



# YEAR 13 Autumn 2 TERM

'An ambitious curriculum that meets the needs of all'

## Medium Term Planning - Topic: Issues and Debates

<p><b>Curriculum Intent</b></p>	<p>Pupils will be taught, following National Curriculum guidelines, the following this term:</p>
<p><b>A c</b></p>	<p><b>Why do we teach this to students?</b> This is the synoptic unit which brings together knowledge from a broad range of psychology topics to tackle wider questions relating to psychology and psychological research.</p> <p><b>Why do we teach this now?</b> After completing all of the Year 1 course, students then have a broad range of topics to draw on, however we teach prior to some of the year 13 topics so they can apply their new knowledge on issues and debates as we go through when applying their prior knowledge in this synoptic unit. Particularly important to do before gender which has a lot of links with issues and debates. Also, teacher 2 can refer back to anything from forensic/ schizophrenia or year 1 topics as it is taught.</p> <ul style="list-style-type: none"> <li>● Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</li> <li>● Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> <li>● The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</li> <li>● Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> <li>● Idiographic and nomothetic approaches to psychological investigation.</li> <li>● Ethical implications of research studies and theory, including reference to social sensitivity</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>
<p><b>Spiritual, moral, social, and cultural development</b></p>	<p><b>SMSC:</b> understanding how cultural bias, ethnocentrism and eurocentrism affect psychological research.</p> <p><b>PSHE:</b></p> <ol style="list-style-type: none"> <li>1. How to talk about emotions accurately and sensitively</li> <li>2. That happiness is linked to being connected with others</li> <li>3. How to recognise the early signs of mental wellbeing concerns</li> <li>4. Common types of mental ill-health</li> </ol> <p><b>British Values: Tolerance of different culture &amp; religion</b> – through understanding how cultural bias, ethnocentrism and eurocentrism affect psychological research.</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 gender bias, androcentrism, ethical issues and socially sensitive research in cluding how people should be treated with respect, told the truth and treated with integrity.</p>
<p><b>Numeracy</b></p>	<p>RM is tested throughout the specification eg statistics on heredity</p>
<p><b>Literacy</b></p>	<p><b>Vocabulary Tier 2:</b> Gender bias, cultural bias, nature, nurture, social sensitivity, causal explanations, heredity <b>Vocabulary Tier 3:</b> androcentrism, universality, ethnocentrism, cultural relativism, determinism, epigenetics, holism, reductionism, levels of explanation, Idiographic, nomothetic</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 a critical analysis and discussion when evaluating.</p>



	<p><b>Oracy:</b> group work in the majority of lessons, think pair share activities. This topic gives opportunity to verbally debate throughout eg nature vs nurture, holism vs reductionism, freewill Vs determinism, ideographic Vs nomothetic.</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>
<b>QFT/SEND Provision</b>	<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>Implementation Curriculum Delivery</b>	<p>To be able to:</p>
<b>Learning Outcomes (Most powerful knowledge)</b>	Discuss gender universality and bias. Gender bias including androcentrism and alpha and beta bias
	Discuss cultural bias, including ethnocentrism and cultural relativism
	Discuss free will and determinism: hard determinism and soft determinism; biological, environmental determinism. The scientific emphasis on causal explanations
	Discuss the nature-nurture debate: the relative importance of heredity and environment in determining behaviour including the interactionist approach
	Discuss holism and reductionism: levels of explanation in psychology. Biological reductionism and (response) reductionism
	Discuss the Idiographic and nomothetic approaches to psychological investigation
	Understand ethical implications of research studies and theory, including reference to social sensitivity
	<p>Red denotes interleaving; aspects of knowledge covered previously.</p>
<b>Current learning to be developed in the future within:</b>	<p>Issues and debates can be used synoptically between all the papers. The students will begin to use issues and debates throughout the topics of year 2 and during revision will be able to add issues and debates to the AO3 of their Year 1 topics.</p>
<b>Assessment</b>	<p>Refer to assessment maps for formative and summative assessment opportunities.</p>
<b>Impact</b>	<p>Attainment and Progress – Refer to assessment results / data review documentation.</p>

