








A summary of our principles: ALNS GCSE Psychology Curriculum

<p>ALNS Psychology Curriculum Our curriculum is designed to give students a broad understanding of human behaviour by exploring the human brain, relationships within society and the impact of psychological research. Students learn the key skills of explanation and critical evaluation. These skills are scaffolded through the 2 year course so that both students are well prepared for both Psychology exams and transition into life beyond school.</p>	<p>Balanced Our curriculum explores a range of different cultural, moral and scientific contexts to create well-rounded Psychologists. Through studying Psychology, students develop a range of skills including critical evaluation, research skills, problem-solving skills and communication skills. Students also continue to develop skills of numeracy (through chart and graph analysis) and literacy (through written arguments)</p>	<p>Rigorous Our choice of the Edexcel curriculum was specifically made to ensure that our students could be challenged, engaged and confident in their learning of Psychology. Through interleaving of key themes and concepts, students are able to draw on their wider psychological knowledge as they progress through the course.</p>	<p>Coherent Our curriculum has been designed to work explicitly in harmony with a range of other subjects (English, Biology, PE and Sociology), encouraging students to make connections and links between subjects and topics/themes covered across both KS3 & KS4.</p>
<p>Vertically integrated Although the process of learning Psychology only begins in Year 10, students are able to draw on key concepts from other curriculum areas to begin their understanding. Moreover, the curriculum has been developed to allow students to recall and re-evaluate concepts, themes and arguments from Year 10 to broaden their understanding throughout Year 11 and create well-rounded and critically thoughtful thinkers.</p>	<p>Appropriate We ensure that tasks build students' confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. Yet we include challenging concepts and a broad range of topics as well as choice. All pupils are entitled to a broad Psychology curriculum. Any adaptations made to support pupils' learning in Psychology should not be to the overall curriculum content but rather to how the content is taught.</p>	<p>Focused Each unit in Psychology is explored thematically (see curriculum map), but includes similar concepts and ideas throughout each. This has been done to show students explicit links between topics.</p>	<p>Relevant Our curriculum and course has been developed to incorporate reference to applicable topics that affect our everyday lives. Through most units, students learn about the immediate impact of their lifestyles on their current lives (eg. importance and structure of memory, necessity of sleep patterns), which create educated and more aware students. Through our focus on the research process, students are able to become Psychologists, developing their own experiments using the similar aims and hypotheses to specific Psychologists. This further develops skills of analysis and critical evaluation.</p>

How does our Psychology Department incorporate ALNS Teaching Principles?

<p>Fostering a love of learning </p> <p>Our curriculum is designed to give students a purposeful understanding of how the world we live and our everyday experiences shape our behaviour and actions.</p> <p>The course is taught by passionate teachers who make use of positive relationships with students to create a secure environment which allows students to thrive.</p>	<p>Challenge for All </p> <p>We have high expectations for our students and take a ‘teach to the top’ approach in mixed ability classes so that all students are challenged yet supported through scaffolding of skills required to reach ‘the top’. Our choices of tasks have been very carefully chosen and developed to ensure challenge, engagement, and support for students of differing abilities & starting points across key stage 4 allowing very clearly for progression in key skills.</p>	<p>Feedback for Learning </p> <p>Our students receive regular verbal and written feedback which focuses clearly on the knowledge and skills required to ensure progress and success.</p> <p>We build students’ confidence and skills in giving feedback to each other and to be self-reflective, building their metacognitive skills in relation to their own learning.</p> <p>Quick sixes and formal assessments allow pupils to develop an understanding of how they are progressing.</p>	<p>Literacy for Life </p> <p>We explicitly share a wide range of sociological concepts and terms throughout the course and encourage the use of these within verbal and written discussions. We create practical glossaries and build in habits of utilising these throughout lessons.</p> <p>Reading is integral to students’ learning and guided reading tasks are a regular feature in lessons. This develops students’ comprehension & metacognition as well as their oracy skills.</p> <p>Oracy skills are embedded throughout all units of Psychology and form a large part of the course. Through our paired and class discussions of key debates, students are able to add, build and challenge each other in an appropriate and constructive way.</p>
<p>Our curriculum makes use of a variety of teaching pedagogies to build engagement and enthusiasm. Our links to psychological experiments and current affairs builds confidence and an awareness of wider Psychological academia.</p>	<p>Modelling </p> <p>We ensure that tasks build students’ confidence by being age-appropriate and accessible as well as engaging, whilst ensuring that all students are challenged, modelling excellence to all. We take an ‘I do – we do – you do’ approach to the modelling and learning process to build confidence & resilience.</p> <p>Additionally, the use of exemplar answers and student marking builds confidence in understanding the nature of Psychology exams.</p>	<p>Responsive teaching </p> <p>We take a responsive approach to teaching, incorporating lessons which respond to common misconceptions identified through ‘Assessment for Learning’ strategies which include questioning, whole class marking for specific skills at the formative stages and peer/self-assessment using clear success criteria. Interventions are swiftly incorporated to ensure that progress is maximised.</p>	<p>Stickability </p> <p>Our Schemes of Learning incorporate a range of strategies, such as interleaving, spaced learning, IT based quizzes and quick 6’s to ensure the ‘stickability’ of students’ learning.</p> <p>Our curriculum is enhanced by several linked topics on the other subject curricula to encourage students to make links and to more deeply embed information and ideas into their long-term memory.</p>

Curriculum Implementation

Psychology aims to empower students with subject specific and transferable skills which help develop academically educated and socially aware young people that are able to access opportunities throughout their lives. Through studying Psychological topics such as development and social influence, students are able to look into their own lives, establishing curiosity of the self, but also their relationships with other people. In this sense, students develop an appreciation for human development and come to value knowledge and empathy. As Chris Cleave said 'studying Psychology is fun because you're always looking for the same things a writer should be looking for, which is the story behind the story'.

The study of Psychology explicitly teaches skills of scientific research through critical analysis of academic work and the application of self-planned experiments. Studying Psychology allows students to come to evidenced, explained and evaluated conclusions, further progressing the skills of critical thinking associated with the discipline of Psychology. It is in the environment of the Psychology classroom that a students' scientific and social understanding flourish together.

Psychology allows a greater understanding of self-regulation and emotional wellbeing. Through studying Psychology, students acquire skills in the management of emotions to develop a greater awareness of interpersonal communication and oracy. Through this development of emotional and communicative skills, students set themselves up for future success beyond the classroom.

Our principles behind our approach to Psychology lessons

We aim to help students to understand the unique value of Sociology by providing opportunities for students to:

- Develop a range of skills to encourage open-mindedness through exploring different types of behaviours and human interactions.
- Understand the importance of objectivity and flexibility in thinking, accepting that changing one's opinion is a natural part of human development.
- Progress the ability to think critically by analysing and assessing psychological theories and case studies.
- Apply an understanding of psychological theory to various concepts and ideas associated with the course.
- Understand the importance of research in formulating opinions and attitudes.
- Tolerate and respectfully challenge ideas and attitudes of others in society.
- Explore a vast array of research methods and techniques.
- Self-evaluate psychological experiments using clear psychological and evaluative language.
- Develop a belief and confidence in problem-solving and establishing resilience throughout the problem-solving process.
- Improve communication skills through working alongside others
- Develop skills of scientific and mathematical analysis to form conclusions.
- Confidently present research findings and apply wider psychological understanding to these findings.
- Develop more computer literacy through accessing news articles and interactive resources.

How is the Curriculum planned?

In Psychology, students will acquire knowledge and understanding of psychological issues, developing an understanding of self and others, and how psychology can help to explain everyday social phenomena. They will use the skills they acquire to apply psychological theories to real-life settings. They will be given the opportunity to analyse and evaluate theories and studies for strengths and weaknesses, whilst also suggesting recommendations for improvements. Students will be encouraged to make judgements using the evidence presented and develop into

reflective thinkers. These skills and knowledge will give students a good base should they wish to continue Psychology when they leave school. There are also many transferrable skills that they will be able to apply to the world of employment such as problem-solving, communication and data analysis.

All students will gain these experiences through:

- Schemes of Learning which take a thematic approach and encourage cross-theme concepts that students revisit and re-evaluate throughout the course.
- Development of students’ cultural capital and literacy skills to secure both their basic levels of comprehension and deeper understanding of Psychology.
- A progressive approach to the curriculum and the key skills required for GCSE so that students can embed and develop their comprehension and analytical skills as they progress through the different years.

