



Christleton High School

Psychology

The English curriculum is student-driven and embraces the idea that very little in life is so binary that it has a right or wrong answer. Our curriculum embraces a broad range of topics at both local and hidden levels and aims to introduce students to the best that has been thought or written, producing young polymaths akin to the renaissance ideal and engendering an appreciation of human creativity and achievement.



Curriculum Overview

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1. What are we trying to achieve?

The English curriculum aims to							
Curriculum vision	Develop students into happy, hardworking and caring people, who aspire to be the best they can be and ensure their aspirations are brought to life						
Core values of	Cheerful	Caring	Committed	Collaborative	Creative		
Focus for learning	Attitudes- determined, respectful, dedicated, helpful		Habits- resilient, resourceful, reflective and collaborative		Skills- literacy, numeracy, ICT, personal, learning and thinking skills		Knowledge and understanding- subject expertise to shape our knowledge of the world

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2. How do we organise learning?

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes							
Approaches to learning inside and outside of the classroom	Varied approach- matched to learning need e.g. enquiry, instruction, practical	Assessment- fit for purpose and integral to teaching and learning. AFL Summative	Personalised- offering challenge and support to enable all learners to make progress	Retrieval- in the form of low stake testing to help students with long term knowledge gains without pressure	Metacognition- encourage learners to reflect on their own learning	Learning Habits- students are given opportunities to work collaboratively, reflectively and with resilience	Targeted resources- matched to learning need- use of time, space, people, materials

Knowledge and skills	Research <i>Methods: Designing and assessing Studies</i>		Mathematical Analysis	Theories, Studies, Concepts	Approaches	Issues & Debates	SMSC, Healthy mind and body	
Topics	Memory, Attachment, Social Influence, Approaches, Psychopathology. Schizophrenia, Relationships, Biological Rhythms, Forensic Psychology.							
Psychology specific approaches to learning	Concepts & Studies. Students will learn specific concepts in each section of the specification. They are encouraged to prepare definitions of these. A key study will usually be identified in each topic. Information will focus on procedure and findings.	Theories & Models Several explanatory theories and models will be studied. Students will use concepts to explain models, between research and theory and explore positive and negative evaluations of models and theories.	Evaluation Students will explore a range of evaluation strategies for such as methodological issues, Issues & Debates, Comparison, Methodological issues, practical applications, theory/concept failure. All students are required to learn 3 points per area. 4 or more are required for higher achievers	Short Question Answering The approach to answering short questions involves Identify point. Elaborate point. For evaluation answers it is also necessary to say why the point has been raised.	Essay Writing	Application	Research Methods Skills	Mathematical Skills

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3. How well are we achieving our aims?

To ensure teaching and learning is effective so that learners understand quality and how to improve								
Evaluating impact	Look at whole child e.g. progress and personal development	Uses information intelligently to identify areas for development	Use a wide range of both qualitative and quantitative	Creates a continuous improvement cycle	Uses a variety of techniques to collect and analyse information	Choose assessments that are fit for purpose	Ensure all information is quality assured by a "critical friend"	Convey impact to all stakeholders in a simple clear format

To secure							
How we measure the impact	Visualiser strategies	Live marking policy	Formative feedback techniques following summative assessment	Diagnostic tools			

English Curriculum