

CSE Psychology

Curriculum Overview 2021-2022

Curriculum Intent

Psychology encompasses everything that we strive for as human beings. Our aim at Brine Leas is a partnership between staff and students within the social science psychology team that is professional, educational and supportive - at a time when the transition through education and childhood can be very challenging. Our purpose in psychology is to offer students an inspirational, motivational and coherent introduction to psychology by fostering their interest in the subject and developing their psychological knowledge and literacy, allowing them to fully understand and effectively discuss psychological issues with confidence.

In psychology we promote and stimulate intellectual, social and emotional development, by providing a breadth and depth of skills and knowledge within each selected topic area. We develop and achieve this through developing opportunities by encouraging well-read, clearthinking, independent thinking in our learners which will provide a grounding for future preparation and academic aspirations in learner outcomes. We expect the highest academic standards, co-operation, and effort from all.

The breadth of topics covered within the GCSE and A level allows our learners to grasp a foundation awareness of psychological theory, studies, scientific research and mathematical application – alleviating many of the misconceptions derived from ignorance and stereotyping of the subject area from the non-specialist domain. Psychology enables learners to scientifically analyse people's behaviour as well as their own and learn to appreciate that all human behaviour is driven by a vast and complex combination of factors. This comprehension of factors in itself makes psychology a very complicated and challenging subject in addition to its application to those in the immediate environment of our learners, the community and wider societal understanding. Learners will participate in active debates concerned with the causes of human behaviour for example, genetics, brain deficits, cognitive processing and learned behaviour. This contextualist cultural capital learning can then be applied to behavioural abnormalities, developmental disorders, resilience learning and other psychological areas. Once armed with the correct and accurate knowledge provided by departmental qualified teaching specialists our learners will be able in a safe environment to challenge the misconceptions of topical areas such as mental health, criminal behaviour, warfare, anti-social behaviour in addition to many other individual, community and society interactions. From this application of life-long learning our students will come to recognise that Psychology is everywhere and applicable to all experiences in life making the study of Psychology invaluable for future progression and careers. Psychology is there to equip students with appropriate knowledge and skills needed to understand and explain the causes of human behaviour and the impact this has on local community involvement in to wider society in terms of all facets – medical; legal; political – amongst others. Personal development of some of our students will be seen in engagement locally in supporting childcare facilities, youth organisations to giving freely of their time within local care homes. Globally they will align with legacy students pursuing careers as lawyers, doctors, clinical psychiatrists, business entrepreneurs to many more positive career journeys.

Collaborative, tailored and thorough curriculum planning is at the heart of what we do as psychology specialists. Review of schemes of work, maximising resources available and diversifying our teaching strategies allows us to deliver a comprehensive programme of study allowing

our students to go beyond what is taught in lessons. To ensure sustained long-term learning - students are supported on mastering subject content embedded within our two-year programme. This is enabled through the use of knowledge organisers; theory packs; memory techniques; metacognition; applied case studies; literacy/numeracy application; key terminology glossaries amongst other subject specific support – most recently our online learning approach to studying.

The sensitive nature of some topic material within psychology is delivered through teacher modelling - encouraging students to demonstrate manners, respect and tolerance both inside and outside of the classroom. Key to our success in delivering content to students is our forward planning to ensure knowledge is revisited, reviewed within the context of relevant practice questions with regular constructive quality feedback to support student progress. Our psychology curriculum is designed logically with the ability to revisit and build on existing knowledge with the flexibility to challenge, inspire and motivate our most able learners yet at the same time providing the scaffolding to those students who need it most.

Learners are encouraged in addition to embrace classroom strategies to diversify their learning to become independent learners through sourcing online departmental resources, google scholar and recommended web learning and additional higher level qualifications. To complement learning our students will engage in extension reading analysis; supported organisational guidance; key speakers; relevant external visits - all tailored towards gaining valuable applied insight into the subject and demands of the examinations.

