



Curriculum Intent and Implementation

Psychology Department Intent

The purpose of our Psychology curriculum is to inspire pupils in the understanding of the mind and behaviour. We aim to secure strong academic outcomes alongside a discovery of new and thought-provoking areas of study. By exploring a wide range of topics, pupils can find areas of interest which will raise their confidence and encourage them to embrace a growth mindset. The Psychology curriculum involves pupils learning about key psychological approaches across history, and considering the applications psychology has had to society. They will develop mathematical skills to allow them to analyse research and practical skills through collecting data themselves. Alongside learning a variety of new key terms and concepts, pupils will have to apply this knowledge and evaluate studies and theories. We are committed to ensuring all pupils have high aspirations and providing support and provision to ensure all can succeed. The department also contributes to SMSVC curriculum, studying topics such as prejudice and mental illness.

Daily/weekly Review:

Each psychology lesson begins with a retrieval practice technique which quizzes pupils on their prior learning from the previous lesson and previous content from past topic areas. Mini white boards and retrieval questioning grids are used regularly to assess pupils' understanding and to inform teachers of any misconceptions or errors in understanding that need to be addressed in the lesson or in their future planning. Home learning has a strong focus on reviewing material and practising applying knowledge to a variety of exam questions.

Modelling:

How to annotate information sheets/ mind-maps and psychology exam questions are live modelled using the visualiser at the front of the classroom.

Modelling sample exam responses in relation to all assessment objectives is a key strategy used in psychology, demonstrating 'how we do it' in psychology.

Explanation and Reading:

In psychology, pupils engage in guided reading with prepared information worksheets and booklets. Teachers will read along with pupils whilst highlighting key points and stopping at various points to ask questions, checking understanding on subject specific vocabulary.

Directed activities related to the text include labelling diagrams, highlighting key points and key psychological words and table completion. Pupils are encouraged to use different colour highlighters to represent the differences in assessment objectives.

Pupils are strongly encouraged to engage in wider reading and note-taking to further develop their knowledge of current topics and to also go beyond the curriculum. Pupils are encouraged to read additional research/journals and articles to prepare them for undergraduate study.

Deliberate Practice:

'Stop and do' techniques are embedded into psychology lessons after modelling has been demonstrated. Pupils are provided with opportunities to practise applying new theories and psychological terminology to exam questions.

Pupils are consistently questioned verbally and challenged on their understanding of psychological principles and concepts.

Through personalised feedback, pupils are made aware of the exam skills they need to master to achieve and go beyond their predicted grades.