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| Flat_BL@2x-100 | Wollaston School: 2023/24 Curriculum Map for PsychologyCurriculum Lead: Lydia Pickwick | cid:image001.png@01D52C2F.ED74AF70 |
| **Curriculum Aim and scope**: Develop a deep understanding of the scientific study of the mind, brain and human behaviour. Students will enhance their knowledge of the world we live in with topics including how we perceive the world, mental illness and the difference between animal and human communication |

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| **Year** | **Term** | **Unit** | **Description of what is being taught including end learning goals****Clearly outline substantive knowledge required (not just skills)** | **Links to National Curriculum**  | **Subject Specific Terminology and Key Words** | **Prior knowledge (including previous key stage/retrieval required** | **Assessment and Homework****(How is the learning being checked- how do you know it is is being remembered?** |
| **Year 10** | Half term 1 | Social influence  | Understand and be able to explain how social factors (Group size, anonymity & task difficulty) and dispositional factors (Personality & expertise) affect conformity. Understand and be able to evaluate Asch’s study of conformity. Understand the research methods concepts of ethics and controlled environments (Artificiality) to be able to evaluate the experiments in this topicUnderstand and be able to evaluate Milgram’s Agency theory of social factors affecting obedience.Understand the difference between a ‘theory’ in Psychology and an ‘experiment’Understand and be able to evaluate Adorno’s theory of the Authoritarian Personality (Dispositional factor) affecting obedience.Understand and be able to evaluate Piliavin’s subway study. Understand and be able to explain how social factors (Presence of others & cost of helping) and dispositional factors (Similarity to victim & Expertise) affect bystander intervention.Understand what is meant by collective behaviour. Understand and be able to explain how social factors (Social loafing & culture) and dispositional factors (Personality & morality) affect collective behaviour.  | History: Discuss how 1950s America may have been extra conforming due to McCarthyismDiscuss how Nazi Germany/ SS soldiers may have been acting immorally due to the Agency theory/ perceived authorityScience:Experimental settings, the need for control and standardisation in establishing a cause and effectPSHE: Peer pressure and deindividuation (More likely to act immorally in a group) why and how to avoid this | * Conformity
* Social factors
* Dispositional factors
* Unethical
* Artificial
* Locus of control
* Obedience
* Agency theory
* Agentic state
* Autonomous state
* Authority
* Culture
* Authoritarian personality
* Cognitive styles
* Displacement
* Bystander behaviour
* Antisocial behaviour
* Collective behaviour
* Crowd
* Deindividuation
* Prosocial behaviour
* Social loafing
 | First topic taught so no links to previous Psychology content. Specifically placed the learning of social influence first as has links to KS3 History which all students have learnt which increases the engagement of students as they can relate to the concepts of conformity and obedience. Although this topic is on paper 2 the engagement seen in teaching this topic, makes it ideal to introduce Psychology to students in year 10. Links to History KS3 when looking at obedience, specifically the Agency theory being explained in terms of causing obedience in Nazi Germany. The holocaust.Links to Science experiments and use of controlled environment, conditions and standardised procedures | \*All homework is completed in a homework-assessment book. Students are set revision focused homework every two weeks in preparation for their next assessment. The assessments are completed in the book (If an essay) or stuck into assessment book (multiple choice tests and exam papers) Mock papers (Year 10 & 11) are put in an assessment folder.Teacher marking of assessment (Twice half termly) is evidenced in the assessment book (Not in class-note book)All fix it work is completed in the homework-assessment book Mid unit homework: students must complete at least 2 full A4 pages of their book to evidence revision Mid unit assessment (25 marks): X1 9 marker ‘Outline & evaluate Ash’s experiment into conformity’ plus X16 mark knowledge multiple choice questions on half topicEnd of unit homework: Two additional pages on this topic.End of unit assessment (25 marks): X25 mark exam questions on whole topic (Reflective of exam) |