How is the curriculum planned to be linked explicitly to relevant learning in other subjects and to the context of their lives?

Curriculum Links with other subjects

Year Group	Sociology	Other subjects
Year 10	Memory Development Psychological Problems Social Influence Neuropsychology	Creating aims, hypotheses and analysing research (explored in Science lessons) Development of the brain (explored in Science lessons) Socialisation and Development of children (explored in Sociology lessons) Research methods (explored in Sociology) Positive mindsets (explored in Aspiring Futures lessons) Issues of internet and addiction (explored in Aspiring Futures and PE lessons) Obedience and authority (explored in English and Sociology lessons) Social and Cultural issues (explored in Sociology lessons) Hemispheres of the brain (explored in Science lessons) Differences between males and females (explored in Sociology lessons)
Year 11	Sleep and Dreaming Criminality Research Methods	Graph reading skills (explored in Maths and Science) Different types of research methods and their levels of usefulness (explored in History and Sociology) Reasons for criminal behaviour (explored in Sociology lessons) Importance of sleep on behaviour (explored in PE lessons)

How is the curriculum delivered?

Pedagogical approaches in Psychology focus on the acquisition of knowledge, application to real-life scenarios and using evidence to make judgements about psychological theories and studies. A range of activities are used within lessons to suit all learners. Students are also given the opportunity to apply their theoretical knowledge to practical situations. The use of spaced learning in the form of regular 'Quick Six' quizzes ensure that students are given plenty of opportunities to embed their prior learning into their memories.

Students are given constructive feedback that allows them to be successful but also focuses on their next steps. The students will then be given time within lessons, following on from assessment feedback to reflect on their feedback and to act upon it. Independent learning is used weekly to further embed skills or knowledge attained in the lessons and so becomes relevant and helps with progression.

The lessons for all the schemes of learning appear on the Google Classroom for each student to be able to access Psychology work remotely when needed. By providing work online in this format, students also have access to a vast amount of revision resources in preparation for Mock exams and GCSE's.

Feedback from teachers, focuses on specific skills from the Key Stage 4 Programmes of Study and GCSE Assessment Objectives, all of which underpin all Schemes of Learning.

The importance of reading and vocabulary acquisition are also at the core of our curriculum. Thus, topics are carefully selected to ensure that students receive a breadth and depth of topics and that they are appropriately challenged, whilst being engaged, building confidence, comprehension skills and strategies. Equally, teachers' model and encourage students to be more specific, academic, and sophisticated with their vocabulary. A range of strategies are incorporated into lessons and Schemes of Learning, such as glossaries as well as the use of dictionaries and thesauruses being integral tools in lessons.

Key Pedagogies

The Psychology Curriculum draws upon pedagogical approaches which support the development of students' learning, comprehension, application and recall of key ideas within the curriculum that they are studying. These include the pedagogical approaches below:

Teachers as the specialist

Teachers of Psychology here at ALNS are passionate and enthusiastic leaders that are able to bring Psychology to life in the classroom through debates, high-level questioning and effective modelling. Teachers contribute their own teaching practices to the Psychology schemes of learning to create a dynamic and engaging learning environment. Teachers are also role models of the language that is expected in Psychology, utilising key terminology in their conversations with students to promote the importance of academic and subject specific language. Furthermore, the use of glossaries to outline the key terms of the curriculum that they will be tested on builds confidence in students and allows them to identify their own areas of expertise and improvement.

Stickability

Teachers are aware that memory and recall play a vital part in the learning process, so the curriculum utilises a variety of spaced learning/interleaving across the department through recall starters/quick sixes, low stakes quizzes and recall mind-maps. Furthermore, teachers have embedded 'revision' style lessons throughout the course to rehearse previous concepts and ensure they remain in the students' long-term memory.

ABC (Add, Build, Challenge and Oracy)

As oracy plays a vital part in the teaching of Psychology, students are encouraged to develop their skills of debate. Throughout the schemes of learning, there are opportunities to debate psychological problems. Before discussions in class, students are given time to formulate their own opinions and using key academic language and are given the opportunity to think of more questions to ask. This allows students to add new ideas to debates, build on fellow students' ideas with more detail and even respectfully challenge each other to create a secure environment to progress their oracy skills. For students that struggle with oracy, individual conversations are preferred with evidence of written arguments showing their understanding of the topics discussed.

