

IMPLEMENTATION

- INTENT-**
- To develop knowledge and understanding of key themes within Psychology
 - Developing analytical and evaluative skills
 - Students will be able to critically evaluate key thinkers who have made a significant contribution to an area of Psychology

The bigger picture: Gaining understanding of psychological concepts which are key to social context and behaviour.

Year 10 GCSE Psychology
Bilton School Planning for Progress over Time
Programme of Study 2019/20

AO1 – Knowledge and understanding; the theories, key thinkers, methods key terms, concepts and evidence
 AO2 – Application of knowledge and understanding
 AO3 – Analysis and evaluation – strengths and weaknesses of the area.
These will be covered in all lessons.

	Term 1 Paper 1 baseline / Social Influence	Term 2 Social influence / language thought and communication	Term 3 Language thought and communication / brain and neuropsychology	Term 4 Brain and neuropsychology	Term 5 Psychological problems	Term 6 Psychological problems
	2/9/19 9/9/19 16/9/19 23/9/19 30/9/19 7/10/19 14/10/19 21/1/19	4/11/19 11/11/19 18/11/19 25/11/19 2/12/19 9/12/19 16/12/19	6/1/20 13/1/20 20/1/20 27/1/20 3/2/20 10/2/20	24/2/20 2/3/20 9/3/20 16/3/20 23/3/20 30/3/20	20/4/20 27/4/20 4/5/20 11/5/20 18/5/20 HOLIDAY: 1 WEEK	1/6/20 8/6/20 15/6/20 22/6/20 29/6/20 6/7/20 13/7/20
	L1 – memory revision L2 – Perception revision L3 – Paper 1 Baseline mock 1/2 L4 – Paper 1 baseline mock 2/2 L1 – conformity – Asch's study L2 – conformity – Social explanations L3 – L4 – PPE REVIEW AND DIRT / RETEACH L5 – conformity – dispositional factors L6 – obedience Milgram's study L7 – obedience – Milgram's agency theory (social factors) L8 – obedience – Adorno's theory (dispositional factors) L9 – prosocial behaviour: Piliavin's subway study L10 – MID TERM ASSESSMENT L10 – MidTerm Review reteach and DIRT L11 – prosocial behaviour: social and dispositional factors	HOLIDAY: 1 WEEK L12 – Crowd & collective behaviour Deindividuation L13 – Crowd & collective behaviour – Case study L14 – Crowd and collective behaviour – social and dispositional factors L15 – Revision of Social Influence L1 – Social Influence END OF TOPIC Test + Sapir-Whorf Hypothesis (independent) L2 – Language & thought: Piaget's theory L3 – language & thought: our view of the world L4 – human & animal communication: Von Frisch bee L5 – Von Frisch's bee study assessment + Human vs animal communication L6 – MID TERM ASSESSMENT + dirt of Von Frisch essay L7 – Non – verbal communication: eye contact L8 – Review of Midterm assessment Dirt and Reteach L9 – non – verbal communication: body language L10 – non – verbal communication: personal space	HOLIDAY: 2 WEEKS L11 – non – verbal communication: Darwin's evolution theory L12 – Darwin's evolutionary theory 9 mark essay + non – verbal behaviour: : Innate or learned? L13 – Non-verbal behaviour: Yuki's study of emotions L14 – revision L15: LTC End of topic assessment L16– Dirt + Review + reteach L1 – structure and function of the nervous system L2 – automatic nervous system L3 – James' Lange theory of emotion L4 – neuron structure and function L5 – Hebb's theory of learning and neuronal growth L6 – MID TERM ASSESSMENT	HOLIDAY: 1 WEEK L7 – Midterm review and Dirt L8 – structure and localisation of function in the brain L9 – Penfield's study of the interpretive cortex L10 – Penfield's study assessment + intro to neuropsychology L11 – scanning techniques to identify brain functioning L12 – Tulving's gold memory study L13 – Tulving's assessment and revision L14 – End of Topic test L15 DIRT / REVIEW L1 – introduction to mental health L2 – effects of mental health problems L3 – depression	HOLIDAY: 2 WEEKS L4 – theories of depression: biological explanation L5 – Theories of depression: psychological explanation L6 – therapies for depression: antidepressants L7 therapies for depression: CBT L8 – Therapies for depression: Wiles' study L9 – Wiles Study assessment and revision of PP L10 – MID TERM Assessment L11 – addiction L12 Midterm assessment review + Russel Brand Documentary L13 theories of addiction: biological explanation	HOLIDAY: 1 WEEK L14 – Kaij's twin study assessment + Theories of addiction: psychological explanation L15 – Therapies for addiction: aversion therapy L16 – therapies for addiction: self – management L17 – revision L18 – revision L19 – revision L18 – revision L19 – revision PPE WEEK Paper 1 and Paper 2 REVIEW WEEK IN PREPARATION FOR YEAR 11
Progress and assessment	4 FAR/assessment pieces. L4 – Paper 1 baseline mock L2 - - 9 mark assessment on Asch's study (named study in specification) L7 – mid term assessment on everything taught so far in social influence L9 – 9 mark assessment on Piliavin's study (named study in specification)	3 Far / assessment pieces L15 – Social influence assessment L5 – 9 mark assessment on Von Frisch's bee study L7 – mid term assessment	3 Far / assessment pieces L12 – 9 mark assessment on Darwins theory assessment L17 – language thought and communication assessment L6 – mid term assessment	2 Far / assessment pieces L9 – 9 mark assessment on Penfield's assessment L13 – 9 mark assessment on Tulving's assessment L14 – brain and neuro end of topic test.	2 Far / assessment pieces L9 – 9 mark assessment on Wiles' study L10 – mid term assessment	3 Far / assessment pieces L13 – 9 mark assessment on Kaij's twin study 2 x PPE ASSESSMENTS

