

<b>Long Term Departmental Planning Overview</b>	Subject: <b>Psychology</b>
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Rationale behind curriculum decisions in light of Covid-19;

Curriculum (KS3/4/5)

Y12 psychology students had covered 90% of the curriculum content before school closure on Wednesday 18th March. Teams remote learning and face-to-face lessons were well received and attended by students and significantly helped to consolidate student's prior learning / exam skills. To thoroughly cover the other 10% of curriculum content the psychology department has allocated between two to three full teaching weeks at the start of Y13. This is manageable as still leaves a significant chunk of built in revision time (5 weeks) at the end of Y13. Also, Rosenshines' principles of instruction have been embedded in lessons to recap and further consolidate learning.

Assessment (KS3/4/5)

The psychology department has planned to support students through a range of formative and summative assessments. These diagnostic assessments will be underpinned by Rosenshine's principles of instruction. Examples, include lesson starters to recap knowledge, quizzes, Kahoot, multiple choice questions, past paper exam questions coupled with the chief examiner's reports and model answers.

Year	Curriculum Title	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
12	<b>Edexcel A' Level Psychology</b>	<ul style="list-style-type: none"> <li>• Induction</li> <li>• <b>Social psychology</b></li> <li>• Key assumptions</li> <li>• Obedience and prejudice</li> <li>• Key studies</li> <li>• Individual differences</li> <li>• Key question</li> <li>• Methodology</li> <li>• Descriptive statistics</li> <li>• Mini practical</li> <li>• Exam skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cognitive psychology</b></li> <li>• Key assumptions</li> <li>• Memory</li> <li>• Key studies</li> <li>• Individual differences</li> <li>• Key question</li> <li>• Methodology</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cognitive psychology</b></li> <li>• Inferential statistics</li> <li>• Mini practical</li> <li>• Inferential statistics</li> <li>• Exam skills</li> <li>• <b>Biological psychology</b></li> <li>• Key assumptions</li> <li>• Aggression</li> <li>• Key studies</li> <li>• Individual differences</li> <li>• Key question</li> <li>• Methodology</li> <li>• Mini practical</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learning theories</b></li> <li>• Key assumptions</li> <li>• Learning</li> <li>• Phobias and treatments</li> <li>• Key studies</li> <li>• Individual differences</li> <li>• Key question</li> <li>• Methodology</li> <li>• Mini practical</li> <li>• Inferential statistics</li> <li>• Exam skills</li> </ul>	<ul style="list-style-type: none"> <li>• Exam Revision</li> <li>• Y13 Review of studies - GRIDS</li> </ul>	<ul style="list-style-type: none"> <li>• Y13 Issues and Debates - GRIDS</li> </ul>

				<ul style="list-style-type: none"> <li>• Inferential statistics</li> <li>• Exam skills</li> </ul>			
13		<b>Clinical psychology</b> <ul style="list-style-type: none"> <li>• Key assumptions</li> <li>• Mental disorders – explanations and treatments</li> <li>• Key studies</li> <li>Individual differences</li> <li>• Key question</li> <li>• Methodology</li> </ul>	<b>Clinical psychology</b> <ul style="list-style-type: none"> <li>• Mini practical</li> <li>• Inferential statistics</li> <li>• Exam skills</li> </ul> <b>Criminological psychology</b> <ul style="list-style-type: none"> <li>• Key assumptions</li> <li>• Understanding the offender</li> <li>• Crime - explanations and treatments</li> </ul>	<b>Criminological psychology</b> <ul style="list-style-type: none"> <li>• Crime - explanations and treatments</li> <li>• Key studies</li> <li>• Eye witness testimony</li> <li>• Jury decision making</li> </ul>	<b>Criminological psychology</b> <ul style="list-style-type: none"> <li>• Individual differences</li> <li>• Key question</li> <li>• Methodology</li> <li>• Mini practical</li> <li>• Inferential statistics</li> <li>Chi Square</li> <li>• Exam skills</li> <li>• Issues and debates</li> </ul>	<ul style="list-style-type: none"> <li>• Issues and debates</li> <li>• Revision</li> </ul>	<ul style="list-style-type: none"> <li>• Revision</li> </ul>