

## Intent

Psychology encompasses everything that we strive for as human beings. Our aim at Altrincham College is a partnership between staff and students within the social science psychology team that is professional, educational and supportive - at a time when the transition through education and childhood can be very challenging. Our purpose in psychology is to offer students an engaging, stimulating and coherent introduction to psychology by fostering their interest in the subject and developing their psychological knowledge and literacy, allowing them to fully understand and effectively discuss psychological issues with confidence.

In psychology intellectual, social and emotional development is promoted, by providing a breadth and depth of skills and knowledge within each selected topic area. We achieve this through encouraging well-read, clear-thinking, independent thinking in our learners which will provide a grounding for future preparation and academic aspirations in learner outcomes. We expect the highest academic standards, co-operation, and effort from all. The breadth of topics covered within A level allows our learners to grasp a foundation awareness of psychological theory, studies, scientific research and mathematical application – alleviating many of the misconceptions derived from ignorance and stereotyping of the subject area from the non-specialist domain. Psychology enables learners to scientifically analyse people’s behaviour as well as their own and learn to appreciate that all human behaviour is driven by a vast and complex combination of factors. This comprehension of factors in itself makes psychology a very complicated and challenging subject in addition to its application to those in the immediate environment of our learners, the community and wider societal understanding.

Learners are encouraged in addition to embrace classroom strategies to diversify their learning to become independent learners through sourcing online departmental resources, recommended web learning and additional higher-level qualifications. To complement learning our students will engage in extension reading analysis; supported organisational guidance; key speakers; relevant external visits - all tailored towards gaining valuable applied insight into the subject and demands of the examinations. Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from academic, entrepreneurial, sports and creative backgrounds being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. Our goal is not only to prepare the young people we encounter with the skills to succeed but to inspire them to embrace the full potential of their abilities by offering them a future that broadens their horizons.

## Implementation

Collaborative, tailored and thorough curriculum planning is at the heart of what we do at Altrincham College. Reviewing of schemes of work, maximising resources available and diversifying our teaching strategies allows us to deliver a comprehensive programme of study allowing our students to go beyond what is taught in lessons. To ensure sustained long-term learning - students are supported on mastering subject content embedded within our two-year programme. This is enabled through the use of knowledge organisers; theory packs; memory techniques; metacognition; applied case studies; literacy/numeracy application; key terminology glossaries amongst other subject specific support – most recently our online learning approach to studying. The sensitive nature of some topic material within psychology is delivered through teacher modelling - encouraging students to demonstrate manners, respect and tolerance both inside and outside of the classroom. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support progress. Our psychology curriculum is designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge, inspire and motivate our most able learners yet at the same time providing the scaffolding to those who need it most.

Learners will participate in active debates concerned with the causes of human behaviour for example, genetics, brain deficits, cognitive processing and learned behaviour. This contextualisation of human interactions can then be applied to behavioural abnormalities, developmental disorders, resilience learning and other psychological areas. Once armed with the correct and accurate knowledge provided by departmental qualified teaching specialists our learners will be able in a safe environment to challenge the misconceptions of topical areas such as mental health, criminal behaviour, warfare, anti-social behaviour in addition to many other individual, community and society interactions. From this our learners will come to recognise that Psychology is everywhere and applicable to all experiences in life making the study of Psychology invaluable for future progression and careers. Psychology is there to equip students with appropriate knowledge and skills needed to understand and explain the causes of human behaviour and the impact this has on local community involvement in to wider society in terms of all facets – medical; legal; political – amongst others. Globally they will align with legacy students pursuing careers as lawyers, doctors, clinical psychiatrists, business entrepreneurs to many more positive career journeys.

Knowledge and skills assessments are undertaken on a regular basis with exam style questioning in chunked retrieval mini-assessments to develop and cement the skills of examination style responses and content. Independent learning and research tasks are built into homework and research projects that are designed to map across curriculum topic areas to enable students to develop the skills of independent learning where tasks take steps from scaffolded note taking to the development of broader understanding and developed note taking to synthesise their own knowledge with extension materials to ensure understanding of the synoptic elements of the course and make cognitive links between content to extend evaluative and analytical thinking.

Progress through the course is tracked through regular folder checks and assessment tracking. Taxonomy and command words along with assessment objective skills requirements are embedded in teaching and learning with students drawing from scaffolded exemplar responses and upgrading their own work to ensure high expectations for all students. Students monitor and track their progress using the personal assessment tracker. Student manage their folders and folder content, supporting them to achieve independence in their organisation and management of information, notes, wider reading, skills and revision planning.

### **Literacy within Psychology as a discipline**

Students express themselves in verbal and written form. They take part in group discussions and presentations. They develop their literacy skills through differentiated tasks and activities structured from the literacy plan with a core focus on the development of subject specific understanding of:

- understanding of research processes and evaluations using TAPRC and GRAVEDS analysis
- understanding of theoretical and conceptual evaluations using PASCO analysis
- labelling diagrams with clear features
- classifying and describing theory and methods
- command word taxonomy comprehension
- key terms and scientific language

Literacy is further developed through the extension reading activities, for example using Psychology Review articles and Journal Articles to develop comprehension of the nature of psychology in relation to published key works from researchers and contemporary issues in psychology.

Long Term Departmental Planning Overview			Subject:	Psychology		
Year	HT1 topics	HT2 topics	HT3 topics	HT4 topics	HT5 topics	HT6 topics
12	<p><b>Induction</b></p> <p><b>Cognitive psychology</b></p> <ul style="list-style-type: none"> <li>Theories of memory</li> <li>Key studies</li> <li>Individual differences</li> <li>Developmental</li> <li>Key question</li> <li>Methodology</li> </ul> <p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>Taxonomy words key focus definitions, meanings, AOs</li> <li>Mathematics key focus measures of central tendency and levels of measurement</li> <li>Research methods</li> <li>Issues and Debates</li> </ul>	<p><b>Cognitive psychology</b></p> <ul style="list-style-type: none"> <li>Methodology</li> <li>Practical</li> </ul> <p><b>Social psychology</b></p> <ul style="list-style-type: none"> <li>Key assumptions</li> <li>Obedience</li> <li>Prejudice</li> <li>Key studies</li> <li>Individual differences</li> <li>Developmental</li> </ul> <p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>Taxonomy words key focus describe, explain, evaluate</li> <li>Mathematics key focus Wilcoxon Signed Ranks test</li> <li>Research methods</li> <li>Issues and Debates</li> </ul>	<p><b>Social psychology</b></p> <ul style="list-style-type: none"> <li>Key question</li> <li>Methodology</li> <li>Practical</li> </ul> <p><b>Biological psychology</b></p> <ul style="list-style-type: none"> <li>Key assumptions</li> <li>Aggression</li> <li>Key studies</li> </ul> <p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>Taxonomy words key focus evaluate, assess, compare</li> <li>Mathematics key focus measures of dispersion</li> <li>Research methods</li> <li>Issues and Debates</li> </ul>	<p><b>Biological psychology</b></p> <ul style="list-style-type: none"> <li>Individual differences</li> <li>Key question</li> <li>Methodology</li> <li>Practical</li> </ul> <p><b>Learning theories</b></p> <ul style="list-style-type: none"> <li>Key assumptions</li> <li>Learning theories</li> <li>Phobias</li> <li>Treatments</li> <li>Key studies</li> </ul> <p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>Taxonomy words key focus discuss, give, identify</li> <li>Mathematics key focus correlation and Spearman's Rank test</li> <li>Research methods</li> <li>Issues and Debates</li> </ul>	<p><b>Learning theories</b></p> <ul style="list-style-type: none"> <li>Individual