



# YEAR 12 AUTUMN 1 HALF TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Approaches Year 12

Pupils will be taught the following this half term with teacher 2 : Approaches.

### Curriculum Intent

**Why do we teach this to students?**

Core underpinning principles and theories of why people behave in the ways that they do.

**Why do we teach this now?**

It has to be taught first as it provides a strong insight into what psychology is all about including different approaches to explaining behaviour. The approaches will come into all the other topics throughout the year at various stages.

Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.

Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.

The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.

The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.

The exams will measure how students have achieved the following assessment objectives:

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.

### Skills/Assessment Objective Links

**SMSC**: understanding how ethical guidelines were applied to psychological research

**PSHE:**

1. How to talk about emotions accurately and sensitively
2. That happiness is linked to being connected with others
3. How to recognise the early signs of mental wellbeing concerns
4. Common types of mental ill-health

**British Values**: **Mutual respect** – through understanding that psychologists can see the world through different perspectives. **Democracy** – through understanding that psychological research can have impacts on the economy. **Individual Liberty** – Biology - an understanding that people may be a product of their genetics and neuro- chemistry. **Rule of law** – through understanding that psychologists can be barred from the BPS for breaking the ethical guidelines. In psychological research there are rules to be followed and these may change over time and approaches.

**Skills Builder**: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.

**Relationships**: cognitive approach and ways of thinking in functional and dysfunctional terms. Discussion of how to make safe informed and healthy choices (mental wellbeing), SLT – how we learn off others. Discussion that there are a range of perspectives and making decisions hoe to lead their own lives within the discussion fo different psychological approaches. Link to coercive and controlling behaviour. Discussion of the ethical issues in Psychology.

### Spiritual, moral, social, and cultural development

### Numeracy

**Numeracy**: RM is tested throughout the specification and is tested on all exam papers. In approaches an example is statistics on genetics and twin studies.

### Literacy

**Vocabulary Tier 2**: nature, nurture, biology, inference

**Vocabulary Tier 3**: behaviourism, classical conditioning, operant conditioning, reinforcement, social learning, imitation, identification, modelling, vicarious reinforcement, mediational Processes, internal mental processes, schema, cognitive neuroscience, genes, Genotype & phenotype, evolution, determinism, free will, reductionism, holism, interactionism, cognition, , psychodynamic, humanistic

**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 –

	<p>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 debates such as which approaches are scientific, what is the most plausible approach for explaining human behaviour and why</p>
<b>Becoming future ready</b>	<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>
<b>Adaptation</b>	<p>Throughout this topic, quality first teaching will provide differentiation:</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>
<b>QFT/SEND Provision</b>	
<b>Implementation Curriculum Delivery</b>	<p>To be able to:</p>
<b>Learning Outcomes (Most powerful knowledge)</b>	Describe the origins of psychology: Wundt, introspection and the emergence of psychology as a science
	Know and explain the behaviourist approach, including classical conditioning and Pavlov's research
	Know and explain the behaviourist approach operant conditioning, types of reinforcement and Skinner's research
	Know and explain the social learning theory including imitation, identification, modelling, vicarious reinforcement
	Know and explain the social learning theory including the role of mediational processes and Bandura's research
	Know and explain the study of internal mental processes, the role of schema in cognitive approach
	Know and explain the use of theoretical and computer models to explain the mental processes. The emergence of cognitive neuroscience.
	Know and explain the biological approach: the influence of genes, biological structures and neurochemistry on behaviour
	Know and explain the basic assumptions of: Genotype and phenotype, genetic basis of behaviour, evolution and behaviour
	Know and explain the psychodynamic approach: the role of the unconscious
	Know and explain the psychodynamic approach: the structure of personality, that is ID, ego and superego

