

Year 12						
When	<b>WHAT &amp; WHY WILL THEY LEARN?</b> (SOW overview linked to assessment Objectives) What do Yr12/13 need to know and be able to do by the time they leave TENC? How do you sequence the teaching? How do you revisit, revise and reinforce?		New Skill = NS Revisit = R Revision = RV	<b>Stretch and Challenge</b> (Differentiation – how will you stretch the most able to achieve top grades?) Is your curriculum challenging?	<b>CIEAG/Extension</b>  <b>Enrichment</b> Trips, workshops, speakers, local environment and experiences	<b>KS4 PRIOR LEARNING</b>  How will GCSE knowledge, skills & experience across 3 schools link to and support KS5 new knowledge and skills? This needs to show how you build links across the experiences of the different schools
Term Plan	<b>KNOWLEDGE &amp; SKILLS</b>	<b>Assessment Objective</b>				
	<b>Transition Task</b> The tasks below are designed to get the students thinking scientifically and alternative explanations to try and explain behaviours – this is the whole point of psychology <ol style="list-style-type: none"> <li>1. Critical thinking task – can science answer the question.</li> <li>2. Critical thinking – can the same result be explained by an alternative explanation</li> </ol>	AO3  AO3  AO1	<b>NS</b>  Critical thinking	These tasks are designed to stretch students, but these tasks build up their ability to think critically.		Thinking scientifically from science.

Subject: Psychology

	3. Optional - Research the core studies we will study.					
<b>Term 1</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Issues and debates</li> <li>• Research methods – designing research</li> <li>• Research methods – maths (Including inferential stats)</li> <li>• Social core studies</li> <li>• Cognitive core studies</li> <li>• Development core studies</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Applying issues and debates to the core studies</li> <li>• Exam skills paper 1&amp;2</li> <li>• Comparing core studies</li> <li>• Evaluating studies based on research methods learnt.</li> </ul> <p>By the end of this term, students should have a good knowledge of what psychology is about, how research is conducted and the steps researchers have to go through as well as being able to start analysing data sets (Paper1). Students will also have a good understanding of three areas of</p>	AO1/2  AO2/3	<b>NS</b> New knowledge          <b>NS</b> New application skills	<p>Applying debates to studies is a high-level skill. The student needs to have an understanding on what the debate is relating to, while also having sound knowledge in the study in question to be able to put it altogether and decide which debates could explain the results found.</p> <p>Evaluating the studies is a high-level skill as the student needs to bring in their knowledge from research methods to weigh up the strengths and weaknesses of a study.</p> <p>Inferential statistics is a high-level skill. Students need to be able to calculate inferential statistics by hand, following steps and analysing the results.</p>		<p>Maths – using descriptive stats (mean, mode, median, %, ratio, fractions etc).</p> <p>English – debating skills for applying the debates.</p>

Subject: Psychology

	<p>psychology and good knowledge of key studies in those areas (paper 2)</p> <p>Students will have sat at least one 1-hour long assessment by the end of this term and be assessed by homework tasks and exam questions throughout.</p>					
<b>Term 2</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Biological core studies</li> <li>• Research methods – knowledge and inferential stats</li> <li>• Research methods – practical activity</li> <li>• Individual differences core studies</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Section C of the core study paper.</li> <li>• 15-mark research method question.</li> <li>• Comparing core studies</li> <li>• Evaluating studies based on research methods learnt.</li> <li>• Applying issues and debates to the core studies</li> </ul>	<p>AO1/2</p> <p>AO2/3</p>	<p><b>NS</b> New knowledge</p> <p><b>NS</b> Exam skills</p> <p><b>R</b> Eval and app skills are being</p>	<p>Term 2 brings with it the harder research methods evaluation. In this term we try to move students away from simply saying 'the reliability is high' to describing which reliability is high and how exactly they know this.</p> <p>Students begin to plan, conduct and analyse their own piece of research (needed for the exam) which requires a high-level of organisation and teamwork skill to ensure the project is completed properly and on time.</p> <p>The nature of the biological and individual differences</p>		<p>Maths – using descriptive stats (mean, mode, median, %, ratio, fractions etc).</p> <p>English – debating skills for applying the debates. Comparison skills.</p> <p>Exam skills: PEE paragraphs and comparison paragraphs from a range of different subjects.</p> <p>Science – biological studies link back to GCSE</p>

## Subject: Psychology

	<ul style="list-style-type: none"> <li>Revision of all year 12 content</li> </ul> <p>Exams:</p> <ul style="list-style-type: none"> <li>Jan mock covering the core studies and research methods knowledge learnt last term.</li> </ul> <p>By the end of this term, students have covered all the year 12 content and have been taught revision skills in order to recall the information. Students will sit the Jan mock which will be a 2-hour paper split in half with research methods being 50% of the paper and core studies being the other 50%. As it positioned at the beginning of this term, the exam will only cover content learnt in term 1. Students will however be assessed with classroom tests and homework throughout the term.</p>		<p>applied to different studies</p> <p><b>RV</b></p>	<p>core studies lends themselves to the higher ability students. These studies are broken down so that each student has the opportunity to learn them, but a high-level student will need to be including the areas of the brain which are affected and how they are affected.</p>		<p>biology and areas of the brain. Conducting practical activities will be similar to science experiments so students will use skills learnt in science to help them be successful.</p>
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## Subject: Psychology