|  | Half term 2 | Memory | Understand the processes of memory: encoding (input), storage, and retrieval (output). Understand how memories are encoded and storedUnderstand and be able to evaluate the multi-store model of memory and the sensory, short-term and long-term memory stores.Understand the features of each memory store in terms of durations, encoding types and capacitiesUnderstand primacy and recency effects and the effects of serial position on recallUnderstand and be able to evaluate Murdock’s serial position curve studyUnderstand the different types of long term memory: episodic, semantic and procedural.Understand and be able to evaluate the theory of reconstructive memory. Understand and be able to evaluate Bartlett’s War of the Ghosts study. Understand the concept of ‘effort after meaning’. Understand factors such as interference, context and false memories and the effect they have on the accuracy of memory.  | All subjects: Knowledge on how attention is needed to move information into short term memory and working memory must be elaboratively rehearsed to enter long term memory. Links to revision techniques/ retrieval practice tasks in other subject lessons and emphasises the importance of these | * Encoding
* Retrieval
* Long term memory
* Short term memory
* Episodic memory
* Semantic memory
* Capacity
* Duration
* Sensory memory
* Primary effect
* Recency effect
* Serial position curve
* Reconstructive memory
* Interference
* Context
* False memory
 | Specifically placed the teaching of memory after Social influence as they are starkly different topics- Social influence is Social Psychology and memory is Cognitive Psychology. Doing this limits the chance of interference of learning and students mixing ideas and concepts up between the cognitive topics (MEG: memory and perception)Prior knowledge of exam skills: Knowledge/ application/ evaluation needed from topic one. Prior knowledge of the structure for 9 markers A01:4 A03:5Knowledge on the difference between a theory and an experiment from Social influenceKnowledge on key evaluation points: ethics and artificially used to continue evaluating memory experiments | \*See top box for details on assessment book\*Mid unit homework: 2 pages of current topic revision.Mid unit assessment (25 marks): X1 9 marker ‘Outline & evaluate the multistore model of memory’ plus X16 mark knowledge multiple choice questions on half topic.End of unit homework: 2 more full pages of revision of current topic PLUS at least 1 page of previous topic revision (3 pages of evidenced revision in total.)End of unit assessment (35 marks): X25 mark exam questions on whole topic (Reflective of exam) plus X10 mark knowledge multiple choice questions on social influence (Previous topic) |
|  | Half term 3 | Development | Understand early development of the brain, including the brain stem, thalamus, cerebellum and cortex. Understand the early development of autonomic functions, sensory processing, movement and cognition. Understand the roles of nature and nurture in human development.Understand Piaget’s concepts of assimilation and accommodation. Understand Piaget’s four stages of development. Understand educational applications of Piaget’s theory and his stages.Understand and be able to evaluate Hughes’ ‘policeman doll study’ on egocentrismUnderstand the research methods concept of representatives and sample size to be able to evaluate the experiments in this topicUnderstand and be able to evaluate McGarrigle and Donaldson’s ‘naughty teddystudy’ on conservation.Understand and be able to evaluate Piaget’s Theory of Cognitive Development. Understand and be able to evaluate Dweck’s Mindset Theory of learning. Understand the role of praise and self-efficacy beliefs in learning and be able to evaluate the usefulness of these ideasUnderstand learning styles including verbalisers and visualisers and be able to evaluate the usefulness of these ideasUnderstand and be able to evaluate Willingham’s Learning Theory. | Health and social care: Cognitive development links to the Intellectual development of children (PIES)All subjects: The application to education aspect of Piaget’s theory links to all subjects explaining the changes in tasks they will be asked to do over the years- understand the need for example for 12+ students to evaluate/ think hypothetically | * Autonomic function
* Brain stem
* Cerebellum
* Cognition
* Cortex
* Nature
* Nurture
* Thalamus
* Womb
* Accommodation
* Assimilation
* Schema
* Conservation
* Representativeness
* Egocentricity/ egocentrism
* Sensorimotor
* Pre-operational
* Concrete operational
* Formal operational
* Readiness
* Rote learning
* Fixed mindset
* Growth mindset
* Praise
* Self-efficacy
* Learning style
* Verbaliser
* Visualiser
* Self regulation
* Neuroscience
