



YEAR 1 Spring 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Developmental

Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term: Developmental
Skills/Assessment Objective Links	<p>Why do we teach this to students? This topic explores both cognitive and learning theories, which are essential in the understanding for Psychology</p> <p>Why do we teach this now? This topic explores stages of development in humans and the role of learning on development. Perhaps not students favourite topic so would fit nicely after the favourite topic of criminal. Links well with anyone learning Health and Social Care. Begins to explore the approaches of both cognitive and learning theories.</p> <p>Students need to know:</p> <p>Stages of development; pre-natal; childhood; adolescence; and adulthood</p> <ul style="list-style-type: none"> • <u>The development of brain structures and functions; the nervous system; neurons; synapses; and their interaction in development of the brain</u> • IQ tests as a measure of intelligence. <p>Piaget's Theory of Cognitive Development:</p> <p>The four invariant stages of development: sensori-motor; pre-operational; concrete-operational; formal operational</p> <p>assimilation and accommodation</p> <p>the concepts of object permanence; animism; and egocentrism</p> <p>the processes of decentration; reversibility; and conservation</p> <p>criticisms of the theory including the reductionism/holism debate</p> <p>Cognitive Development Research Study – Piaget (1952): Study into the conservation of number.</p> <ul style="list-style-type: none"> • Learning theories of development: <p>Dweck's ideas on fixed and growth mindsets</p> <p>Dweck's ideas on praise for effort</p> <p>Willingham's ideas on the myth of learning styles</p> <p>Willingham's ideas on the importance of meaning for learning</p> <p>criticisms of learning theories including the nature/nurture debate.</p> <p>Learning Research Study – Blackwell et al. (2007): study into fixed and growth mindset</p> <p>et's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence</p> <ul style="list-style-type: none"> • How learning theories apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles.
	<p style="text-align: center;">Assessment Objective</p> <p>AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</p> <p>AO2 Apply knowledge and understanding of psychological ideas, processes and procedures</p> <p>AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</p>

<p>Spiritual, moral, social, and cultural development</p>	<p>SMSC: PSHE:</p> <ol style="list-style-type: none"> 1. There are different types of committed stable relationships 2. The benefits of relationships and their importance in bringing up children 3. What marriage is (including legal status and comparison to cohabiting) 4. Why couples choose to marry 5. Why marriage must be entered into freely 6. How to recognise the characteristics and positive aspects of a healthy intimate relationship. <p>The characteristics of a healthy friendship</p> <p>British Values: Individual liberty – through understanding that childhood outcomes can be affected if parenting styles differ. Tolerance of different culture & religion – through understanding how parenting styles differ across cultures & religions & how this influences attachment type.</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p>Relationships: relationships within families, especially caregiver and infant attachments, types of attachment and how some can be secure or insecure relationships. How this can develop into insecure relationships in later life (this discussion has to be done sensitively). Research to show that the effects of deprivation can be reversed and how to ensure relationships are healthy in the future. Different types of relationships across different cultures.</p>														
<p>Numeracy</p>	<p>Numeracy: Research methods is taught throughout the specification and is tested on all papers. eg Findings of research into attachment</p>														
<p>Literacy</p>	<p>Vocabulary Tier 2: egocentrism, development, intelligence, assimilation, accommodation.</p> <p>Vocabulary Tier 3:</p> <table border="1"> <thead> <tr> <th>Key term</th><th>Definition</th></tr> </thead> <tbody> <tr> <td>Animism</td><td>The belief that objects that are inanimate (not living) have feelings, thoughts, and have the mental characteristics and qualities of living things.</td></tr> <tr> <td>Conservation</td><td>A logical thinking ability.</td></tr> <tr> <td>Fixed Mindsets</td><td>People believe their basic qualities, like their intelligence or talent, are simply fixed traits.</td></tr> <tr> <td>Growth Mindsets</td><td>People believe that their most basic abilities can be developed through dedication and hard work.</td></tr> <tr> <td>Intelligence</td><td>The capacity to acquire and apply knowledge.</td></tr> <tr> <td>Object permanence</td><td>The understanding that objects continue to exist even when they cannot be observe</td></tr> </tbody> </table> <p>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.</p> <p>Writing: 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 an critical analysis and discussion when evaluating.</p> <p>Oracy: group work in the majority of lessons, think pair share activities eg a debate on whether we can apply the research into attachment cross-culturally.</p>	Key term	Definition	Animism	The belief that objects that are inanimate (not living) have feelings, thoughts, and have the mental characteristics and qualities of living things.	Conservation	A logical thinking ability.	Fixed Mindsets	People believe their basic qualities, like their intelligence or talent, are simply fixed traits.	Growth Mindsets	People believe that their most basic abilities can be developed through dedication and hard work.	Intelligence	The capacity to acquire and apply knowledge.	Object permanence	The understanding that objects continue to exist even when they cannot be observe
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<p>Becoming future ready</p>	<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</p>														

	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	
Learning Outcomes	To be able to: (see PLC's copied below)
(Most powerful knowledge)	Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Learning theory will be discussed in more detail in comparison of approaches in year 2.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

Developmental PLC's
I can describe the stages of development
I can describe the nervous system, neurons and synapses
I can describe and explain the different stages of brain development
I can describe how IQ tests are used to measure intelligence
I can evaluate psychological testing as a form of social control
I can describe Piaget's theory of cognitive development
I can evaluate Piaget's theory
I can describe Piaget (1952)- a study into the conservation of number <ul style="list-style-type: none"> • Aims • procedures • findings (results and conclusions)
I can evaluate Piaget's study
I can describe and explain Dweck's Mindset theory

I can evaluate Dweck's Mindset theory
I can describe and explain Willingham's learning styles
I can evaluate Willingham's learning styles
I can describe Blackwell, Trzesniewski, and Dweck (2007)- Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study <ul style="list-style-type: none"> • Aims • procedures • findings (results and conclusions)
I can evaluate Blackwell, Trzesniewski and Dweck's study
I can explain how Piaget's theory can be applied to the role of education
I can explain how Dweck's theory can be applied to the role of education