Our intertwined curriculum delivery is tailored towards the creation of a successful outcome in which staff and learners work as a team providing an environment that nurtures, scaffolds and develops talents from academic, entrepreneurial, sports and creative backgrounds being central to our overall goal of success. Our topical material not only allows our learners to challenge themselves in a life context but enables them to apply their understanding within their own community involvement and environment. Our goal is not only to prepare the young people we encounter with the skills to succeed but to inspire them to embrace the full potential of their abilities by offering them a future that broadens their horizons and offers them opportunities.

Trips and visits

Not applicable

Assessment

Students will be given a wide range of opportunities to apply their psychological knowledge, skills and concepts of the world through multiple choice, short answer and extended writing questions. Over time, their performance will determine a grade based on the core principles of GCSE Psychology.

Homework

Students are set homework once a fortnight to embed and master the learning undertaken in lessons through a variety of activities.

Clubs and/or intervention

Knowledge recall quizzes are used to improve long-term memory of psychological concepts, theories and studies. Revision packs and guidance in addition to notes are available in the run-up to internal assessments and exams. Repetition of work to ensure mastery of the PEEL/GRAVEDS/SCOPA structures are embedded throughout the course.

Parental/Carer support

Review students learning in folders in order to aid revision for knowledge recall quizzes; work through additional assessments given in class notes and text books; encourage students to watch or read about the theories and concepts learned about on the course and apply this to their own context e.g., Child of our Time; Life of Five year olds, documentaries. Ongoing assessment revision and testing to assess students on the content included within their knowledge folder and assessment books to ensure long term memory recall.

Helpful sources of information

SOW for text book support and guidance; AQA website, Brine Leas website.

Year 10 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	Development Psychology (Paper 1) Student will develop knowledge of development psychology including early brain development, Piaget's stage theory and the development of intelligence, and the effects of learning on development.			

<p>Development Psychology To broaden their knowledge and understanding of development psychology Early brain development brain development neural structures in the womb</p>	<p>Approach - Assessment to contain skill application from specification focused on exam-based questions. These are to include multiple choice questions, short answer questions and extended writing across topic areas</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas.</p>	<p>Careers Level 3 A level Combinations: Mathematics Sociology Biology Chemistry English Literature English Language Law.</p>
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<p>brain stem thalamus cerebellum cortex development of autonomic functions sensory processing movement cognition nature nurture.</p> <p>To broaden their knowledge and understanding of development psychology - Piaget's stage theory and the development of intelligence Piaget theory Piaget's theory in education Piaget's Theory of Cognitive Development assimilation accommodation. Four stages of development: sensorimotor, preoperational, concrete operational formal operational Application of these stages in education. McGarrigle and Donaldson's 'naughty teddy study' Hughes' 'policeman doll study'.</p> <p>To broaden their knowledge and understanding of development psychology -</p>	<p>within development psychology relevant to the level of application for exam paper requirements.</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment within development psychology that is likely to appear on the exam paper for this topic.</p> <p>Homework will be set in line with department policy assessment.</p> <p>Learners understanding will be bench marked against specification standards for all areas within development psychology in preparation for outcomes of exam based assessment.</p>	<p>Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Prior learning memory, development, learning skills and revision techniques</p>	<p>BTEC Heath and Social Care Applied Psychology Forensic Psychology.</p> <p>Degrees Psychiatry Psychology criminology Child Linguistics medicine Combined honours degrees.</p> <p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling research</p> <p>Future learning Band neuropsychology, language, thought and communication, memory, perception. research methodology, revision strategies. Mathematical skills</p>
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	<p>the effects of learning on development Dweck's Mindset Theory of learning fixed mindset growth mindset praise selfefficacy Learning styles verbalisers visualisers Willingham's Learning Theory Criticisms of learning styles</p>		<p>Mathematical skills</p> <p>RSE</p> <ol style="list-style-type: none"> 1. Families - b 2. Respectful relationships, including friendships - a, b. <p>HE</p> <ol style="list-style-type: none"> 1. Mental wellbeing – a. 8. Changing adolescent bodies – b. <p>SMSC</p> <ol style="list-style-type: none"> 1. The spiritual development of pupils is shown by their – c, d. 	<hr/>
<p>Autumn 2</p>	<p style="text-align: center;">Cognitive Psychology (Paper1)</p> <p style="text-align: center;">Students will demonstrate and apply knowledge and understanding of psychological ideas, processes, procedures and theories in relation to memory.</p>			