 | Specifically placed the teaching of development after memory as the similarity in the topics of memory & perception- both being cognitive Psychology can cause interference in learning. Teaching development between these topics reduces this. Knowledge on exam skills/ layout and different between theory/ experiment form previous two topicsKnowledge of brain regions (specifically the medulla and cerebral cortex) form the memory topicKnowledge on key evaluation points: ethics and artificially used to continue evaluating development experiments | \*See top box for details on assessment book\*Mid unit homework: 2 pages of current topic revision.Mid unit assessment (25 marks): X1 9 marker ‘Outline & evaluate Hughes’ police doll study’ plus X16 mark knowledge multiple choice questions on half topic.End of unit homework: 2 more full pages of revision of current topic PLUS at least 1 page of each previous topic’s revision (4 pages of evidenced revision in total.)End of unit assessment (45 marks): X25 mark exam questions on whole topic (Reflective of exam) plus X10 mark knowledge multiple choice questions on social influence (First topic) and X10 mark knowledge multiple choice questions on memory (Previous topic) |
|  | Half term 4 | Perception | Understand the concepts of sensation and perception. Understand the monocular depth cues of height in plane, relative size, occlusion and linear perspective.Understand the binocular depth cues of retinal disparity, convergence.Identify and describe the Ponzo, the Müller-Lyer, Rubin’s vase, the Ames Room, the Kanizsa triangle and the Necker cube illusions.Understand why and how ambiguity, misinterpreted depth cues, fiction and size constancy cause visual illusions. Understand and be able to evaluate Gibson's direct theory of perception. Understand motion parallax.Understand and be able to evaluate Gregory's constructivist theory of perception.Understand the concepts of culture, motivation and emotion and how they affect perception.Understand the concept of perceptual set and how expectation affects perceptionUnderstand and be able to evaluate Bruner and Minturn’s study of perceptual set. Understand and be able to evaluate Gilchrist and Nesberg’s study of motivation.  | Art: Understanding of size constancy in our ability to perceive distance: how monocular depth cues allow us to do this; Height in plane, occlusion, relative size and linear perspective | * Perception
* Sensation
* Monocular depth cue
* Height in plane
* Linear perspective
* Occlusion
* Relative size
* Binocular depth cue
* Retinal disparity
* Convergence
* Visual constancies
* Visual cues
* Ambiguity
* Fiction
* Misinterpreted depth cues
* Size constancy
* Visual illusion
* Direct theory
* Motional parallax
* Nature
* Constructivist theory
* Inference
* Nurture
* Perceptual set
* Culture
* Emotion
* Motivation
* Expectation
 | Knowledge on exam skills/ layout and different between theory/ experiment form previous two topicsLinks to basic understanding of cognitive approaches in Psychology- using models and representations and explaining thinking through the form of processesKnowledge of the difference between nature vs nurture from the development topicKnowledge on key evaluation points: ethics and artificially used to continue evaluating perception experiments | \*See top box for details on assessment book\*Mid unit homework: 2 pages of current topic revision.Mid unit assessment (25 marks): X1 9 marker ‘Outline & evaluate Gibson’s direct theory of perception’ plus X16 mark knowledge multiple choice questions on half topic.End of unit homework: 2 more full pages of revision of current topic PLUS at least 1 page of each previous topic’s revision (5 pages of evidenced revision in total.)End of unit assessment (55 marks): X25 mark exam questions on whole topic (Reflective of exam) plus X10 mark knowledge multiple choice questions on social influence (First topic) plus X10 mark knowledge multiple choice questions on memory (Second topic) and X10 mark knowledge multiple choice questions on Development (Previous topic) |
|  | Half term 5 | The brain and Neuropsychology& Mock exam preparation | Understand the structure and functions of the human nervous system.Understand the autonomic nervous system and the fight or flight response. Understand and be able to evaluate the James-Lange theory of emotion.Understand sensory, relay and motor neurons, synaptic transmission: release and reuptake of neurotransmitters, excitation and inhibition.   | Biology: The nervous system, fight or flight, neuron structure, function and synaptic transmission | * Autonomic nervous system
* Central nervous system
* Peripheral nervous system somatic nervous system
* Fight or flight
* Sympathetic nervous system
* Parasympathetic nervous system
* Adrenaline
* Hormone
* Cardiovascular system
* Hypothalamus
* Physiological
* Emotion
* Arousal
* Excitatory
* Inhibitory
* Neuron
* Neurotransmitter
* Synaptic transmission
