

## Year 11 Curriculum intent – 2022-23

	Autumn Term		Spring Term		Summer Term		
	1	2	1	2	1	2	
<b>Key Concepts</b>	Social Influence	Social Influence & Research Methods	Sleep & Dreaming & Research Methods	Memory	Memory & Research Methods	Revision / Exams	
<b>Knowledge &amp; Understanding</b>	<p>The impact of social groups, situations and other people on an individual's thoughts and behaviour,</p> <p>The impact of peer pressure and majority influence, including Obedience to authority, including the study of the situational factors that explain such behaviour</p> <p>Planning to conduct a psychological investigation and writing a hypothesis including null and alternative</p> <p>Using, understanding, interpreting and analysing numerical data and graphical representation of data</p>		<p>Functions, features and benefits of sleep, including internal and external influences on sleep, and the features and causes of sleep disorders</p> <p>The nature of dreaming including why and when dreaming occurs</p> <p>Planning to conduct a psychological investigation and writing a hypothesis including null and alternative</p> <p>Using, understanding, interpreting and analysing numerical data and graphical representation of data</p>		<p>The structure and process of human memory, including features of short-term and long-term memory</p> <p>Inputs and outputs of human memory, and how different types of memory are encoded and stored</p>		<p>Recap, revise, examination practice</p> <p>GCSE Exams</p>
<b>Assessment</b>	Mid Unit Assessment	End of Unit Assessment	End of Unit Assessment Mock Exams	Mid Unit Assessment Mocks Exams	End of Unit Assessment	GCSE Exams	
<b>Why this?</b>	<p>Another interesting area that students enjoy, especially as they can apply it their own life and experiences which enhances understanding, it offers another topic which has theories and studies that can be compare to the last- this can strengthen AO3 abilities which they might need assistance with after the summer holidays</p>		<p>It is interesting and helps students develop an understanding of disorders and their own good/bad sleep routines. Can link this to previously studies psychological problems. Has links with A Level psychology and contains complex biological concepts</p>		<p>Theoretical models are difficult to grasp earlier in the course as they as abstract, so this is a good point to introduce them. They can relate to memory, find it interesting, can carry out and take part in experiments, this provides them with a better understanding of Research Methods allowing them to improve their</p>		<p>Gives students a chance to practice/recall/test their knowledge, understanding, retention and skills from Psychology. Testing formatively gives students the</p>
<b>Why now?</b>							

			application skills. The core studies are more complex- these build on previous skills and knowledge, and there is a lot of complex biology that must be worked up to.	chance to synoptically link various concepts, theories, topics and skills from across the subject. This should be demonstrated through various types of questioning.
<b>Skills &amp; Characteristics</b>	Understanding/analysis of the behaviour of others and themselves Independence  Deeper AO3 skills Debating skills- as AO3 debates are introduced	Understanding Technology Applying this to advances in technology/visa versa	Understanding of complex biological concepts Analysis and application of Research Methods Extended AO3 skills	Independence Retention Application Knowledge Understanding Evaluation
<b>Aspirations &amp; Careers</b>	<ul style="list-style-type: none"> <li>• Police officer</li> <li>• Teacher</li> <li>• Advertising/marketing consultant</li> <li>• Political scientist</li> <li>• Social care worker</li> <li>• Lecturer in Social Psychology</li> <li>• Educational psychologist</li> </ul>	<ul style="list-style-type: none"> <li>• Practitioner psychologist in sleep disorders</li> <li>• Sleep technologist/technician (Polysomnographic technologist)</li> <li>• Sleep physiologist</li> <li>• Sleep pharmacology/medicine</li> <li>• Sleep counsellor (CBT)</li> <li>• Neurologist</li> <li>• Teacher</li> <li>• Lecturer in Cognitive Psychology</li> </ul>	<ul style="list-style-type: none"> <li>• Cognitive psychologist</li> <li>• Neuropsychologist</li> <li>• Neurologist</li> <li>• Dementia care nurse (Admiral nurse)</li> <li>• Brain injury support worker</li> <li>• Teacher</li> <li>• Advertising/marketing consultant</li> <li>• Social care worker</li> <li>• Lecturer in Cognitive Psychology</li> <li>• Educational psychologist</li> </ul>	Psychology A Level, A Levels in general, College, University, Apprenticeships or any of the previously mentioned jobs
<b>End points</b>	Pupils can define core theories, understand core elements of research	Pupils can make links between core theories to others (cross-unit), similarly with core elements	Pupils can make explicit links between core theories to others cross-unit, similarly with core elements of research. They can	

	<p>and understand the definitions of different types of research methods Pupils use some specialist key terms linking to core theories, core studies and research methods to show their understanding Pupils can use written and spoken language that explains and informs their use of diagrams. Pupils can use foundation level maths skills such as averages and drawing bar charts, scattergrams etc. In extended writing pupils can clearly write AO1 points with some rudimentary attempts at AO3</p> <p><u>Social influence</u> Explain the key components of theories (assumptions) and research (aim and findings) such as why people conform and obey</p> <p><u>Sleep and dreaming</u> Explain the key components of theories (assumptions) and research (aim and findings) such as reasons why we sleep and explanations of dreaming.</p> <p><u>Memory</u> Explain the key components of theories (assumptions) and research (aim and findings) such as how memory is stored and retrieved.</p>	<p>of research. They can explain some similarities and differences with clarity Pupils use developing specialist key terms linking to core theories, core studies and research methods to show their understanding Pupils can adapt written and spoken language that explains and informs their use of diagrams. Pupils can use some higher level maths skills such as histograms and distributions etc. In extended writing pupils can clearly write both AO1 and AO3 points with good yet inconsistent elaboration at AO3.</p> <p><u>Social influence</u> Students are able to clearly use key specialist terms from core theories (Situational and dispositional factors) and studies (Bickman and Natcen) , and apply some evaluation to them. This includes ACRE of core theories and APFC of core studies. Understand the practical application from core theories to society.</p> <p><u>Sleep and dreaming</u> Students are able to clearly use key specialist terms from core theories (Activation synthesis theory and Freud's theory of</p>	<p>explain similarities and differences with clarity, and use issues and debates key terms to help with this. Pupils use a wide range of specialist key terms linking to core theories, core studies and research methods to show their understanding and are able to justify their research method choice via evaluation. Pupils can adapt written and spoken language that explains and informs their use of diagrams. Pupils can use higher level maths skills such as histograms and distributions etc with ease. In extended writing pupils can clearly write both AO1 and AO3 points with good consistent elaboration at AO3.</p> <p><u>Social influence</u> Discuss and compare core theories (Situational and dispositional factors) and core studies (Bickman and Natcen) effectively, using key issues and debates for elaboration. Understand the practical application from core theories to society.</p> <p><u>Sleep and dreaming</u> Discuss and compare core theories (Activation synthesis theory and Freud's theory of dreaming) and core studies (Freud and Williams et al ) effectively, using key issues and debates for elaboration. Understand the practical application from core theories to society.</p> <p><u>Memory</u> Discuss and compare core theories (Multistore model of memory and the reconstructive memory theory) and core studies (Wilson et al and Braun et al) effectively, using key issues and debates for elaboration. Understand the practical application from core theories to society.</p>
--	--	---	---

dreaming) and studies (Freud and Williams et al) , and apply some evaluation to them. This includes ACRE of core theories and APFC of core studies.

Memory

Students are able to clearly use key specialist terms from core theories (Multistore model of memory and the reconstructive memory theory) and studies (Wilson et al and Braun et al) , and apply some evaluation to them. This includes ACRE of core theories and APFC of core studies