<p>Cognitive Psychology To broaden their knowledge and understanding of Processes of memory: encoding (input) storage retrieval (output) different types of memory, episodic, semantic, procedural How memories are encoded. Sensory STM LTM</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within cognitive psychology relevant to the level of application for exam paper requirements.</p> <p>Purpose – to ensure all learners are fully</p>	<p>. Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas.</p>	<p>Careers Level 3 A level Combinations: Mathematics Sociology Biology Chemistry English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology.</p> <p>Degrees Psychiatry Psychology criminology Child Linguistics</p>
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	<p>How memories are stored; Sensory STM LTM Brain regions How memories are retrieved; Recognition Free recall Serial recall Cue dependent Context dependent</p> <p>To broaden their knowledge and understanding of Structures of memory The multi-store model of memory and features of each store: sensory register encoding, capacity, duration. short term encoding, capacity, duration. long term encoding, capacity, duration. Primacy effect Recency effects The effects of serial position.</p>	<p>prepared for any examination assessment within cognitive psychology that is likely to appear on the exam paper for this topic.</p> <p>Homework within cognitive psychology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within development psychology in preparation for outcomes of exam based assessment</p>	<p>Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills develop an understanding of the interrelationships between the core areas of psychology</p> <p>Prior learning Development, revision techniques Mathematical skills</p> <p>Future learning Perception, brain and neuropsychology, language, thought and communication, perception. research methodology, revision strategies.</p>	<p>medicine Combined honours degrees.</p> <p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling</p> <p>Future learning Perception, brain and neuropsychology, language, thought and communication, perception. research methodology, revision strategies. Mathematical skills</p>
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	<p>Murdock's serial position curve study.</p> <p>To broaden their knowledge and understanding of Memory as an active process</p> <p>The Theory of Reconstructive Memory, and schema</p> <p>The concept of 'effort after meaning'.</p> <p>Bartlett's War of the Ghosts study.</p> <p>Factors affecting the accuracy of memory: interference, context false memories.</p>		<p>Mathematical skills</p> <p>RSE/HE/SMSC</p>	
<p>Spring 1</p>	<p style="text-align: center;">Perception Psychology</p> <p style="text-align: center;">Students will develop knowledge of perception in psychology through, sensation and perception; Visual cues and constancies; Gibson direct theory of perception – influence of nature; Visual illusions; Gregory's constructivist theory of perception – the influence of nurture; factors affecting perception.</p>			

<p>Perception To broaden their knowledge and understanding of perception - The difference between sensation and perception.</p> <p>To broaden their knowledge and understanding of</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within perception psychology</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas.</p>	<p>Careers Level 3 A level Combinations: Mathematics Sociology Biology Chemistry English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology.</p>
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<p>perception - Monocular depth cues: height in plane, relative size, occlusion and linear perspective. Binocular depth cues: retinal disparity, convergence.</p> <p>To broaden their knowledge and understanding of perception - The real world presents sufficient information for direct perception without inference. Role of motion parallax in everyday perception.</p> <p>To broaden their knowledge and understanding of perception – Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy. Examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin’s vase, the Ames Room, the Kanizsa triangle and the Necker cube.</p> <p>To broaden their knowledge and understanding of perception – Perception uses inferences from visual</p>	<p>relevant to the level of application for exam paper requirements.</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment within perception psychology that is likely to appear on the exam paper for this topic.</p> <p>Homework within development psychology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within perception psychology in preparation</p>	<p>Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will manage associated risks and use information</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Prior learning memory, development.</p> <p>RSE</p>	<p>Degrees Psychiatry Psychology Criminology Child Linguistics medicine Combined honours degrees.</p> <p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling research</p> <p>Future learning Future learning brain and neuropsychology, research methods, language, thought and communication, memory, perception.</p>
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		for outcomes of exam based assessment.	na	
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	<p>cues and past experience to construct a model of reality.</p> <p>To broaden their knowledge and understanding of perception - Perceptual set and the effects of the following factors Affecting perception: culture, motivation, emotion, expectation. The Gilchrist and Nesberg study of motivation and the Bruner and Minturn study of perceptual set</p>		<p>HE na SMSC 4. The cultural development of pupils is shown by their – a, e</p>	
<p>Spring 2</p>	<p style="text-align: center;">Research Methods (Paper1)</p> <p style="text-align: center;">Students should develop and understanding of the methodological and mathematical concepts of psychological research.</p>			

