



## Psychology Curriculum Overview 2023– 2024

<b>Department Name:</b>	Psychology
<b>Head of Department:</b>	Miss R Brightman
<b>Subject Teachers:</b>	Miss R Brightman Miss B Holsman Mr J Richardson
<b>Accommodation and Resources:</b>	<p>The Psychology classrooms are bright and colourful rooms with a large working space for up to 32 students.</p> <p>The department has a selection of current textbooks for each course level, as well as previous textbooks containing both relevant and additional information. A subscription to the British Psychological Society Magazine is readily available to students on the bookshelves, alongside other literature, novels and DVDs with relevance to the psychology curriculum. Online versions are also available of the relevant textbooks at all levels, as well as Psychology Review, tailored to the A Level course.</p> <p>A very useful website for both A level and GCSE psychology can be found below with resources that we use in lesson and for revision purposes:</p> <p>A Level: <a href="https://learndojo.org/a-level/aqa-psychology/">https://learndojo.org/a-level/aqa-psychology/</a></p> <p>GCSE: <a href="https://learndojo.org/gcse/aqa-psychology/">https://learndojo.org/gcse/aqa-psychology/</a></p> <p>The Year 9 and 10 classes are split between two teachers whereas the year 11, 12 and 13 classes are taught only by Miss Brightman. The curriculum is balanced between teachers to ensure expertise in each area of each qualification.</p> <p>Both GCSE and A Level exams are with the AQA Board.</p>
<b>What will students learn each year?</b>	
<b>Year 9</b>	<p><b>Year 9 is a bridging year so students can embed key skills and knowledge to go into Key Stage 4 with confidence. This is to help secure progress at the end of Key Stage 4. It helps students to have some autonomy over their curriculum decisions, without narrowing their curriculum prematurely.</b></p> <p>Term 1: <b>Approaches in Psychology</b> Individual Differences:</p> <ul style="list-style-type: none"> <li>- Mood and Emotion</li> <li>- Personality</li> <li>- All About You</li> </ul>

Social Approach:

- Behaving Badly
- Positive Performance
- Crowd Control

Term 2:

**Approaches in Psychology**

Cognitive Approach:

- Using the brain to think
- How memory works

Using our sense Developmental Approach:

- How individuals change throughout their lives

Term 3:

**Approaches in Psychology**

Biological Approach:

- Neuroscience and genetics as contributors to behaviour

Debates within Psychology:

- Reductionism vs. holism
- Nature vs. nurture

Term 4:

**Research Methods**

Considerations in Research Design:

- Hypotheses and variables
- Extraneous variables
- Ethical issues
- Sampling
- Research procedures

Quantitative and Qualitative data:

- Correlations
- Interviews
- Questionnaires

Term 5:

**Research Methods**

Quantitative and Qualitative data:

- Experiments
- Experimental designs
- Case studies
- Observations
- Reliability and Validity
- Correlations
- Case studies
- Data Handling
- Types of Data
- Descriptive Statistics
- Interpretation and Display of Data

Term 6:

**Extra Psychology**

- The physical brain
- Brain anatomy
- Brain development
- Morality
- Sleep & dreaming