 | Brain and neuropsychology positioned before the teaching of Psychological problems because students need to understand the process of synaptic transmission first to be able to apply this knowledge to causes and treatments of depression.The topic has been arranged, so students access the two halves separately; first they examine the brain and it’s functions. Then they look at the nervous system more generallyKnowledge on exam skills/ layout and different between theory/ experiment form previous two topicsKnowledge on key evaluation points: ethics and artificially used to continue evaluating Neuropsychology experiments | \*See top box for details on assessment book\*MID UNIT homework: 2 pages of current topic revision.Mid unit assessment (25 marks): X1 9 marker ‘Outline & evaluate two scanning techniques used to identity brain functioning’ plus X16 mark knowledge multiple choice questions on half topic.MOCK exam homework: ATLEAST X2 full A4 pages evidenced for each topicMOCK EXAM: 20 marks X4 sections (To fit into double lesson). Social influence, memory, development & perception. |
|  | Half term 6  | The brain and Neuropsychology | Understand brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum. Understand basic function of these structures.Understand localisation of function in the brain and the motor, somatosensory, visual, auditory and language areas. Understand and be able to evaluate Penfield’s study of the interpretive cortexUnderstand what cognitive neuroscience is. Understand the use of scanning techniques to identify brain functioning. Understand and be able to evaluate Tulving's 'gold' studyUnderstanding how neurological damage, can affect motor abilities and behaviour.Understand and be able to evaluate Hebb's theory of learning and neuronal growth. | Biology: Structure of the brain  | * Cerebellum
* Cerebral cortex
* Localisation
* Interpretive cortex
* Cognitive neuroscience
* Neurological damage
* CT scan
* FMRI scan
* PET scan
* Episodic memory
* Semantic memory
* Plasticity
* Cell assemblies
* Engram
 | Knowledge on exam skills/ layout and different between theory/ experiment form previous two topics | \*See top box for details on assessment book\*End of unit homework: 2 more full pages of revision of current topic End of unit assessment (25 marks): X25 mark exam questions on whole topic (Reflective of exam) No 10 marker knowledge questions on previous topics, as this knowledge has just been tested for the mock exam. End of year/ summer homework: Exam practice booklets from mock topics; Social, memory, development & perception |
| **Year 11** | Half term 1 | Language thought and communication | Understand differences between human and animal communication, particularly the limited functions of animal communication.Understand and be able to evaluate Von Frisch’s bee study.Understand properties of human communication not present in animal communication.Understand and be able to evaluate Piaget’s theory.Understand and be able to evaluate the Sapir-Whorf hypothesis. Understand variations in recall of events and recognition of colours.Understand how to define non-verbal communication and verbal communication. Understand the functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion. Understand body language including open and closed posture, postural echo and touch. Understand personal space including cultural, status and gender differences. Understand and be able to evaluate Darwin’s evolutionary theory of non-verbal communication. Understand evidence that non-verbal behaviour is innate.Understand evidence that non-verbal behaviour is learned. Understand and be able to evaluate Yuki’s study of emoticons. | Science: Sexual selection and mate choice: ‘Reproductive’ communication methodsEnglish: Language development and acquisition: Piaget – how children; s language demonstrates thought | * Animal communication
* Multiple channels
* language
* Schema
* Sapir-Whorf hypothesis
* Non-verbal communication
* Verbal communication
* Eye contact
* Body language
* Closed posture
* Open posture
* Postural echo
* Culture
* Gender
* Personal space
* Status
* Adaptive
* Evolution
* Innate
* Neonates
* Sensory deprivation
* Emoticon
 | Language taught between the brain & neuropsychology to avoid interference between the topics- eg: Synaptic transmission alone and synaptic transmission applied to depression- if students answered the latter in a brain and neuropsychology topic, they would not be awarded full creditKnowledge on exam skills/ layout and different between theory/ experiment form previous two topicsKnowledge on key evaluation points: ethics and artificially used to continue evaluating language experiments | \*See top box for details on assessment book\*Mid unit homework: 2 pages of current topic revision.Mid unit assessment (25 marks): X1 9 marker ‘Describe and evaluate one study that has investigated animal communication’ plus X16 mark knowledge multiple choice questions on half topic.End of unit homework: 2 more full pages of revision of current topic PLUS at least 1 page of each previous topic’s revision (5 pages of evidenced revision in total.)End of unit assessment (75 marks): X25 mark exam questions on whole topic (Reflective of exam) plus X10 mark knowledge multiple choice questions on each previously learnt section; on social influence, memory, Development, perception & Neuropsychology  |