<p>Research Methods Be able to use arithmetic and numerical computation; including recognise and use expressions in decimal and standard form, use ratios, fractions and percentages, estimate results, find arithmetic means, use an appropriate number of significant figures.</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within research methods relevant to the level of</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological processes and procedures.</p> <p>Application</p>	<p>Careers Level 3 A level Combinations: Mathematics Biology Chemistry Sociology English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology.</p>
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	<p>Be able to understand, apply and use appropriate ways of handling data; including to calculate the mean, median and mode and range, understand range as a measure of dispersion.</p> <p>Be able to use appropriate ways of handling graphical data; including constructing and interpreting frequency tables and diagrams, bar charts, scatter diagrams and histograms, use and plot a scatter diagram to identify a correlation between two variables, know the characteristics of normal distributions, translate information between graphical and numerical form and plot two variables from experimental or other data and interpret graphs.</p> <p>Be able to understand, apply and explain the differences between qualitative and quantitative data, and understand the difference between primary and secondary data.</p>	<p>application for exam paper requirements.</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment within research methods that is likely to appear on the exam paper for this topic.</p> <p>Homework within research methods will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within perception psychology in preparation for outcomes of exam based assessment</p>	<p>Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will manage associated risks and use information</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the underpinning requirements of research methodology and data analysis behind the research evidence and theoretical developments in the core areas of psychology</p> <p>Prior learning cross topic learning within psychology draws on a range of research evidence. KS3 and KS4 mathematics content underpins mathematical learning in Psychology</p>	<p>Degrees Psychiatry Psychology Criminology Child Linguistics medicine Combined honours degrees.</p> <p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling research</p> <p>Future learning Future learning brain and neuropsychology, research methods, language, thought and communication, memory, perception.</p>
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Be able to understand, apply and explain hypothesis testing, including the null hypothesis and alternative hypothesis and an experimental hypothesis. To include the operationalisation and testing of variables, including independent variables; dependent variables.

Be able to understand, apply and explain sampling methods, including target population samples and sing the sampling methods of; random, opportunity, systematic and stratified.

Be able to apply the principles of sampling as to scientific data and evaluate sampling methods, giving strengths and weaknesses of each; including random, opportunity, systematic, and stratified.

Be able to describe, apply and evaluate the use of methodological decisions, including; standardised procedures, instructions to

participants, randomisation, allocation to conditions, counterbalancing and extraneous variables to include explaining the effect of extraneous variables and how to control for extraneous variables.

Be able to describe, apply and evaluate the use of the experimental method including; experimental designs, independent groups, repeated measures, and matched pairs.

Be able to describe and apply the concepts of generalisability, reliability, validity, ethics, sampling and design to methodological choices.

Be able to describe, apply and evaluate the use of laboratory, field and natural experiments and types of research for which they are suitable.

Be able to describe, apply and evaluate the use of interviews and types of research for which they are suitable.

Be able to describe, apply and evaluate the use of questionnaire and types of research for which they are suitable.

Be able to describe, apply and evaluate the use of case studies and types of research for which they are suitable.