	<ul style="list-style-type: none"> <li>- Phobias</li> <li>- Criminal Psychology</li> <li>- Careers</li> <li>- Inside Out film review</li> </ul>
<b>Year 10</b>	<p>Term 1:</p> <p><b>Memory</b></p> <p>Processes of Memory:</p> <ul style="list-style-type: none"> <li>- Encoding, Storage and Retrieval</li> <li>- Types of long-term memory</li> <li>- Key Study: Baddeley (1966)</li> </ul> <p>Structures of Memory:</p> <ul style="list-style-type: none"> <li>- Multi-store model of memory</li> <li>- Primacy and recency effects in recall</li> <li>- Core Key Study: Murdock (1962)</li> </ul> <p>Memory as an active process:</p> <p>Reconstructive memory Factors affecting accuracy of memory:</p> <ul style="list-style-type: none"> <li>- Core Key Study: Bartlett (1932)</li> <li>- Interference</li> <li>- Context</li> <li>- False Memories</li> </ul> <p>Term 2:</p> <p><b>Social Influence</b></p> <p>Conformity</p> <ul style="list-style-type: none"> <li>- Core Key Study: Asch (1955)</li> <li>- Social and dispositional factors</li> </ul> <p>Obedience</p> <ul style="list-style-type: none"> <li>- Key Study: Milgram (1963)</li> <li>- Milgram's agency theory</li> <li>- Adorno's theory</li> </ul> <p>Prosocial Behaviour</p> <ul style="list-style-type: none"> <li>- Core Key Study: Piliavin (1969)</li> <li>- Social and dispositional factors</li> </ul> <p>Crowd and Collective Behaviour</p> <ul style="list-style-type: none"> <li>- Deindividuation</li> <li>- Key Study: Reicher (1980)</li> <li>- Social and dispositional factors</li> </ul> <p>Term 3:</p> <p><b>Language, Thought &amp; Communication</b></p> <p>Language and thought</p> <ul style="list-style-type: none"> <li>- Piaget's Theory</li> <li>- The Sapir-Whorf hypothesis</li> <li>- Our view of the world</li> </ul> <p>Human and Animal Communication</p> <ul style="list-style-type: none"> <li>- Core Key Study: Von Frisch (1967)</li> <li>- Human versus animal communication</li> </ul> <p>Non-verbal Communication</p> <ul style="list-style-type: none"> <li>- Eye-contact</li> <li>- Body Language</li> <li>- Personal Space</li> </ul> <p>Non-verbal Behaviour</p> <ul style="list-style-type: none"> <li>- Darwin's evolutionary theory</li> <li>- Innate or learned?</li> <li>- Core Key Study: Yuki's study of emoticons (2007)</li> </ul> <p>Term 4</p>



	<p><b>Perception</b></p> <ul style="list-style-type: none"> <li>- Sensation and perception</li> <li>- Visual cues and constancies</li> <li>- Visual illusions</li> </ul> <p>Theories of perception</p> <ul style="list-style-type: none"> <li>- Gibson’s direct theory</li> <li>- Gregory’s constructivist theory</li> </ul> <p>Factors affecting perception</p> <ul style="list-style-type: none"> <li>- Culture</li> <li>- Emotion</li> <li>- Motivation</li> <li>- Expectation</li> </ul> <p>Term 5:</p> <p><b>Development</b></p> <p>Early Brain Development</p> <p>Piaget’s Theory of Development</p> <ul style="list-style-type: none"> <li>- Conservation</li> <li>- Core Key Study: McGarrigle and Donaldson (naughty teddy)</li> <li>- Egocentrism</li> <li>- Core Key Study: Hughes (policeman study)</li> <li>- Stages of cognitive development</li> <li>- Application in education</li> </ul> <p>Effects of learning on development</p> <ul style="list-style-type: none"> <li>- Dweck’s mindset theory</li> <li>- The role of praise and self-efficacy</li> <li>- Learning styles</li> <li>- Willingham’s learning theory</li> </ul> <p>Term 6:</p> <p><b>Brain &amp; Neuropsychology</b></p> <p>Structure and function of the nervous system</p> <ul style="list-style-type: none"> <li>- The divisions of the human nervous system</li> <li>- The autonomic nervous system and the fight or flight response.</li> <li>- The James-Lange theory of emotion.</li> </ul> <p>Neuron structure and function</p> <ul style="list-style-type: none"> <li>- Sensory, relay and motor neurons.</li> <li>- Synaptic transmission</li> <li>- Hebb’s theory of learning and neuronal growth.</li> </ul> <p>Structure and function of the brain</p> <ul style="list-style-type: none"> <li>- Brain structure</li> <li>- Basic function of these structures</li> <li>- Localisation of function in the brain</li> <li>- Penfield’s study of the interpretive cortex</li> </ul> <p>An introduction to neuropsychology</p> <ul style="list-style-type: none"> <li>- Cognitive neuroscience</li> <li>- The use of scanning techniques</li> <li>- Tulving’s ‘gold’ memory study</li> <li>- Neurological damage</li> </ul>
<p><b>Year 11</b></p>	<p>Term 1:</p> <p><b>Development</b></p> <p>Early Brain Development</p> <p>Piaget’s Theory of Development</p> <ul style="list-style-type: none"> <li>- Conservation</li> <li>- Core Key Study: McGarrigle and Donaldson (naughty teddy)</li> <li>- Egocentrism</li> </ul>



- Core Key Study: Hughes (policeman study)
- Stages of cognitive development
- Application in education

Effects of learning on development

- Dweck's mindset theory
- The role of praise and self-efficacy
- Learning styles
- Willingham's learning theory

Term 2:

### **Brain & Neuropsychology**

Structure and function of the nervous system

- The divisions of the human nervous system
- The autonomic nervous system and the fight or flight response.
- The James-Lange theory of emotion.