|  | Half term 2 | Mock exam preparation & Psychological problems &  | Understand characteristics of mental health. Understand cultural variations in beliefs about mental health problems. Understand how and why the incidence of significant mental health problems has changed over time.Understand individual and social effects of mental health problems.Understand the differences between unipolar depression, bipolar depression and sadness. Understand the use of International Classification of Diseases in diagnosing unipolar depression.Understand biological explanations and psychological explanations for depressionUnderstand the use of antidepressant medications and cognitive behaviour therapy (CBT) to improve mental health (including the reductionist and holistic perspectives). Understand and be able to evaluate Wiles’ study of the effectiveness of CBT | Science/ Biology: Synaptic transmission & neurotransmitters PSHE: Mental health awareness, Psychiatric disorders, stigma and individual and societal impacts of mental health problems  | * Mental health problem
* Economy
* Social care
* Coping
* Clinical depression
* Unipolar depression
* Bipolar depression
* Symptom
* Diagnostic statistical manual (DSM)
* International classification for disease (ICD)
* Nature
* Neurotransmitter
* Serotonin
* Synaptic cleft
* Vesicle
* Receptor
* Reuptake
* Transporter
* Presynaptic neuron
* Tryptophan
* Antidepressant
* Selective serotonin reuptake inhibitor
* Holistic
* Reductionist
* Cognitive behavioural therapy (CBT)
* Cognitive
* Irrational
* Client
* Treatment resistant
 | Understand of synaptic transmission from the brain & neuropsychology topic to understand imbalances of neurotransmissionKnowledge on exam skills/ layout and different between theory/ experiment form previous two topicsKnowledge of the cognitive approaches to psychology (Memory & perception) to understand the cognitive explanation of depression. Knowledge of the information processing model (Encoding, storage, retrieval) in particular to apply to cognitive behavioural therapy processes Knowledge on key evaluation points: ethics and artificially used to continue evaluating Psychological problems Experiments | \*See top box for details on assessment book\*MOCK exam homework: ATLEAST X2 full A4 pages evidenced for each topic (See topics below)MOCK EXAM: 25 marks X4 sections (Full paper) Social influence, perception, language & NeuroPsychology MID UNIT homework: 2 pages of current topic revision (Psychological problems)Mid unit assessment 25 marks: X1 9 marker ‘Outline & evaluate the biological explanation of depression’ plus X16 mark knowledge multiple choice questions on half topic. |
|  | Half term 3 | Psychological problems & research methods | Understand the difference between addiction and dependence and the difference between substance misuse and substance abuse. Understand the use of International Classification of Diseases in diagnosing addiction (dependence syndrome.Understand the biological and psychological explanations for addiction. Understand and be able to evaluate Kaij’s twin study of alcohol abuse.Understand the use of aversion therapy and self-management programmes to improve mental health (including the reductionist and holistic perspectives).**Research methods**Understand the difference between quantitative and qualitative data. Understand the difference between primary and secondary data.Understand target populations. Understand the named sampling methods and how to select samples using these methods. Understand strengths and weaknesses of each named sampling method. Understand principles of sampling as applied to scientific data.Understand ethical issues as outlined by the British Psychological guidelines. Understand ways of dealing with these issues.Understand the methods of questionnaires and interviews, including strengths, weaknesses and suitability. Understand key concepts from research methods topic.Understand observation studies including categories of behaviour. Understand inter-observer reliability. Understand the strengths, weaknesses and suitability of observationsUnderstand the method of case studies, including strengths, weaknesses and suitability. | Geography: Types of data, primary & secondary & case studies Ethics and Philosophy: Ethical considerations and socially sensitive research | * Addiction
* Dependence
* Substance abuse
* Substance misuse
* Genes
* Genetic vulnerability
* Heredity factors
* Monozygotic twin
* Dizygotic twin
* Peer influence
* Social norm
* Aversion therapy
* Trigger
* Classical conditioning
* 12-step recovery programme
* Self help
* Self-management
* Higher power
* Qualitative
* Quantitative
* Primary
* Secondary
* Sampling method
* Sample
* Generalisable
* Representatives
* Target population
* Stratified sample
* Systematic sample
* Random sample
* Opportunity sample
* Ethics