Be able to describe, apply and evaluate the use of observations and types of research for which they are suitable.

Be able to describe, apply and evaluate the use of correlations and types of research for which they are suitable, including an understanding of association between two variables, and the use of scatter diagrams to show possible correlational relationships.

Be able to describe, apply and evaluate how research should be planned, taking into consideration the reliability

	and/or validity of sampling methods, experimental			
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	<p>designs, and quantitative and qualitative methods.</p> <p>Be able to describe, apply and evaluate the ethical issues in psychological research as outlined in the British Psychological Society guidelines and ways of dealing with each of these issues</p>			
<p>Summer 1</p>	<p style="text-align: center;">Social Influence (Paper2)</p> <p style="text-align: center;">Students will develop knowledge of conformity, obedience, prosocial, crowd and collective behaviour.</p>			

<p>Social Influence Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence. Asch's study of conformity.</p> <p>Obedience Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity. Explanation of dispositional factors affecting obedience</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within social influence psychology relevant to the level of application for exam paper requirements</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p>	<p>Careers Level 3 A level Combinations: Mathematics Sociology Biology Chemistry English Literature English Language Law. BTEC Heath and Social Care Applied Psychology Forensic Psychology.</p> <p>Degrees Psychiatry Psychology Criminology Child Linguistics Medicine Combined honours degrees.</p> <p>Professions</p>
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<p>including Adorno's theory of the Authoritarian Personality.</p> <p>Prosocial behaviour Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. Piliavin's subway study.</p> <p>Crowd and collective behaviour Prosocial and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.</p>	<p>within perception psychology that is likely to appear on the exam paper for this topic.</p> <p>Homework within development psychology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within social influence psychology in preparation for outcomes of exam based assessment.</p>	<p>Practical research When carrying out practical research activities, students will manage associated risks and use information</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Prior learning memory, development, research methods and perception.</p> <p>RSE 2. Respect, relationships, including friendships - c</p> <p>HE Na</p> <p>SMSC 2Moral development of pupils – b/c.</p>	<p>Teaching social work mental health medicine physiotherapy child therapy counselling research</p> <p>Future learning Brain and neuropsychology, research methods, language, thought and communication, psychological problems.</p>
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Social Influence (Paper2)

Students will develop knowledge of conformity, obedience, prosocial, crowd and collective behaviour.

Summer
2

Social Influence

Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.

Asch's study of conformity.

Obedience

Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity.

Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality.

Prosocial behaviour

Bystander behaviour:

identification and explanation of how social factors (presence of others and the cost of

Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within social influence psychology relevant to the level of application for exam paper requirements

Purpose – to ensure all learners are fully prepared for any examination assessment within perception psychology that is likely to appear on the exam paper for this topic.

Homework within development psychology will be set no more than once per week pending homework requirements in terms of individual

Learning skills

Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.

Knowledge

Demonstrate knowledge of psychological ideas.
Demonstrate knowledge of psychological processes and procedures.

Application

Apply knowledge and understanding of psychological ideas.
Apply knowledge and understanding of psychological processes and procedures

Practical research When carrying out practical research activities, students will manage associated risks and use information

Analysis and evaluation

Analyse psychological information, ideas, processes and procedures.

Careers

Level 3

A level

Combinations: Mathematics

Sociology Biology

Chemistry

English Literature English Language

Law.

BTEC Health and Social Care

Applied Psychology Forensic

Psychology.

Degrees

Psychiatry Psychology Criminology

Child

Linguistics

Medicine

Combined honours degrees.

