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| **YEAR 13 2023-2024 AUTUMN 1 HALF TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Comparison of Approaches** | |
| **Curriculum Intent** | **Pupils will be taught the following this half term with teacher 2 : Comparison of Approaches.**  **Why do we teach this to students?**  Core underpinning principles and theories of why people behave in the ways that they do.  **Why do we teach this now?**  It is taught first in year 2 as it provides a strong recap into what psychology is all about including different approaches to explaining behaviour. The approaches will come into all the other topics throughout the year at various stages and this will provide a recap as the students learn to compare the approaches.  **Origins of Psychology**: Wundt, introspection and the emergence of Psychology as a science.  **Learning approaches**: the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; **social learning theory** including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research.  **The cognitive approach**: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.  The **biological approach**: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.  The exams will measure how students have achieved the following assessment objectives:  AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures :in a theoretical context, in a practical context, when handling qualitative and quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures. |
| **Skills/Assessment Objective Links** |
| **Spiritual, moral, social, and cultural development** | **SMSC:**  understanding how ethical guidelines were applied to psychological research  **PSHE:**   |  | | --- | | 1. How to talk about emotions accurately and sensitively | | 2. That happiness is linked to being connected with others | | 3. How to recognise the early signs of mental wellbeing concerns | | 4. Common types of mental ill-health |   **British Values:**   **Mutual respect** – through understanding that psychologists can see the world through different perspectives. **Democracy** – through understanding that psychological research can have impacts on the economy.  **Skills Builder:**  Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.  **Relationships:** cognitive approach and ways of thinking in functional and dysfunctional terms. Discussion of how to make safe informed and healthy choices (mental wellbeing), SLT – how we learn off others. Discussion that there are a range of perspectives and making decisions hoe to lead their own lives within the discussion fo different psychological approaches. Link to coercive and controlling behaviour. Discussion of the ethical issues in Psychology. |
| **Numeracy** | RM is tested throughout the specification eg statistics on genetics in Biopsychology |
| **Literacy** | **Vocabulary Tier 2:** nature, nurture, biology, inference  **Vocabulary Tier 3:** behaviourism, classical conditioning, operant conditioning, reinforcement, social learning, imitation, identification, modelling, vicarious reinforcement, mediational Processes, internal mental processes, schema, cognitive neuroscience, genes, Genotype & phenotype, evolution, determinism, free will, reductionism, holism, interactionism, cognition, , psychodynamic, humanistic  **Reading:** reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn’t understand.  **Writing:** As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 8/ 16 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and an critical analysis and discussion when evaluating.  **Oracy:** group work in the majority of lessons, think pair share activities eg a debate on the comparison of approaches. |
| **Becoming future ready** | **Personal Skills:**  As a Psychology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.  **Careers/Employability:**  As well as the above personal skills leading to employability, Psychology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of the human mind and behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product**: differential outcomes using must, could, should.  **By resource:**  each PowerPoint has different levels of differentiation to access, ‘key points’ extension, stretch and challenge. Stimulus questions are of a different ability.  **By Intervention**: by providing different levels of supervision and support, psychology drop ins, catch up sessions.  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:   |  | | --- | | Discuss the comparison of approaches |   See Approaches mid – term planning document from year 1 to see in detail the approaches that have been previously learned. |
| **Learning Outcomes**  **(Core knowledge)** |
| **Current learning to be developed in the future within:** | Most topic in psychology will relate back to one of the approaches . For example, in the memory topic we look at cognitive psychology. In the attachment topic, we look at social learning theory. In schizophrenia we look at biological explanations. In the forensic topic we look at approaches and crime and so on. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |

