



# YEAR 13 Autumn 1 and 2 TERM

‘An ambitious curriculum that meets the needs of all’

## Medium Term Planning - Topic: Forensic

<b>Curriculum Intent</b>	<b>Pupils will be taught, following National Curriculum guidelines, the following this term: Forensic</b>
<b>Skills/Assessment Objective Links</b>	<p><b>Why do we teach this to students?</b> This is an interesting optional topic which is routinely given as a reason by students who took psychology for their choice; it is also relatively accessible and builds on the approaches from year 1 and also some aspects of Psychopathology treatments are used in the Psychological treatments.</p> <p><b>Why do we teach this now?</b> We start year 13 with forensic as it could be taught anytime in year 13 but provides a nice and interesting way to start and enjoy year 13. It also includes a lot of the skills we will need for all the topic choices in year 13, such as a slightly different style of 16 markers that is used to evaluate theories and explanations rather than research/ models.</p> <ul style="list-style-type: none"> <li>• Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</li> <li>• Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</li> <li>• Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</li> <li>• Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</li> </ul> <p>The exams will measure how students have achieved the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.  AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures :in a theoretical context, in a practical context, when handling qualitative and quantitative data.  AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures.</p>
<b>Spiritual, moral, social, and cultural development</b>	<p><b>SMSC:</b> Care and compassion towards one another, a lifestyle with less crime and hate.</p> <p><b>PSHE:</b></p> <p>Violence and exploitation by gangs  Extremism and radicalisation</p> <p>Criminal exploitation (e.g. through gang involvement or county lines drugs operations)  Hate crime</p> <p><b>British Values:</b> <b>Individual liberty</b> – through understanding how offenders are managed and why recidivism is such a problem in the UK. <b>Democracy</b> – through understanding the process of offender profiling and the use of custodial sentencing to protect other citizens. <b>Individual liberty</b> – through understanding that some offenders will need to be managed through custodial sentencing, and have their individual liberty removed. <b>Rule of Law</b> – an understanding that if people break the law there are consequences.</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 psychological explanations of offender behaviour including sexual crimes and a discussion of appropriate behaviour. Discussion of dealing with offender behaviour. Discussion on cognitive distortions and incorrect biases of sexually motivated offenders – eg minimalization. Moral reasoning arguments of crime.</p>
<b>Numeracy</b>	RM is tested throughout the specification and can be on all topics. For example, statistics on crime.
<b>Literacy</b>	<p><b>Vocabulary Tier 2:</b> Offender profiling, moral reasoning, offender surveys, bias, minimalization, custodial sentencing</p> <p><b>Vocabulary Tier 3:</b> Offender profiling: the top-down approach, the bottom-up approach, organised &amp; disorganised criminals, investigative psychology, geographical profiling, atavistic form, Eysenck personality scale, criminal personality, cognitive distortions, hostile attribution differential association, inadequate superego, recidivism, behaviour modification, cognitive anger management, restorative justice, Neural explanations, psychodynamic explanations, Restorative justice</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 8/ 16 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><b>Oracy:</b> group work in the majority of lessons, think pair share activities eg a debate on whether the top down or bottom up methods of offender profiling are the best.</p>
<p><b>Becoming future ready</b></p>	<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 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>
<p><b>Adaptation</b></p>	<p>Throughout this topic, quality first teaching will provide differentiation:</p>
<p><b>QFT/SEND Provision</b></p>	<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>
<p><b>Implementation Curriculum Delivery</b></p>	<p>To be able to:</p> <p>Understand offender profiling: the top-down approach, including organised and disorganised typ</p>
<p><b>Learning Outcomes (Most powerful knowledge)</b></p>	<p>Understand offender profiling: the bottom-up approach, including investigative Psychology; geo</p> <p>Understand the biological explanations of offending behaviour: an historical approach (atavistic explanations)</p> <p>Discuss psychological explanations of offending behaviour: Eysenck's theory of the criminal pers</p> <p>Discuss psychological explanations of offending behaviour: cognitive explanations</p> <p>Discuss psychological explanations of offending behaviour: level of moral reasoning and cognitiv hostile attribution bias and minimalisation</p> <p>Discuss psychological explanations of offending behaviour: differential association theory</p> <p>Discuss psychological explanations of offending behaviour: psychodynamic explanations</p> <p>Understand ways of dealing with offending behaviour: the aims of custodial sentencing and the custodial sentencing</p> <p>Understand recidivism</p>