Professions Teaching
social work mental health
medicine physiotherapy
child therapy counselling
research

Future learning

Brain and neuropsychology,
research methods, language,

	<p>helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. Piliavin's subway study.</p> <p>Crowd and collective behaviour Prosocial and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.</p>	<p>learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within social influence psychology in preparation for outcomes of exam based assessment.</p>	<p>Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Prior learning memory, development, research methods and perception.</p> <p>RSE 2. Respect, relationships, including friendships - c</p> <p>HE Na</p> <p>SMSC 2. Moral development</p>	<p>thought and communication, psychological problems.</p>
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Year 11 Overview

Term	Knowledge	Assessment	Connections to learning	Connections to future pathways
Autumn 1	<p>Language, thought, and Communication (Paper 2)</p> <p>Students should be able to understand the processes of language and communication use and development</p>			



<p>Be able to describe, apply and evaluate the possible relationship between language and thought, to include; Piaget’s theory that language depends on thought.</p> <p>Be able to describe, apply and evaluate the effect of language and thought on our view of the world, to include; the Sapir-Whorf hypothesis: thinking depends on language, variation in recall of events and recognition of colours, e.g. in Native American cultures.</p> <p>Be able to describe, apply and evaluate the differences between human and animal communication, to include; the limited functions of animal communication (survival, reproduction, territory, food), the properties of human communication not present in animal communication, e.g. plan ahead and discuss future events.</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within language relevant to the level of application for exam paper requirements</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment within language psychology that is likely to appear on the exam paper for this topic.</p> <p>Homework within language psychology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will manage associated risks and use information</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills</p>	<p>Careers Level 3 A level Combinations: Mathematics Sociology Biology Chemistry English Literature English Language Law. BTEC Heath and Social Care Applied Psychology Forensic Psychology.</p> <p>Degrees Psychiatry Psychology Criminology Child Combined honours degrees. Linguistics Medicine</p> <p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling research Medicine</p> <p>Future learning Brain and neuropsychology, research methods, psychological problems.</p>
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		ensure understanding of topic material.		
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	<p>Be able to describe, apply and evaluate Von Frisch's bee study.</p> <p>Be able to describe, apply and evaluate non-verbal communication, to include; definitions of non-verbal communication and verbal communication, the functions of eye contact including regulating flow of conversation, signalling attraction and expressing emotion, body language including open and closed posture, postural echo and touch, and personal space including cultural, status and gender differences.</p> <p>Be able to describe, apply and evaluate explanations of non-verbal behaviour, to include; Darwin's evolutionary theory of nonverbal communication as evolved and adaptive, evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived, evidence that nonverbal behaviour is learned.</p>	<p>Learners understanding will be bench marked against specification standards for all areas within language for outcomes of exam based assessment</p>	<p>Develop an understanding of the interrelationships between the core areas of psychology.</p> <p>Prior learning memory, development, research methods and perception, social influence, language, thought and communication.</p> <p>RSE na</p> <p>HE na</p> <p>SMSC na</p>	
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Be able to describe, apply and evaluate Yuki's study of emoticons.

Autumn 2	Brain and neuropsychology (Paper 2) Students will develop knowledge of structure and function of the nervous system; neuron; brain and neuropsychology			

<p>Structure and function of the nervous system The divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions. The autonomic nervous system and the fight or flight response. The James-Lange theory of emotion.</p> <p>Neuron structure and function Sensory, relay and motor neurons. Synaptic transmission: release and reuptake of neurotransmitters. Excitation and inhibition. An understanding of how these processes interact. Hebb's theory of learning and neuronal growth.</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within social influence psychology relevant to the level of application for exam paper requirements</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment within perception psychology that is likely to appear on the exam paper for this topic.</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will</p>	<p>Careers</p> <p>Level 3 A level Combinations: Mathematics Sociology Biology Chemistry English Literature English Language Law. BTEC Health and Social Care Applied Psychology Forensic Psychology.</p> <p>Degrees Psychiatry Psychology Criminology Child Combined honours degrees. Linguistics Medicine</p> <p>Professions Teaching social work</p>
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	<p>Structure and function of the brain Brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum. Basic function of these structures. Localisation of function in the brain: motor, somatosensory, visual, auditory and language areas. Penfield's study of the interpretive cortex.</p> <p>An introduction to neuropsychology Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition. The use of scanning techniques to identify brain functioning: CT, PET and fMRI scans. Tulving's 'gold' memory study. A basic understanding of how neurological damage, eg stroke or injury can affect motor abilities and behaviour.</p>	<p>Homework within development psychology will be set no more than once per week pending homework requirements in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within social influence psychology in brain and neuropsychology for outcomes of exam based assessment</p>	<p>manage associated risks and use information</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology.</p> <p>Prior learning memory, development, research methods and perception, social influence, language, thought and communication.</p> <p>RSE na HE na SMSC Na</p>	<p>mental health medicine physiotherapy child therapy counselling research Medicine</p> <p>Future learning Brain and neuropsychology, research methods, psychological problems.</p>
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Psychological Problems (Paper 2)

