

# Key Stage 4 Psychology



## Chelsea Community Hospital School

At Chelsea Community Hospital School (CCHS), the Psychology GCSE is taught following the AQA 8182 Specification, or the specification of the learner's school, based on the Department of Education's Guidance. At CCHS we recognise that learners in a hospital school setting have often missed significant periods of school and may join us with spiky learning profiles and gaps in their learning. CCHS staff tailor teaching and learning in Psychology to the level, specification and pace specific to each learner. For all areas of Psychology teaching we use our own planning, set work from a student's enrolled school, and the pupil's interests as an aid to motivation and engagement.

### Intent

- The opportunity to study an inspiring and engaging curriculum
- To provide a broad and coherent course of study which develops an understanding of the individual, including both the self and others
- To build skills which allows learners to apply their knowledge and skills to their everyday lives including informed decisions of their further study and career choices
- To develop ethical practical investigation skills
- To understand how psychological phenomena can explain everyday scenarios
- To develop arguments and draw conclusions through a critical psychological approach
- Learners will develop skills to be able to interpret statistical data and how conclusions can be drawn from this
- Develop an understanding of psychological issues
- To understand how psychology contributes to society
- With the community pupils, to provide the full AQA Psychology 8182 Specification, Paper 1: Memory, Perception, Development, Research Methods and Paper 2: Social Influence, Language, Thought and Communication, Brain and Neuropsychology and Psychological Problems

### Implementation

- The Psychology curriculum is planned based on the individual learners needs or the AQA Psychology 8182 specification
- Delivery of the Psychology curriculum can also involve work from pupil's enrolled schools and work stemming from the interests of individual pupils
- Where possible prior learning is considered and opportunities for revision of theories and research studies are built into lessons
- The introduction and revision of key vocabulary is built into each lesson
- There will be the opportunity to create, carry out, report and evaluate a research study
- Application to scenarios of concepts, theories and research studies are implemented into each lesson
- Constructive debate to allow for understanding of different perspectives and to develop evaluation skills will be built in from the beginning of the course
- Scaffolding of exam skills will be introduced from the beginning of the course and practiced and developed in each lesson

- Psychology lessons will allow learners to take part in replications of past research wherever possible

### Impact

- Pupils are engaged, curious and respectful in Psychology lessons and relish the challenge and opportunities that the subject offers
- Impact is measured through key questioning built into lessons with the aim that pupils can articulate what they have learned
- Learners can describe, apply and evaluate key theories, studies and research methods in the form of exam style answers.
- Pupils are analytical in their thinking, making informed and balanced judgements based on their knowledge of psychology
- Pupils are able to apply their knowledge to everyday scenarios to make informed decisions

### English as an Additional Language

At CCHS, we welcome and value the cultural and educational experiences that pupils with EAL bring to our school. We value a student's linguistic skills in their own language(s) and acknowledge the time it takes to become confident in another language. We use a range of teaching strategies and resources to support EAL learners.

### Pupils with Special Educational Needs

CCHS is an inclusive school and we aim to give all our students equal access to our classrooms and resources regardless of their special educational needs or disabilities.

In Psychology, students with SEN will be supported to engage meaningfully in their learning through quality first teaching whereby they receive high quality teaching, differentiated for individual pupils using individualised strategies, support and curricula which are reviewed and improved on a regular basis.

Given the unique changing profile of our students there are specialised SEN teachers which can be consulted to offer targeted and specialised support through high quality interventions (see SEN Curriculum Statement for further information).