



YEAR 13 spring 2 TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Gender

| Curriculum Intent | Pupils will be taught, following National Curriculum guidelines, the following this term: |
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| Skills/Assessment Objective Links | <p>Why do we teach this to students? This is an engaging optional topic in psychology which students find relatable and interesting; in exam terms, it isn't too difficult for students to grasp either at the stage in which we teach it.</p> <p>Why do we teach this now? The order of the 3 year 13 topic choice questions is flexible, as long as they follow the year 12 topics and build on those skills and work around the existing research methods framework learnt in year 1. We continue with Gender because it is option A of paper 3. However, it makes sense to link it back to a lot of the issues and debates and so follows nicely for teacher two after the debates section.</p> <ul style="list-style-type: none"> Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory. The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory. Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. Social learning theory as applied to gender development. The influence of culture and media on gender roles. Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria. <p>The exams will measure how students have achieved the following assessment objectives:</p> <p>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.</p> |
| Spiritual, moral, social, and cultural development | <p>SMSC: Care and compassion towards people choices of gender identity PSHE: Gender identity, Key facts about puberty, the changing adolescent body and menstrual wellbeing The main changes taking place in males and females during puberty British Values: Mutual respect – through understanding that people form, maintain & dissolve relationships for many different reasons, theoretical or otherwise. Tolerance of different culture & religion – through understanding how relationships can differ across cultures, religion and time. Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing. Relationship: sexual orientation and gender identity is explored here. An understanding that young people may be discovering and understanding their sexual orientation and gender identity – this has to be done in an extremely sensitive manner. Different perspectives on the explanations of gender development are explored.</p> |
| Numeracy | RM is tested throughout the specification eg statistics on genetics. |
| Literacy | <p>Vocabulary Tier 2: gender, nature nurture, Hormones Vocabulary Tier 3: androgyny, chromasomes, mediational processes, imposed etic, Oedipus and electra complexes, identification, internalisation, gender identity. 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 role of nature vs nurture in determining ones gender.</p> |

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| Becoming future ready | <p>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.</p> <p>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.</p> |
| Adaptation | Throughout this topic, quality first teaching will provide differentiation: |
| QFT/SEND Provision | <p>By product: differential outcomes using must, could, should.</p> <p>By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>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.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p> |
| Implementation Curriculum Delivery | To be able to: |
| Learning Outcomes (Most powerful knowledge) | Know the difference between sex and gender |
| | Understand sex-role stereotypes |
| | Understand what Androgyny is and measuring androgyny including the Bem Sex Role Inventory |
| | Know the role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender |
| | Discuss atypical sex chromosome patterns in Klinefelter's syndrome |
| | Discuss atypical sex chromosome patterns in Turner's syndrome |
| | Discuss and evaluate the cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy |
| | Discuss and evaluate the cognitive explanations of gender development, gender schema theory. |
| | Discuss psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. |
| | Discuss social learning theory as applied to gender development. The influence of culture and media on gender roles. |
| Current learning to be developed in the future within: | Understand atypical gender development: gender identity disorder; biological and social explanations for gender identity disorder. |
| | Red denotes interleaving; aspects of knowledge covered previously. |
| Assessment | Revision and practice papers. Students are nearing the end of their learning and will begin to think of issues and debates that can be used alongside the gender topic. |
| | Refer to assessment maps for formative and summative assessment opportunities. |

