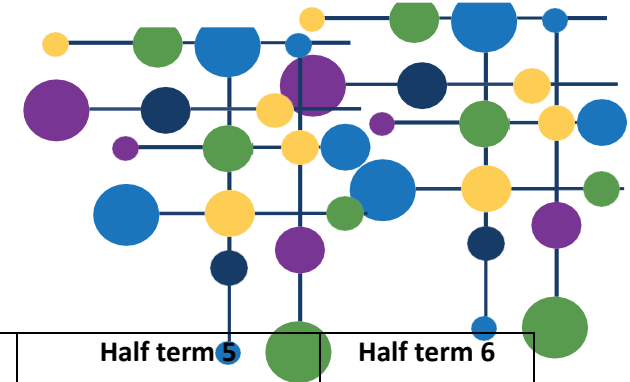


Edexcel Psychology GCSE 9-1 (Years 10 and 11)

The intent of the GCSE Psychology course at Royds Hall is to produce students who can use their inquisitive mind to examine and explain human behaviour. This course provides students with the skills and knowledge to not only succeed in their GCSE examination and achieve in further education, but also to create a passion for inquisition and the ability to ask why? Throughout their lifetime. Quality first teaching within the course provides students with a foundation of scientific skills that they can utilise to investigate the varied topics and concepts found within the course. The Psychology course within Royds hall mirrors the schools core values. Students are given the opportunity to discover new exciting concepts that they would not be able to investigate any where else within the national curriculum. The course will ask students to commit to the high standards expected to achieve in an advanced course such as this. Finally the course will allow students to develop their understanding of peoples behaviour and will provide opportunities for students to question how we can best care for others. This course is delivered within a mixed ability classroom and strives to ensure that individual goals are achieved ensuring personal best. Knowledge in the psychology course is critical and underpins all topics throughout all years. Application of this knowledge is therefore essential and is assessed half termly with exam practice, allowing students to develop their examination skills from day one to examination day. This course also utilises opportunities to perform recall and retention activities in order to keep critical knowledge available to students rather than being left behind. Due to the nature of the course it is also of utmost importance to ensure that students are being consistently challenged and pushed on with an eye for the future of their own personal education pathway.

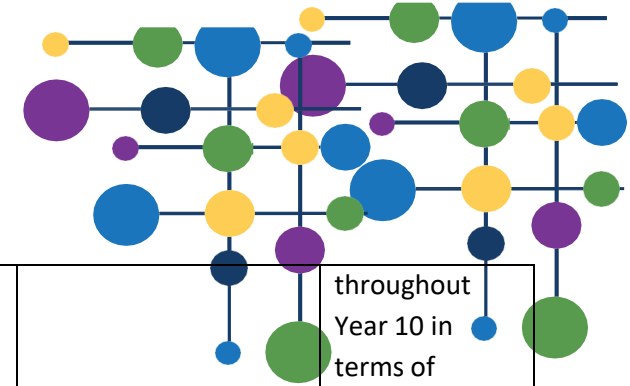


Programme of study Psychology 3 year

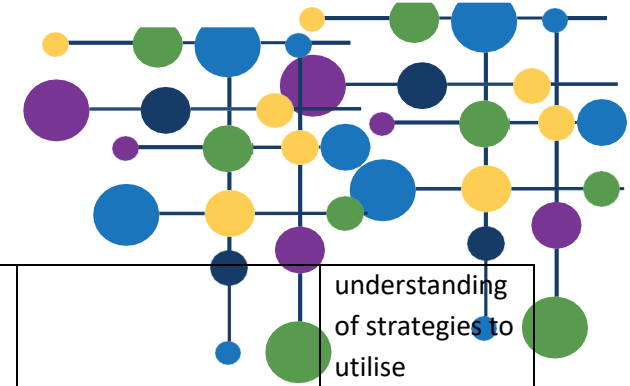
Year group	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
10	<p><u>Development</u></p> <ul style="list-style-type: none"> • Early brain development • Piaget stages of cognitive development • Dweck's mindset theory <ul style="list-style-type: none"> • Daniel Willingham learning theory • Piaget and Inhelder <ul style="list-style-type: none"> • Gunderson et al 	<p><u>Crime and deviance paper 2</u></p> <ul style="list-style-type: none"> • Learning theories to explain criminality • Biological explanations • Recidivism • Token economies • Anger management programs • Bandura, Ross and Ross • Charlton et al 	<p><u>Sleep and dreaming paper 2</u></p> <ul style="list-style-type: none"> • Functions features and benefits of sleep • Internal and external influences on sleep • Sleep disorders • Freudian theory of dreaming • Activation synthesis theory • Freud and Little Hans <p>Siffre's cave study</p>	<p><u>Development remote learning R and R tasks- Booklet saved under RHS work for students- Psychology- Y10</u></p> <p><u>Crime and deviance remote learning R and R tasks</u></p>	<p><u>Crime and deviance remote learning R and R tasks</u></p> <p><u>Sleep and dreaming R and R tasks</u></p>	<p><u>Memory Lockdown delivery</u></p> <ul style="list-style-type: none"> • Structure and processes • Bartlett's reconstructive memory • Atkinson and Shiffrin multi store model • Bartlett's war of the ghost • Peters