<b>Term 3</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>Issues in mental health (paper 3)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Revision for mocks</li> </ul> <p>Exams:</p> <ul style="list-style-type: none"> <li>End of year exams</li> </ul>	AO1/2/3	<p><b>NS</b></p> <p>New knowledge, skill and exam.</p> <p><b>RV</b></p>	<p>The Issues in Mental Health unit is challenging in itself. Not only is the content hard for people to discuss, but the exam questions asked students to discuss the wider implications of the content. For example: how has a study changed our understanding, or how have treatments developed because of this knowledge. This part of the exam is less focused on simple knowledge and moves into applying that knowledge to the real world.</p>	Possible links to PSHE.
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Year 13						
When	<b>WHAT &amp; WHY WILL THEY LEARN?</b> (SOW overview linked to assessment Objectives)		<b>New Skill = NS</b> <b>Revisit = R</b> <b>Revision = RV</b>	<b><u>Stretch and Challenge</u></b> <b>(Differentiation – how will you stretch the most able to achieve top grades?)</b>	<b><u>CIEAG/Extension</u></b>	<b><u>KS4 PRIOR LEARNING</u></b>
Term Plan	<b><u>KNOWLEDGE &amp; SKILLS</u></b>	<b>Assessment Objective</b>		<b>Band 5 = Informed</b> <b>Band 6 = Mature</b>	Trips, workshops, speakers, local environment and experiences	<b><u>IDENTIFY LINKS</u></b> How will you link learning between schools? What common threads do you have?

## Subject: Psychology

	<p><b>Transition Task</b></p> <p>Students are instructed to make sure their folders are all up-to-date and that revision materials are made for year 12 content and mental health topic. This is to be shown in September.</p> <p>If students have been given the year 13 textbooks before the end of the year, then they are asked to read ahead the studies which will be looked at over the coming year.</p>	AO1	<b>RV</b>	Having the textbooks before the summer will benefit all students as they have the chance if they wish to get ahead.		This task is designed to revise all previous year 12 content. English, maths and science GCSE will support students with the respective elements of the course.	Only taught at Huxlow.
<b>Term 1</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>• Criminal topic (paper 3)</li> <li>• Environmental topic (paper 3)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>• Application to the real world – how the studies relate to real life cases to</li> </ul>	<p>AO1/2/3</p> <p>AO2/3</p>	<b>NS</b> New knowledge, skill and exam.	Exam questions in paper 3 allow for differentiation. There are things that must be included in the question to gain particular marks and this increases in difficulty as the marks increase. Students are informed as to what exactly will give them the higher marks especially in the 15-mark		<p>Strong PEE paragraphs are needed for the 15-mark questions in paper 3 – English</p> <p>Science is involved in the Environmental topic when</p>	Only taught at Huxlow.

## Subject: Psychology

	<p>help improve aspects of life.</p> <ul style="list-style-type: none"> <li>New exam technique skills needed.</li> </ul> <p>During this term, the students will complete the content for paper 3 and will develop their longer answer writing skills in order to be successful for this exam.</p>			<p>questions and as teachers we encourage the higher-level students to be including the higher-level analysis into their writing.</p>		<p>considering biological rhythms and the impact of stress on the body.</p>	
<b>Term 2</b>	<p>Knowledge:</p> <ul style="list-style-type: none"> <li>The remainder of the core studies (10)</li> </ul> <p>Skills:</p> <ul style="list-style-type: none"> <li>Exam skills</li> </ul> <p>During this term, students will finish the content (just after February half term) which will complete paper 2 content. Students will then spend the rest of the term leading up to the exam</p>	<p>AO1/2/3</p> <p>AO2</p>	<p><b>NS</b></p> <p>New knowledge, skill and exam.</p> <p><b>RV</b></p>	<p>More independent work is expected from the higher-level students. Students are aware of what information is needed in the core studies and how to evaluate, so students are encouraged more to be independent and come to lesson with the analysis completed.</p> <p>Mark schemes are available for students to see how to obtain higher marks in exam questions.</p>		<p>English – concise writing skills needed to answer the exam questions in the time allowed.</p>	<p>Only taught at Huxlow.</p>

## Subject: Psychology

	revising and practising exam questions and techniques.			Exam feedback is differentiated to fit the students predicted grade; therefore higher-level students are given feedback which will enable them to achieve the higher-band in exam questions.			
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