Use of Technology

Chromebooks are consistently used in Psychology so students can access all lesson resources and all revision resources in preparation for exams.

Chromebooks are used, when appropriate, for lesson activities, knowledge retrieval and assessments, as well as being used in all lesson to access PowerPoints so students can work at their own pace. Students with an exam access arrangement can use the Chromebooks for assessments.

Chromebooks are also used for guided reading of academic texts, completing interactive quizzes to consolidate learning (such as Blooket and WordWall), for independent learning and research tasks. Students are also able to access their relevant PLCs to self-evaluate their own learning in Psychology and to see what areas need more focus. Teachers are able to use these PLCs to inform their planning for students in the future.

Metacognition

The development of students' cognitive knowledge and regulation:

- Their own knowledge of themselves as a learner and the factors affecting their cognition (person & task knowledge; self-appraisal)
- Their awareness and management of cognition, including knowledge about strategies (procedural & strategy knowledge)
- Their knowledge about why and when to use a given strategy (conditional knowledge)
- Their identification and selection of appropriate strategies and allocation of resources (planning)
- Their awareness of their own comprehension and task performance (monitoring/regulating; cognitive experiences)
- Their assessment of the process and products of their own learning; revisiting and revising goals (evaluating)

Students also rigorously complete their own learning trackers in their books, using teacher feedback and their own self-evaluation to create specific targets to help improve their practice. This self-evaluation is promoted from Year 10 and into Year 11 and places more of the responsibility for learning on to students themselves.

Learning beyond the classroom

There are occasional opportunities built into the course for students to apply their understanding of key topics and concepts to learning outside of the classroom. Through teaching students in an environment more applicable to the content they are learning about creates engaging and memorable lessons that students are able to draw upon as part of their knowledge retrieval process in Year 11.

How is the curriculum assessed?

Teachers use a range of assessment strategies within lessons, between lessons, within units in Schemes of Learning and at the end of units.

Assessment Types

- Questioning (written and verbal)
- GCSE style questions
- Accumulative assessments
- Past paper questions
- Mock exams

Assessment is used to identify misconceptions, as well as to identify individual and whole class strengths and areas for further development and focus

Feedback types

- WWW and next steps stickers
- Mark scheme feedback
- Quick self / peer assessment
- Trackers in books

ALNS Psychology Department Assessment:

Teacher Feedback	Students Taking Next Steps	Peer or Self-Assessment	
Mark exercise books as appropriate using purple pens.	Students use pink pen to take their next steps and feed forward, focusing on particular questions/targets outlined by the teacher	Students use green pen to peer and self-assess.	
Focus on one piece of work to mark. For example, a PEEL paragraph or an exam question.	After marking always allow time in next lesson for students to take their next steps.	There should be an opportunity for self or peer assessment in most lessons .	
Use of “Next Step Sticker” when appropriate to outline what went well and how the student can make further progress from their piece of work.	Students answer any questions you have asked them on the content. These questions are specific to skills/knowledge that has been omitted in the assessment	Students use SPAG code to mark each other’s or their own SPAG.	
Feedback on the sticker should be focused on skill development or knowledge – as appropriate.	Students take their next steps outlined in feedback sticker. This can be done by rewriting part of their answer using your advice.	When marking a specific piece of work, students can write a “What went well” comment and an “even better if comment” under their peers or their own work.	
Feedback should allow students to show progress by responding to your feedback.	Students improve on SPAG using code to tell them how to improve	Students WWW and EBI comments should be skill specific and should help the peer/themselves progress.	
Where appropriate use assessment objectives as a guidance for feedback given on marking stickers.	Allow students time to annotate how they have improved in green pen . This is also an opportunity for self or peer assessment following next steps.	As often as possible students use a mark scheme to mark a piece of work and for WWW and EBI comments	
Develop student’s knowledge of content by asking questions within their piece of work (not on sticker). This can be used to clarify a misunderstood point or extend their knowledge. E.g., “How could you extend your answer here?”, “What other example might be better?”	If necessary, give further verbal/written feedback so that answer can progress further.	Allow time for next steps when peer assessment has taken place.	
	Students have access to trackers in books to track their own progress and to develop individual targets following assessments. These targets them form the basis of their next assessment and should be clearly seen in books.		