Neuron structure and function

- Sensory, relay and motor neurons.
- Synaptic transmission
- Hebb's theory of learning and neuronal growth.

Structure and function of the brain

- Brain structure
- Basic function of these structures
- Localisation of function in the brain
- Penfield's study of the interpretive cortex

An introduction to neuropsychology

- Cognitive neuroscience
- The use of scanning techniques
- Tulving's 'gold' memory study
- Neurological damage

Term 3:

### **Psychological Problems: Depression**

An Introduction to Mental Health

Types of, and diagnosing Depression

Theories of Depression

- Biological explanation
- Psychological explanation

Therapies for depression

- Antidepressant medication
- Cognitive Behaviour Therapy
- Core Key Study: Wiles' study

### **Psychological Problems: Addiction**

What is addiction?

Diagnosing Addiction

Theories of Addiction

- Biological explanation
- Core Key Study: Kaji's twin study
- Psychological explanation

Therapies for depression

- Aversion Therapy
- Self-management programmes

Term 4:

### **Revision of Paper 1**

Term 5:

### **Revision of Paper 2 & Exams**



	<p>Term 6: <b>Exams</b></p>
<p><b>Year 12</b></p>	<p>Term 1: <b>Approaches</b></p> <ul style="list-style-type: none"> <li>- Cognitive</li> <li>- Social (Bandura)</li> <li>- Behavioural (Pavlov/Skinner)</li> <li>- Biological</li> <li>- Humanistic (Maslow/Rogers)</li> <li>- Psychodynamic (Freud)</li> </ul> <p>Term 2: <b>Issues and Debates</b></p> <ul style="list-style-type: none"> <li>- Gender Bias</li> <li>- Reductionism vs holism</li> <li>- Ethical Implications</li> <li>- Nature vs nurture</li> <li>- Approaches - Nomothetic vs idiographic research</li> <li>- Determinism vs Free will</li> <li>- Ethnocentrism</li> </ul> <p>Term 3: <b>Memory</b></p> <p>Encoding, Capacity and Duration Multi-Store Model of Memory Types of Long Term Memory Working Memory Model Forgetting</p> <ul style="list-style-type: none"> <li>- Retrieval Failure</li> <li>- Interference</li> </ul> <p>Factors affecting Eyewitness Testimony Improving the accuracy of Eyewitness Testimony</p> <p>Term 4: <b>Research Methods</b></p> <ul style="list-style-type: none"> <li>- Experimental method</li> <li>- Control of Variables</li> <li>- Experimental design</li> <li>- Types of experiment</li> <li>- Sampling</li> <li>- Ethical issues &amp; ways of dealing with them</li> <li>- Pilot studies etc.</li> <li>- Observations</li> <li>- Observational design</li> </ul> <p>Term 5: <b>Social Influence</b></p> <p>Conformity</p> <ul style="list-style-type: none"> <li>- Types and explanations</li> <li>- Asch's research</li> <li>- Zimbardo's research</li> </ul> <p>Obedience</p> <ul style="list-style-type: none"> <li>- Milgram's research</li> <li>- Situational Variables</li> </ul>



	<ul style="list-style-type: none"> <li>- Social-psychological factors</li> <li>- Dispositional explanations</li> </ul> <p>Resistance to Social Influence  Minority Influence  Social Influence &amp; Social Change</p> <p>Term 6:</p> <p><b>Attachment</b>  Caregiver/infant interaction  Stages of attachment (Schaffer and Emerson)  Animal studies (Lorenz, and Harlow)  Learning Theory (Dollard and Miller)  Monotropic/Evolutionary theory (Bowlby)  The strange situation (Ainsworth)  Cultural variations (Van Ijzendoorn)  Maternal deprivation hypothesis (Bowlby)  Effects of institutionalisation (Romanian orphans, Rutter)  Influence of early attachment on childhood and adult relationships (Hazen and Shaver)</p> <p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>- Self-report techniques</li> <li>- Self-report design</li> <li>- