



Psychology Department Curriculum Statement

Intent

The Psychology Department seeks to provide learners with the knowledge and skills needed to become educated citizens of the future. The students are encouraged to recognise the importance of Psychology in society and how they can apply their knowledge to a range of complex issues. There is a clear focus on skills such as how to carry out research and how to present a balanced argument. These are important skills that they can take forward for future learning and employment.

Our curriculum in Psychology supports the ethos of the school. Students are constantly challenged to work collaboratively and think independently in lessons. Lesson materials are engaging to promote discussion and encourage students to develop an enquiring mind.

As a knowledge based curriculum, we believe that knowledge underpins and enables the application of skills. Content is delivered and built upon through practice questions, with regular feedback supporting student progress. Our students are introduced to a variety of viewpoints from some of the most influential Psychologists throughout history. We study the impact that their work has had on society and encourage students to make links between what they have learned in class and real-life.

Implementation

The Psychology teachers use a consistent approach to deliver high quality lessons where students are given the tools required to learn and retain information. We use a variety of resources and teaching strategies to ensure that students have a thorough knowledge of the specification and are capable of going beyond what is taught in lessons. Techniques to help develop long-term memory are embedded in the curriculum to aid mastery of subject content.

The key concepts of Research Methods and Issues and Debates are integrated into all lessons to allow students to embed new concepts into existing knowledge. Students are encouraged to incorporate subject specific terminology into their writing through the use of key word lists for every topic.

Session 3 is used to support the students in their learning and encourages them to become more independent. Regular assessment is used to inform teaching and to make interventions where needed. Students are given personalised feedback to allow them to take responsibility for their own learning and gives teachers the opportunity to review and adapt teaching approaches.

The online curriculum and digital book allow the students to access departmental resources both in lessons and remotely.

Impact

Outcomes within the Psychology department are consistently high with a number of students exceeding expectations. Uptake on Psychology courses at Sixth Form is high, with numerous students pursuing higher education studies in the field and related areas.

The quality of teaching and learning in Psychology has been noted through lesson observation and literacy and marking reviews by both internal and external observers.

More importantly students express their enjoyment of Psychology and the quality of teaching and access to resources they have received and their appreciation of the knowledge and study skills they have gained from the department.



Impact of COVID-19

September – December 2020

On the full time return to school in September 2020 the focus was on trying to regain some normality for students.

The 6.1 students started their A Level Psychology course and in 6.2 we focussed on new content to regain student interest in Psychology and re-establish good routines.

Some students had to self-isolate during this period but due to the advances made in remote learning we were able to offer taught lessons via Microsoft Teams for the isolating students.

January – March 2021

During the second lockdown, we adopted a blended approach with live lessons for the delivery of new content, accompanied by instructional videos, tutorials and independent tasks for consolidation.

We continued to teach content following the same scheme of work as if the students had been in school to offer continuity

We completed taught content with the 6.2 and moved to a revision program which incorporated both live lessons and independent work. We made effective use of Microsoft Teams to set work and provide prompt feedback to monitor student's progress.

March – July 2021

On returning to school 6.1 continued with content as planned and we consolidated their knowledge of work done in lockdown with a series of structured revision and assessment. This was also to prepare the students for the more formal mock examinations in June. A drop-in Session 3 has been provided for the 6.1 to access further support before the end of term.

The 6.2 students continued with their revision program and began to work on the additional evidence required for the Teacher Assessed Grades. Some students attended Saturday school during this time where the focus was on examination technique and additional evidence.

Targets for 2021-22

The scheme of work has been adapted to accommodate the additional time spent on consolidation of year 1 content.

Session 3 will be offered as a drop-in and for targeted students identified by the 6.1 mocks.