**Spring
1**

Students should understand the incidences of mental health and the explanations behind mental health as a medical and social issue.

<p>Be able to describe, apply and evaluate mental health issues, to include; an introduction to mental health, how the incidence of significant mental health problems changes over time.</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within psychological problems relevant to the level of application for exam paper requirements</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p>	<p>Careers Level 3 A level Combinations: Mathematics Biology Chemistry English Literature English Language Law. Sociology BTEC Health and Social Care Applied Psychology Forensic Psychology.</p>
<p>Be able to describe, apply and evaluate characteristics of mental health, to include; positive engagement with society, effective coping with challenges, cultural variations in beliefs about mental health problems, the increased challenges of modern living, e.g. isolation, and the increased recognition of the nature of mental health problems and lessening of social stigma.</p>	<p>Purpose – to ensure all learners are fully prepared for any examination assessment within Psychological Problems that is likely to appear on the exam paper for this topic.</p>	<p>Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p>	<p>Degrees Psychiatry Clinical psychology Psychology Criminology Child Combined honours degrees. Linguistics Medicine</p>
<p>Be able to describe, apply and evaluate the effects of significant mental health problems on individuals and society to include; individual effects, e.g. damage to relationships,</p>	<p>Homework within psychological problems will be set no more than once per week pending homework requirements in terms of individual</p>	<p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p>	<p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling research Medicine</p>
		<p>Practical research When carrying out practical research activities, students will manage associated risks and use information</p>	
		<p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures. Evaluate psychological information, ideas, processes and procedures.</p>	

	<p>difficulties coping with day to day life, negative impact on physical wellbeing; and social effects, e.g. need for more social care, increased crime rates, implications for the economy.</p> <p>Be able to describe, apply and evaluate the characteristics of clinical depression to include; differences between unipolar depression, bipolar depression and sadness, the use of International Classification of Diseases in diagnosing unipolar depression: number and severity of symptoms including low mood, reduced energy levels, changes in sleep patterns and appetite levels, decrease in selfconfidence.</p> <p>Be able to describe, apply and evaluate the theories of depression to include theories of depression, interventions or therapies for depression, biological explanation (influence of nature): imbalance of neurotransmitters, e.g. serotonin in the brain.</p>	<p>learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within psychological problems for outcomes of exam based assessment</p>	<p>Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology.</p> <p>Prior learning memory, development, research methods and perception, social influence, language, thought and communication.</p>	<p>Future learning Clinical psychology, research methods, psychological problems.</p>
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Spring
2

Psychological Problems (Paper 2) and Revision

Students should understand the incidences of mental health and the explanations behind mental health as a medical and social issue.
Revision

