

<p><b>Subject</b></p> <p>Psychology (KS5)</p>	<p><b>Whole school curriculum purpose</b></p> <p>Our overall mission is to provide the young people of Greenwich with equal or better life chances than any other school in the UK with the accompanying vision of being a school where young people thrive and grow in an environment that brings out the best in everyone. In order to achieve this, we know that we must provide an excellent curriculum for our students, ensuring that they receive a world-class education which brings out the best in all of them and prepares them for success in education and life. Therefore, our curriculum equips children with powerful knowledge, maximises their cognitive development and nourishes their whole person and individual passions. Our overriding aim is that this curriculum liberates and empowers, providing students with the confidence to understand and shape the world around them, to be active and economically self-sufficient citizens, and to 'enter into the conversation of mankind' (Michael Oakeshott).</p>	<p><b>Subject purpose</b></p> <p>Our Psychology course provides the opportunity for students to explore their interests and be challenged on the very nature of what it means to be human. Psychology explores the workings of the mind to understand why we think and behave in the ways we do and how these can change. By studying different approaches in this topic, it gives us an insight into who we are, why we make different decisions given the same stimulus, and delves into society itself. Cognitive, behavioural and biological mechanisms are explored to gain a critical understanding of human development of concepts including memory, relationships, psychopathology and schizophrenia. Developing this awareness allows us to gain a greater understanding of ourselves and the people around us and gives us the skills to apply this knowledge in the real world to affect change in our communities.</p>
	<p><b>Whole school curriculum principles</b></p> <ul style="list-style-type: none"> <li>• <b>Entitlement:</b> Our curriculum is designed to be inclusive and cater for all of our students; all students have the right to learn what is in the curriculum, and our teachers have a duty to ensure that they are all taught the whole of it.</li> <li>• <b>Coherence:</b> Taking the National Curriculum as its starting point, our curriculum is carefully sequenced so that powerful knowledge builds term by term and year by year. We make meaningful connections within subjects and between subjects.</li> <li>• <b>Mastery:</b> We ensure that foundational knowledge, skills, and concepts are secure before moving on. Pupil's revisit prior learning and apply their understanding in new contexts.</li> <li>• <b>Adaptability:</b> The core content – the 'what' – of our curriculum is stable and in line with what the best schools are teaching, but we ensure we bring it to life for our own local context in South-East London. Equally, teachers will adapt lessons – the 'how' – to meet the needs of their own classes.</li> <li>• <b>Representation:</b> We are committed to the idea of 'the mirror and the window', that pupils see themselves in our curriculum, ensuring diversity and equality, but that our curriculum takes all pupils beyond their immediate experience, building cultural capital and aspiration.</li> </ul>	<p><b>Subject principles</b></p> <ul style="list-style-type: none"> <li>• <b>Entitlement:</b> Our science curriculum covers the National Curriculum. We have added to the content covered by the National Curriculum, but we have not removed any content specified in the National Curriculum. Offering Psychology at Key Stage 5 is an addition to support the opportunities our students have.</li> <li>• <b>Coherence:</b> We sequence our units to introduce knowledge and new ideas in a way that begins with the simplest and builds to the more complex, including a range of vertical concepts developed in a variety of contexts. Approaches and research methods are introduced in year 1 as these are applied to other topics within the curriculum.</li> <li>• <b>Mastery:</b> Reviewing prior knowledge is threaded throughout all units, with concepts and skills revisited, built upon, and developed in new contexts.</li> <li>• <b>Adaptability:</b> All lesson materials are editable and are reviewed and improved each cycle. There are scaffolding examples and assessment tools to identify gaps in learning for teachers to respond to.</li> <li>• <b>Representation:</b> A diverse range of names, images and psychologists/scientists are used in resources so that students from all backgrounds recognise the relevance of the discipline.</li> </ul>

- **Education with character:** Our curriculum, which includes the taught subject timetable as well as spiritual, moral, social, and cultural development, is intended to spark curiosity and to nourish both the head and the heart.

- **Education with character:** The psychology curriculum raises many ethical, culturally significant, and/or sensitive questions which students will want to explore in ways that go beyond the curriculum. We encourage teachers to respond sensitively to these and use their professional judgement to help students to reflect and have informed opinions on these.

## Curriculum Overview

### Term 1

	Spring 1	Why this? Why now?	Spring 2	Why this? Why now?
Year 12	Research Methods 2; (cont.) Attachment		Research Methods 1; Memory 1	
Year 13	Schizophrenia; Revision Relationships			

	Autumn 1	Why this? Why now?	Autumn 2	Why this? Why now?
Year 12	Approaches 1; Social Influence	Approaches 1 gives students the ground level understanding of where Psychology comes from. It then allows then students to develop a critical understanding of where it stands today, before delving into different theoretical ideas about how learning, thinking and behaving is shaped.	Psychopathology; Biopsychology 1	
Year 13	Approaches 2; Research Methods 3		Research Methods 3 (cont.); Biopsychology 2	

### Term 2

### Term 3