

Year: 11 Psychology	Curriculum Intent: Students will use specialist vocabulary, psychological concepts, terminology and conventions to engage in the process of psychological enquiry and acquire knowledge and an understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena. They will understand how psychological research is conducted, including the role of scientific method and data analysis as well as present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers. They will develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology. They will also develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.			
Unit title: Development	Term 1 Development	Term 2 Complete Development and review of course content	Term 3 Review of course content	
Topic Titles (in order of delivery)	<ol style="list-style-type: none"> 1. Stages of development. 2. Brain development. 3. IQ testing 4. Piaget’s theory of Cognitive development 5. Piaget’s research (conservation) 6. Learning theory of development 7. Blackwell et al.’s research (mindsets) 	<ol style="list-style-type: none"> 1. Piaget’s impact on education. 2. Learning theories applied to education. 3. Revision of topics 	<ol style="list-style-type: none"> 1. Revision of topics 	
Key knowledge / Retrieval topics	Factors affecting cognitive development Brain development IQ testing Stages of cognitive development Fixed and Growth mindset Learning styles	Implications of developmental research in education Discovery learning Active learning Readiness to learn	Research Methods Criminal Behaviour Development Psychological Problems Social Influence Memory Sleep and Dreaming	
Understanding / Sequence of delivery	<ol style="list-style-type: none"> 1. Key concept: Stages of development; pre-natal, childhood adolescence and adulthood. 2. The development of brain structures and functions, the nervous system, neurons, synapses and their interaction in development of the brain. 3. IQ tests as a measure of intelligence. 	<ol style="list-style-type: none"> 1. Application: The changing role of education – How Piaget’s ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence. 2. Application: The changing role of education: How learning theories 	<ol style="list-style-type: none"> 1. Revision of all Paper 1 topics and exam prep. 2. Revision of all Paper 2 topics and exam prep. 3. J203/1 and J203/2 exams 	

	<ol style="list-style-type: none"> 4. Piaget’s Theory of Cognitive Development – key concepts and terminology, outline and evaluate the theory including the reductionism/holism debate. 5. Cognitive Development Research Study – Piaget (1952): Study into the conservation of number, describe and evaluate. 6. Learning Theory of Development - Dweck’s Mindset Theory, describe and evaluate. 7. Learning Theory of Development - Willingham’s Learning Theory, describe and evaluate. 8. Learning Research Study - Blackwell et al. (2007): study into fixed and growth mindsets. 	<p>apply to the development of education and intelligence through growth mindsets and teaching through meaning not learning styles.</p> <ol style="list-style-type: none"> 3. Revision and Application of Research Methods/exam skills. 4. Revision of Social Influence/ exam skills. 5. Revision of Memory/exam skills. 6. Revision of Psychological problems/exam skills. 7. Revision of Criminal Behaviour/exam skills. 8. Revision of Sleep and dreaming/exam skills. 9. Revision of Development/exam skills. 	
Assessment	<ul style="list-style-type: none"> • Grade 2 <ul style="list-style-type: none"> ○ Demonstrate basic psychological knowledge and understanding of development and apply, in a limited way, a few concepts, terms and theories using some psychological terminology. ○ Use some simple mathematical skills ○ Make simple judgements about the developmental theories and research with some reference to evidence. ○ Make basic comments that demonstrate some awareness of alternative explanations. • Grade 5 <ul style="list-style-type: none"> ○ Demonstrate mostly accurate and appropriate knowledge 	<ul style="list-style-type: none"> • Grade 2 <ul style="list-style-type: none"> ○ Demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology ○ Use some simple mathematical skills ○ Make simple judgements with some reference to evidence ○ Make basic comments that demonstrate some awareness of competing viewpoints. • Grade 5 <ul style="list-style-type: none"> ○ Demonstrate mostly accurate and appropriate 	<ul style="list-style-type: none"> • Grade 2 <ul style="list-style-type: none"> ○ Demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology ○ Use some simple mathematical skills ○ Make simple judgements with some reference to evidence • Make basic comments that demonstrate some awareness of competing viewpoints. • Grade 5 <ul style="list-style-type: none"> ○ Demonstrate mostly accurate and

	<p>and understanding of psychological ideas, processes and procedures within development, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology.</p> <ul style="list-style-type: none"> ○ Use some mathematical skills relevant to research methods in psychology ○ Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments about concepts in development supported by some evidence. ○ Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints. 	<p>knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology</p> <ul style="list-style-type: none"> ○ Use some mathematical skills relevant to research methods in psychology ○ Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence ○ Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints. 	<p>appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology</p> <ul style="list-style-type: none"> ○ Use some mathematical skills relevant to research methods in psychology ○ Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence ● Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints.
	<ul style="list-style-type: none"> ● Grade 8 <ul style="list-style-type: none"> ○ Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures within development, and apply these correctly to both familiar and unfamiliar contexts using 	<ul style="list-style-type: none"> ● Grade 8 <ul style="list-style-type: none"> ○ Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using 	<ul style="list-style-type: none"> ● Grade 8 <ul style="list-style-type: none"> ○ Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar

	<p>accurate psychological terminology</p> <ul style="list-style-type: none"> ○ Use a range of mathematical skills relevant to research methods in psychology ○ Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements ○ Critically evaluate psychological ideas and research methodology within development, developing well-evidenced conclusions from competing viewpoints. 	<p>accurate psychological terminology</p> <ul style="list-style-type: none"> ○ Use a range of mathematical skills relevant to research methods in psychology ○ Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements ○ Critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints 	<p>contexts using accurate psychological terminology</p> <ul style="list-style-type: none"> ○ Use a range of mathematical skills relevant to research methods in psychology ○ Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements ● Critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints
	<ul style="list-style-type: none"> ● Assessment will consist of past exam questions including multiple choice questions assessing knowledge (AO1), 2-, 3-, 4-, 5-, 6-mark questions assessing knowledge, application of knowledge and evaluation (AO1, AO2 and AO3), and a 13-mark question which assesses knowledge and evaluation (AO1 and AO3). 	<ul style="list-style-type: none"> ● Assessment will consist of past exam questions including multiple choice questions assessing knowledge (AO1), 2-, 3-, 4-, 5-, 6-mark questions assessing knowledge, application of knowledge and evaluation (AO1, AO2 and AO3), and a 13-mark question which assesses knowledge and evaluation (AO1 and AO3). 	<ul style="list-style-type: none"> ● Assessment will consist of past exam questions including multiple choice questions assessing knowledge (AO1), 2-, 3-, 4-, 5-, 6-mark questions assessing knowledge, application of knowledge and evaluation (AO1, AO2 and AO3), and a 13-mark question which assesses knowledge and evaluation (AO1 and AO3).