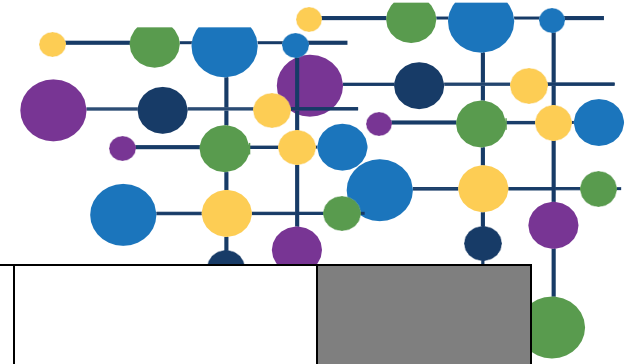
						on and Peterson Short term retention.
Assessment	Students to complete a single unit exam style paper taken from past papers/sample assessments in preparation for exam conditions. 2017 sample assessment paper 1 (30 minutes in class)	Students to complete a single unit exam style paper taken from past papers/sample assessments in preparation for exam conditions. 2017 sample assessment paper 2 (30 minutes in class)	Students to complete a single unit exam style paper taken from past papers/sample assessments in preparation for exam conditions. 2017 sample assessment paper 2 (30 minutes in class)	Students answer the following questions remotely	Students answer the following questions remotely	Students to complete pages 5-11 questions 1-9 covering the development and the memory topics (September 2017 sample assessment paper). Students can utilise the Streamed Mini walking talking mock via class charts.
Why this? Why then?	Development is a key topic to deliver first amongst the course as it not only displays the expectations in terms of amount of knowledge needed within the course but also provides a	Crime is often the topic that students engage with the most and when asked why they chose to do	Sleep and dreaming can often be highly relatable for students allowing for them to examine what they see in the classroom			In the memory topic it is important to be able to utilise skills gained



	<p>relatable topic for students to engage with first. When discussing how children develop the more recent it is to the students own experience the better for their own application to concepts. From experience students will also often have siblings that are developing according to what they are learning in class and can therefore apply it further. Students are also asked to apply what they learn about in development to education allowing them to see psychology in action within their own school lives. Many students will also be learning about development stages in both child care and health and social during this time.</p>	<p>Psychology it is often for this reason. The understanding of how we examine studies can be utilised from the development topic prior and will be used throughout every topic in the course. Learning theories examined within this topic provide a foundation for later examination in topics such as psychological problems. The crime topic allows for students to gain an early perspective on how Psychology has changed and the differences between Scientific biological approaches and Social</p>	<p>within their own lives. Opportunities are provided for students to apply concepts to themselves and this allows for further understanding behind the point of learning about Psychology.</p>		<p>throughout Year 10 in terms of assessing research methods but also linking to students own practice in recall and retention. By this time students should be confident in the practice of recall and retention and will be able to make links between theory and practice. Skills and knowledge gained within this topic will also provide students with an</p>
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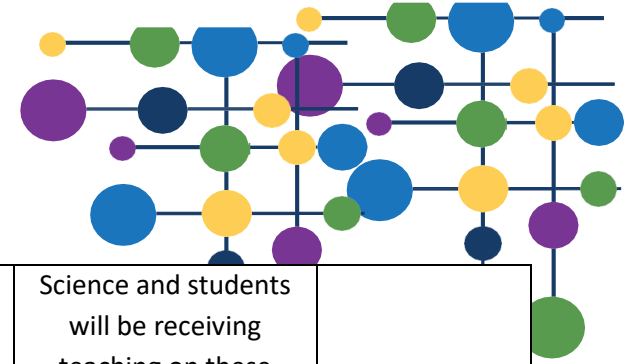
		environmental approaches.				understanding of strategies to utilise throughout year 11 (reducing superficial revision).
11	<p><u>Lockdown learning review</u></p> <ul style="list-style-type: none"> • Summer holiday paper review • Memory topic quiz/review/address <p><u>Psychological problems</u></p> <ul style="list-style-type: none"> • Symptoms and features of depression and addiction • Mental health over time <ul style="list-style-type: none"> • Caspi et al • Genes to explain • Learning theory to explain 	<p><u>Psychological problems continued</u></p> <ul style="list-style-type: none"> • CBT and Drugs as a treatment. • Young CBT on internet addicts <p><u>Neuropsychology</u></p> <ul style="list-style-type: none"> • Structure and function of the brain • Lateralisation of the brain 	<p><u>Neuropsychology continued</u></p> <ul style="list-style-type: none"> • Damasio the return of phineas gage • Sperry hemisphere deconnection <p><u>Social influence</u></p> <ul style="list-style-type: none"> • Understanding bystander intervention • Piliavin et al • Understanding conformity 	<p><u>Social influence continued</u></p> <ul style="list-style-type: none"> • Understanding obedience • Authoritarian personality <p><u>Issues and debates</u></p> <ul style="list-style-type: none"> • Morality • Reductionism and Holism 	<p><u>Issues and debates continued</u></p> <ul style="list-style-type: none"> • Nature/Nurture • Psychology over time • Social and cultural issues in Psychology <p><u>Research methods</u></p> <ul style="list-style-type: none"> • Designing Psychological research • Data analysis 	



		<ul style="list-style-type: none"> • Neurones and synapses • Impact of neurological damage 	<ul style="list-style-type: none"> • Haney, banks and Zimbardo 			
<u>Assessment</u>	<p>Last week of HT1- Students to complete exam questions on symptoms, theories and treatments of psychological problems found here- To be completed at home timed and submitted via class charts for marking and feedback (20 minutes)</p> <p>Students to utilise Mini Walking talking mock via stream for psychological problems.</p>	<p>2nd week of HT2- Quiz on Psychological problems studies to be completed on Kahoot at home.</p> <p>Last week of HT2- Students to complete exam questions on structure, lateralisation, neurones and neurological damage. To be completed at home timed and submitted via class charts for marking and feedback (20</p>	<p>2nd week of HT3- Set of exam questions to be completed at home and uploaded for marking.</p> <p>Last week of HT3- Students to complete exam questions bystander intervention, Piliavin, conformity and Zimbardo. To be completed at home timed and submitted via class charts for marking and feedback (20 minutes).</p>	<p>2nd week of HT4- Quiz on Social influence studies to be completed on Kahoot at home.</p> <p>Last week of HT4- Mini assessment on Holism and reductionism (8 marks/8 minutes)</p>	<p>2nd week of HT5- Set of exam questions to be completed as home learning and uploaded for marking and feedback. To include questions from all issues and debates (30 minutes).</p> <p>2ND to last week of HT5- Students to complete exam</p>	



		minutes) students to utilise Mini walking talking mock via stream for Neuropsychology.			questions on research methods (30 minutes). Final exam *usually* last week of this half term and first week of next.	
<p><u>Why this?</u></p> <p><u>Why then?</u></p>	<p>Psychological problems examines how messages are delivered around the body using neurons, neurotransmitters and synapses. This expands on students learning in Year 10 when they had an introduction to the brain during the development topic. It also utilises concepts previously seen in the crime topic (learning theories) which can be recalled rather than retaught. Considering mental health at the beginning of year 11 is key as students will begin to experience greater stress and pressure with exams which could put some of the concepts considered in perspective.</p>	<p>This unit provides students with an understanding of the Biological basis behind human behaviour. Students should have also considered the brain and the nervous system by this time in their core science course. This will allow for greater cross curricular references and a foundation to build upon. This relationship behind brain and behaviour</p>	<p>Social influence examines how humans behave according to their environment which gives a direct comparison to the understanding that human behaviour has a pure biological basis (Seen in Neuropsychology). Social influence looks at how we behave in society and can highlight to students exactly why some of their peers act positively and some</p>	<p>The issues and debates topic has been left until the end of the course because these subjects can utilise knowledge and skills from all topics throughout the course (they are not restricted to individual topics as presented in the textbook and specification). When students examine these concepts they will have a much wider depth and</p>	<p>The research methods topic expands on the foundation skills developed through year 10 and provides an expanded knowledge before considering further studies in year 11. It is important that this topic is delivered early in the course as the skills gained can then be utilised in exam application. It is however important to consider that many concepts are shared with Maths and</p>	



		<p>provides a good platform to move into the next topic "Social Influence".</p>	<p>act negatively at such a crucial time. This subject will be the final "complete topic" delivered before students move into the issues and debates section</p>	<p>breadth of knowledge to call upon.</p>	<p>Science and students will be receiving teaching on these concepts throughout Year 10. This should allow for a consolidation of knowledge in Psychology before applying it to their first practice GCSE Paper.</p>	
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