type: none"> ✓ Essays routinely set ✓ Revision clocks completed for all topics ✓ Model answers marked

Impact

Crime and Deviance	Theory and methods
Students are expected to be familiar with sociological explanations of the following content: <ul style="list-style-type: none"> • crime, deviance, social order and social control • the social distribution of crime and deviance by ethnicity, gender and social class, including recent patterns and trends in crime • globalisation and crime in contemporary society; the media and crime; green crime; human rights and state crimes • crime control, surveillance, prevention and punishment, victims, and the role of the criminal justice system and other agencies. 	Students must examine the following areas: <ul style="list-style-type: none"> • quantitative and qualitative methods of research; research design • sources of data, including questionnaires, interviews, participant and non-participant observation, experiments, documents and official statistics • the distinction between primary and secondary data, and between quantitative and qualitative data • the relationship between positivism, interpretivism and sociological methods; the nature of 'social facts' • the theoretical, practical and ethical considerations influencing choice of topic, choice of method(s) and the conduct of research • consensus, conflict, structural and social action theories • the concepts of modernity and post-modernity in relation to sociological theory • the nature of science and the extent to which Sociology can be regarded as scientific • the relationship between theory and methods • debates about subjectivity, objectivity and value freedom • the relationship between Sociology and social policy