<p>Expected level of progress</p>	<p>By the end of this half term, pupils will be able to:</p> <ul style="list-style-type: none"> Explain and evaluate psychological research and theory of the different types of social influence including conformity, obedience and prosocial behaviour. Apply their knowledge of psychological research and theory of the different types of social influence to novel scenarios. <p>They will be able to do this by:</p> <ul style="list-style-type: none"> Successfully achieving in 9 mark essays, exam style knowledge check questions and applied exam questions. Successful completion of consolidation homework tasks Successful progress in midterm assessment of social influence knowledge. 	<p>By the end of this half term, pupils will be able to:</p> <ul style="list-style-type: none"> Explain and evaluate psychological research and theory of human language, thought and communication Apply their knowledge of psychological research and theory of human language, thought and communication to novel scenarios. <p>They will be able to do this by:</p> <ul style="list-style-type: none"> Successfully achieving in 9 mark essays, exam style knowledge check questions and applied exam questions. Successful completion of consolidation homework tasks Successful progress in midterm assessment of human language, thought and communication knowledge. 	<p>By the end of this half term, pupils will be able to:</p> <ul style="list-style-type: none"> Explain and evaluate psychological research and theory of human language, thought and communication Apply their knowledge of psychological research and theory of human language, thought and communication to novel scenarios. Explain the structure and function of the human nervous system. <p>They will be able to do this by:</p> <ul style="list-style-type: none"> Successfully achieving in 9 mark essays, exam style knowledge check questions and applied exam questions. Successful completion of consolidation homework tasks Successful progress in end of topic assessment of human language, thought and communication knowledge. 	<p>By the end of this half term, pupils will be able to:</p> <ul style="list-style-type: none"> Explain and evaluate psychological research and theory of neuroanatomy and neuropsychology Apply their knowledge of psychological research and theory of neuroanatomy and neuropsychology to novel scenarios. <p>They will be able to do this by:</p> <ul style="list-style-type: none"> Successfully achieving in 9 mark essays, exam style knowledge check questions and applied exam questions. Successful completion of consolidation homework tasks Successful progress in midterm and end of topic assessment of neuroanatomy and neuropsychology knowledge. 	<p>By the end of this half term, pupils will be able to:</p> <ul style="list-style-type: none"> Explain and evaluate psychological research and theory of different psychological problems including depression and addiction as well as an overview of mental health. Apply their knowledge of psychological research and theory psychological problems to novel scenarios. <p>They will be able to do this by:</p> <ul style="list-style-type: none"> Successfully achieving in 9 mark essays, exam style knowledge check questions and applied exam questions. Successful completion of consolidation homework tasks <p>Successful progress in midterm assessment of psychological problems knowledge.</p>	<p>By the end of this half term, pupils will be able to:</p> <ul style="list-style-type: none"> Explain and evaluate psychological research and theory of different psychological problems including depression and addiction as well as an overview of mental health. Apply their knowledge of psychological research and theory psychological problems to novel scenarios. <p>They will be able to do this by:</p> <ul style="list-style-type: none"> Successfully achieving in 9 mark essays, exam style knowledge check questions and applied exam questions. Successful completion of consolidation homework tasks Successful progress in end of topic assessment of psychological problems knowledge.
<p>Home work <i>(ensure that this is NOT stand alone, but clearly advances or embeds knowledge and understanding)</i></p>	<ul style="list-style-type: none"> Revision for Asch essay Discuss research into obedience essay[9 marks] Scale research methods apply it. Revision of content for midterm assessment Revision for pillavin essay 	<ul style="list-style-type: none"> Describe and evaluate the effect of social factors on collective behaviour. 9 marks. Briefly outline and evaluate the Strong version of the Sapir-Whorf hypothesis. [6 marks] Revision for timed essay: Describe and evaluate the effect that language and thought have on our view of the world. 9 marks Revision for timed essay: von Frisch Revision for mid term assessment 				
<p>Key Vocabulary/literacy opportunities</p>	<p>Writing frames for exam questions. Learning the exam method. Model answers</p>	<p>Writing frames for exam questions. Learning the exam method. Model answers</p>	<p>Writing frames for exam questions. Learning the exam method. Model answers</p>	<p>Writing frames for exam questions. Learning the exam method. Model answers</p>	<p>Writing frames for exam questions. Learning the exam method. Model answers</p>	<p>Writing frames for exam questions. Learning the exam method. Model answers</p>

<p>Connect ed knowledge <i>Making connections between the topic/year group?</i></p> <p><i>Advanced/epitaphion/'stickability' of these themes by/through links to other parts of the curriculum. Research Methods runs through the whole of the course.</i></p>	<p>Links to character and culture and peer pressure</p>			<p>Links to Biology with neurons and structure of the brain</p>	<p>Links to character and culture with depression and addiction</p>	<p>Links to character and culture with depression and addiction</p>
<p>IMPACT: Teacher and students will be able to measure progress using tracking sheets in exercise books. Assessments will use AQA marking criteria, will be moderated through dept meetings it will be possible to measure progress over time this will highlight areas which the students are struggling with. Students are able to look for connections or links between the different areas. Students will be able to look for similarities and differences between the different perspectives to gain marks for A03.</p>						