differences</li> <li>Developmental</li> <li>Key question</li> <li>Methodology</li> <li>Practical</li> </ul> <p><b>Clinical Psychology</b></p> <ul style="list-style-type: none"> <li>Defining MH</li> <li>Diagnosis</li> <li>Reliability</li> </ul> <p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>Taxonomy words key focus to what extent</li> <li>Mathematics key focus Chi-squared test</li> <li>Research methods</li> <li>Issues and Debates</li> </ul>	<p><b>Clinical Psychology</b></p> <ul style="list-style-type: none"> <li>Validity</li> <li>Key study</li> <li>Culture</li> <li>Key Question</li> </ul> <p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>Taxonomy words key focus to embed understanding at extended level of 20-mark essay</li> <li>Mathematics key focus distributions and histograms</li> <li>Research methods</li> <li>Issues and Debates</li> </ul>
13	<p><b>Clinical Psychology</b></p> <ul style="list-style-type: none"> <li>Methodology</li> <li>Practical</li> <li>Schizophrenia: <ul style="list-style-type: none"> <li>Neurotransmitters</li> <li>Key study</li> <li>Genetics</li> <li>Social adversity</li> <li>Drug therapy</li> <li>AC Therapy</li> <li>Individual differences</li> <li>Developmental</li> </ul> </li> </ul> <p><b>Synoptic understanding</b></p>	<p><b>Clinical Psychology</b></p> <ul style="list-style-type: none"> <li>OCD: <ul style="list-style-type: none"> <li>Brain function</li> <li>Cognitive</li> <li>Drug therapy</li> <li>CBT therapy</li> <li>Key study</li> <li>Individual differences</li> <li>Developmental</li> </ul> </li> </ul> <p><b>Criminal Psychology</b></p> <ul style="list-style-type: none"> <li>Biological explanations</li> <li>Social explanations</li> </ul>	<p><b>Criminal Psychology</b></p> <ul style="list-style-type: none"> <li>Gender</li> <li>Individual differences</li> <li>Developmental</li> <li>Understanding offenders</li> <li>Treatments</li> <li>Research evidence</li> <li>Eye-witnesses</li> <li>Key studies</li> </ul> <p><b>Synoptic understanding</b></p>	<p><b>Criminal Psychology</b></p> <ul style="list-style-type: none"> <li>Jury decisions</li> <li>Key question</li> <li>Methodology</li> <li>Practical</li> </ul> <p><b>Issues and Debates</b></p> <ul style="list-style-type: none"> <li>Ethics</li> <li>Culture and gender</li> <li>Nature-nurture</li> <li>Social control</li> </ul> <p><b>Synoptic understanding</b></p>	<p><b>Issues and Debates</b></p> <ul style="list-style-type: none"> <li>Practical issues</li> <li>Reductionism</li> <li>Comparisons</li> <li>Psychology science</li> <li>Psychology over time</li> <li>Using psychological knowledge</li> <li>Socially sensitive</li> </ul> <p><b>Synoptic understanding</b></p>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>9PS01 exam</li> <li>9PS02 exam</li> <li>9PS03 exam</li> </ul>

<ul style="list-style-type: none"> <li>• Taxonomy words key focus to embed understanding</li> <li>• Mathematics key focus quantitative and qualitative data</li> <li>• Research methods</li> <li>• Issues and Debates</li> </ul>	<p><b>Synoptic understanding</b></p> <ul style="list-style-type: none"> <li>• Taxonomy words key focus to embed understanding</li> <li>• Mathematics key focus classification of data</li> <li>• Research methods</li> <li>• Issues and Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Taxonomy words key focus to embed understanding</li> <li>• Mathematics key focus graphical presentations</li> <li>• Research methods</li> <li>• Issues and Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Taxonomy words key focus to embed understanding</li> <li>• Mathematics key focus Mann Whitney-U test</li> <li>• Research methods</li> <li>• Issues and Debates</li> </ul>	<ul style="list-style-type: none"> <li>• Taxonomy words key focus to embed understanding</li> <li>• Mathematics key focus on justifications and evaluations of mathematical decision making</li> <li>• Research methods</li> <li>• Issues and Debates</li> </ul>	
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**British Values**

Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of Different Faiths & Beliefs
Students chose which stretch activities they want to complete to develop their knowledge and understanding of psychological theories and studies. Voting on group presentations, for example, allows students to see how group decisions are taken and how individuals influence group responses. Students will be taught to understand the influence of conformity and group pressure on wider society and how this can be used to diminish democracy in controlling states and authoritarian regimes.	Students study criminal and anti-social behaviour and consider their importance for individuals and society. Students critically examine whether the rule of law is applied fairly during police interviews, pre-trial publicity and court proceedings. Key questions in biological and criminal psychology to directly address law, justice and criminality. Students will discuss the nature of mental health 'sectioning' under the Mental Health Act with consideration to the underlying concept of 'safety'.	Students adhere to British Psychological Society ethical guidelines when carrying out practical investigations. Students study behaviours that break the Law and how research can be used to prevent this and improve society. The socially sensitive nature of research and the implications for the control of groups, for example discrimination, vulnerable groups and implications for society.	Students listen to, and respect, the views and opinions of others. Students are encouraged to respond appropriately to the views and opinions of others. Understanding the socially sensitive nature of research and the implications of stigmatisation from mental health, and factors in prejudice and discrimination. Being able to address wider debates of social control as a result of psychological research and theory, for example the use of drug treatments for mental health disorders.	There is a direct focus on the cultural relativity of psychology and the implications of ethnocentrism and cultural bias in psychological research, understanding and treatments. Students consider historical treatment of individuals with mental health issues. Cultural differences in the understanding of mental health, obedience and prejudice, specific key question for genocide. Students are encouraged to explore a range of beliefs, theories, and cultures, which offer explanations for human behaviour.

**Contribution to students social, moral, spiritual, cultural, personal development & wellbeing**

Students are encouraged to explore a range of beliefs, theories, and cultures, which offer explanations for human behaviour. Pupils also are encouraged to reflect on their own beliefs on moral and ethical issues during discussion and structured debates. Students discuss these issues in a safe and sensitive environment. British values are reinforced

through the use of a range of activities which foster active participation, mutual respect, healthy competition and effective teamwork. Students' achievements and adherence to the British values are rewarded to further reinforce these values. Examples include addressing misconceptions of mental health and wellbeing; causes and ways to reduce discrimination and prejudice; ways to support learning needs such as dyslexia; how to embed a socially sensitive approach to understanding human action and behaviour; to moral and ethical debates about the use of human and non-human participants in research for Psychology and the dilemma of the 'greater good' as a philosophical and practical debate.

Careers / Gatsby benchmark links				
Links to careers / jobs	Careers talk (possible contacts)	Career & labour market information	Workplace visit	Encounter with further / higher education
<p>University noticeboard in the LRC and classroom, current courses highlighted and discussed with students. Personal statement guides in the LRC</p> <p><a href="https://university.which.co.uk/">https://university.which.co.uk/</a></p> <p><a href="https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology">Careers and detailed job roles for post-18 psychology can be found at: https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree/psychology</a></p>	<p>Psychology is a broad academic degree. Graduates go on to work across a wide range of jobs and industries. Guest speakers from related career paths, e.g. police, social work, nursing, teaching, human resources.</p>	<p>Careers notice boards in LRC and classrooms. There are many different options available to psychology degree holders, depending on your specialisations and interests, such as:</p> <ul style="list-style-type: none"> <li>Psychologist</li> <li>Psychotherapist</li> <li>Medicine</li> <li>Social worker</li> <li>Counsellor</li> <li>Educational psychologist</li> <li>Human resource manager</li> <li>Teacher</li> <li>Research roles</li> <li>Media roles</li> <li>Advertising &amp; marketing</li> <li>Forensics &amp; police service</li> <li>Mental health services</li> </ul>	<p>Students have the opportunity to arrange work experience placements in medical provisions, education or sports. Careers contacts held in the LRC.</p>	<p>Encouragement to attend open days at University and to visit subject specific taster days at universities when available. UCAS convention days and university visits to the college for broader understanding of university life to promote and inspire students to achieve.</p>