



# Psychology

## Our Intent

The Psychology curriculum at TLA introduces students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills in order to equip students with the skills that they will need in future studies and beyond school life.



It promotes the relevance of psychology now and in the future, raising awareness of the strengths and weaknesses of psychological research and its real-life applications through the provision of a broad and balanced curriculum including many aspects of cognition and behaviour and social context and behaviour. The curriculum is designed to create a fun and engaging curriculum which develops students' knowledge and understanding of psychology, whilst developing key skills and teaching key psychological concepts. It is our job as Psychology teachers to inspire our students' interest in the subject in order to develop the next generation of researchers, encouraging students to be inquisitive and analytical in their approach. They should be able to debate psychological theories and work collaboratively with others to design, plan and carry out research. Our hope is that the skills practised, and experiences that students have in their psychology lessons will be a solid foundation for a lifelong interest in Psychology.

## Our 'why'

It is vital that our young people have an awareness and a genuine consideration of the important psychological issues which surround their everyday lives. We see it as our responsibility to educate the future generations in a way that allows them to be cautious, considerate and curious of the psychological issues that affect our everyday lives and behaviours. Teaching should equip students to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. Psychology helps students to understand the complexity of cognition, behaviour and social contexts, as well as a greater understanding of their own and others behaviour and responses to real-world situations.

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## Our 'how'

Our curriculum is sequenced in such a way to support the students' development of how they learn and recall information through the development of schema and, consequently, knowledge and understanding. Teachers guide students to make connections to previous and future learning and cross-curricular study through carefully considered and deliberate activities: from low-stakes testing and recall tasks; questioning and promoting discussion and debate; and refined and tailored teaching episodes with built in practical application opportunities, with carefully spaced diagnostic and summative assessments to best meet the needs of students. Our aim is to develop considered, informed, independent thinkers that leave us with a range of skills and a clear ability to be critical and confident as they navigate their way through their academic career and adult life.

Literacy is a fundamental part of all Psychology lessons and is at the core of everything we do in order to further the development of students' literacy skills. Reading activities are used regularly to actively engage students with texts and develop comprehension skills, a key skill needed within the exam and across the curriculum. Verbal literacy is also a key feature of lessons and students are encouraged to use both subject specific vocabulary and more ambitious vocabulary to answer questions in full sentences, demonstrating a range of oracy skills. Developing writing skills to be able to write "like a psychologist" is a key feature and is linked to scenario questions as well as extended answers. Students experience opportunities to develop writing skills appropriate to a wide range of command words in the context of Psychology.