<p>Be able to describe, apply and evaluate the psychological explanation of depression psychological explanation (influence of nurture), negative schemas and attributions.</p> <p>Be able to describe, apply and evaluate treatments for depression the use of antidepressant medications, cognitive behaviour therapy (CBT), how these improve mental health, reductionist and holistic perspectives.</p> <p>Be able to describe, apply and evaluate Wiles' study of the effectiveness of CBT.</p> <p>Be able to describe, apply and evaluate the characteristics of addiction, to include; the difference between addiction/ dependence and substance misuse/abuse,</p>	<p>Assessment to contain skill application from specification focused on exam-based questions. – These are to include multiple choice questions, short answer questions and extended writing across topic areas within psychological problems relevant to the level of application for exam paper requirements</p> <p>Purpose – to ensure all learners are fully prepared for any examination assessment within Psychological Problems that is likely to appear on the exam paper for this topic.</p> <p>Homework within psychological problems will be set no more than once per week pending homework requirements</p>	<p>Learning skills Topic knowledge, teamwork, reasoning, critical thinking, research and data analysis.</p> <p>Knowledge Demonstrate knowledge of psychological ideas. Demonstrate knowledge of psychological processes and procedures.</p> <p>Application Apply knowledge and understanding of psychological ideas. Apply knowledge and understanding of psychological processes and procedures</p> <p>Practical research When carrying out practical research activities, students will manage associated risks and use information</p> <p>Analysis and evaluation Analyse psychological information, ideas, processes and procedures.</p>	<p>Careers Level 3 A level Combinations: Mathematics Biology Chemistry English Literature English Language Law. Sociology BTEC Health and Social Care Applied Psychology Forensic Psychology.</p> <p>Degrees Psychiatry Clinical psychology Psychology Criminology Child Combined honours degrees. Linguistics Medicine</p> <p>Professions Teaching social work mental health medicine physiotherapy child therapy counselling</p>
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	<p>the use of International Classification of Diseases in diagnosing addiction (dependence syndrome), including a strong desire to use substance(s) despite harmful consequences, difficulty in controlling use, a higher priority given to the substance(s) than to other activities or obligations.</p> <p>Be able to describe, apply and evaluate the theories of addiction, to include; the biological explanation (influence of nature): hereditary factors/ genetic vulnerability and psychological explanations (influence of nurture): peer influence.</p> <p>Be able to describe, apply and evaluate Kaij's twin study of alcohol abuse.</p> <p>Be able to describe, apply and evaluate the interventions and treatments of addiction, to include; aversion therapy, self-management programmes, e.g. self-help groups, 12 step recovery</p>	<p>in terms of individual learning needs for exam preparation. This will incorporate assessment based learning in addition to task based learning to ensure understanding of topic material.</p> <p>Learners understanding will be bench marked against specification standards for all areas within psychological problems for outcomes of exam based assessment</p>	<p>Evaluate psychological information, ideas, processes and procedures. Make judgements and draw conclusions.</p> <p>Synoptic skills Develop an understanding of the interrelationships between the core areas of psychology.</p> <p>Prior learning memory, development, research methods and perception, social influence, language, thought and communication.</p>	<p>research Medicine</p> <p>Future learning Clinical psychology, research methods, psychological problems</p>
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	<p>programmes, and how these improve mental health,</p>			
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	reductionist and holistic perspectives.			
	<p>Revision (see above for content)</p> <p>Paper 1 Cognition and Behaviour Memory Development Perception Research methods</p> <p>Paper 2 Social Context and behaviour Social Influence Language, thought and communication Brain and neuropsychology Psychological Problems</p>	See above criteria	See above criteria	<p>Careers See above criteria</p> <p>Future learning See above criteria</p>
<p>Summer 1</p>	<p>Examinations Revisions</p> <p>Students should understand all the key topic areas for Paper 1 GCSE psychology and Paper 2 GCSE psychology.</p>			

	<p>Revision (see above for content)</p> <p>Knowledge organisers all areas Paper 1</p> <p>Cognition and Behaviour</p> <p>Memory</p> <p>Development</p> <p>Perception</p> <p>Research methods</p>	<p>See above criteria from all topics and areas.</p>	<p>See above criteria from all topics and areas.</p>	<p>Careers</p> <p>See above criteria</p> <p>Future learning</p> <p>See above criteria</p>
	<p>Paper 2</p> <p>Social Context and behaviour</p> <p>Social Influence Language, thought and communication</p> <p>Brain and neuropsychology</p> <p>Psychological Problems</p>			
<p>Summer 2</p>				