* British Psychological society
* Interview
* Questionnaire
* Open questions
* Closed questions
* Observation
* Categories of behaviour
* Inter-observer reliability
* Overt
* Covert
* Case study
 | Research methods is on paper one but is taught last as a whole topic as the application to the methods now has clarity, due to the students knowing each of the topics/ experiments/ sample types/ sizes etc from each study they have learnt. When this topic was taught earlier we found students didn’t understand it’s relevance to the course and thus lacked engagementResearch methods knowledge has been drip fed to support evaluation throughout the previous topics, so a lot of the material is familiar to the students by this point eg: sample sizes- representativeness, high levels of control/ lack of control, ethical issues etc and they can now apply the key terminology to their knowledge.The order of topics taught within the topic have been arranged to introduce and start with topics that have been drip fed through the two years to build confidence and understanding of how the material fits into Psychology and to finalise with the maths material that previously has not been related to Psychology but has been in their maths lessons. | \*See top box for details on assessment book\*End of unit homework: 2 more full pages of revision of current topic PLUS at least 1 page of each previous topic’s revision (8 pages of evidenced revision in total.)End of unit assessment (85 marks): X25 mark exam questions on whole topic: **Psychological problems** (Reflective of exam) plus X10 mark knowledge multiple choice questions on each topic so far; social influence, memory, development, perception, neuropsychology & Language Mid unit homework: 2 pages of current topic revision.Mid unit assessment: **Research methods:** X1 9 marker ‘describe and evaluate the use of questionnaires to conduct research’ plus 16 mark knowledge questions  |
|  | Half term 4 | Research methods & revision | Be able to formulate testable hypotheses – including null hypothesis and alternative hypothesis.Understand independent and dependent variables.Understand extraneous variables; particularly the use of standardised procedures, instructions to participants, randomisation, allocation to conditions and counterbalancing. Understand the effect of extraneous variables and how to control for them.Understand each of the named experimental methods, including strengths, weaknesses and suitability. Understand each of the named experimental designs. Understand the strengths and weaknesses of each experimental design.Understand how to plan and carry out research so that it is reliable and valid.Understand and calculate the descriptive statistics of the mean, median, mode and range.Recognise and use expressions in decimal and standard form. Recognise and use ratios, fractions and percentages. Be able to estimate results, find arithmetic means and use an appropriate number of significant figures.Understand how to present data graphically using frequency tables and diagrams, bar charts, histograms and scatter diagrams and understand the characteristics of normal distributionUnderstand what is meant by correlation. Be able to draw appropriate scatter diagrams. Understand the strengths and weaknesses of correlations.Understand how to write up a design a study question | Maths: Computation, correlations, descriptive statistics & interpretation and display of quantitative dataScience: Experiment types, designs and control of extraneous variables | * Alternative hypothesis
* Dependent variable
* Hypothesis
* Independent variable
* Null hypothesis
* Variable
* Extraneous variable
* Randomisation
* Standardised procedure
* Field experiment
* Laboratory experiment
* Natural experiment
* Control group
* Counterbalancing
* Condition
* Experimental design
* Independent groups
* Matched pairs
* Repeated measures
* Order effects
* Reliability
* Validity
* Descriptive statistics
* Mean
* Median
* Mode
* Range
* Bar chart
* Frequency table
* Histogram
* Normal distribution
* Decimal
* Ratio
* Fraction
* Percentage
* Arithmetic mean
* Standard form
* Significant figure
* Estimation
* Correlation
* Covariable
* Scatter diagram
 | By this point students have learn the computation, descriptive statistics and analysis of quantitative data in GCSE maths, so the learning can be embedded deeper | \*See top box for details on assessment book\*End of unit homework: 2 more full pages of revision of current topic PLUS at least 1 page of each previous topic’s revision (9 pages of evidenced revision in total.)End of unit assessment (95 marks): X25 mark exam questions on whole topic: **Research methods** (Reflective of exam) plus X10 mark knowledge multiple choice questions on each topic so far; social influence, memory, development, perception, neuropsychology, Language & Psychological problems |
|  | Half term 5 | Revision |  |  |  |  |  |