



# YEAR 11 spring 1 TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Debates

Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term:
Skills/ Assessment Objective Links	<p><b>Why do we teach this to students?</b> This is the synoptic unit which brings together knowledge from a broad range of psychology topics to tackle wider questions relating to psychology and psychological research.</p> <p><b>Why do we teach this now?</b> After completing all of the rest of the course, students then have a broad range of topics to draw on, this will include an overview of 13 markers and intertwine issues and debates in psychology.</p> <ul style="list-style-type: none"><li>debates within psychology, including 'reductionism/holism', 'nature/nurture' and 'freewill/determinism'</li><li>how psychological knowledge and ideas change over time and how these inform our understanding of behaviour.</li></ul> <p>The exams will measure how students have achieved the following assessment objectives:</p>
Spiritual, moral, social, and cultural development	<p><b>SMSC:</b> understanding how cultural bias, ethnocentrism and eurocentrism affect psychological research.</p> <p><b>PSHE:</b></p> <ol style="list-style-type: none"><li>How to talk about emotions accurately and sensitively</li><li>That happiness is linked to being connected with others</li><li>How to recognise the early signs of mental wellbeing concerns</li><li>Common types of mental ill-health</li></ol> <p><b>British Values: Tolerance of different culture &amp; religion</b> – through understanding how cultural bias, ethnocentrism and eurocentrism affect psychological research.</p> <p><b>Skills Builder:</b> Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p><b>Relationships:</b> discussion of gender bias, androcentrism, ethical issues and socially sensitive research including how people should be treated with respect, told the truth and treated with integrity.</p>
Numeracy	RM is tested throughout the specification eg statistics on heredity
Literacy	<p><b>Vocabulary Tier 2:</b> Gender bias, cultural bias, nature, nurture, social sensitivity, causal explanations, heredity</p> <p><b>Vocabulary Tier 3:</b> androcentrism, universality, ethnocentrism, cultural relativism, determinism, epigenetics, holism, reductionism, levels of explanation, Idiographic, nomothetic</p> <p><b>Reading:</b> 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.</p> <p><b>Writing:</b> As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 13 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and a critical analysis and discussion when evaluating.</p> <p><b>Oracy:</b> group work in the majority of lessons, think pair share activities. This topic gives opportunity to verbally debate throughout eg nature vs nurture, holism vs reductionism, freewill Vs determinism, ideographic Vs nomothetic.</p>
Becoming future ready	<p><b>Personal Skills:</b> 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</p>



	<p>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><b>Careers/Employability:</b> 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>
<b>Adaptation</b>	Throughout this topic, quality first teaching will provide differentiation:
<b>QFT/SEND Provision</b>	<p><b>By product:</b> differential outcomes using must, could, should.</p> <p><b>By resource:</b> each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p><b>By Intervention:</b> by providing different levels of supervision and support, psychology drop ins, catch up sessions.</p> <p><b>By Progressive Questioning:</b> exploring pupils' understanding through interactive dialogue.</p> <p><b>By Grouping:</b> according to prior attainment, gender, social preference, preferred learning style.</p> <p><b>By Task:</b> 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><b>By Offering Optional Activities:</b> 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>
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p> <p>(see PLCS)</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Learning Outcomes</b>	
<b>(Most powerful knowledge)</b>	
<b>Current learning to be developed in the future within:</b>	Issues and debates can be used synoptically between all the papers. The students will begin to use issues and debates throughout the topics of year 2 and during revision will be able to add issues and debates to the AO3 of their Year 1 topics.
<b>Assessment</b>	Refer to assessment maps for formative and summative assessment opportunities.
<b>Impact</b>	Attainment and Progress – Refer to assessment results / data review documentation.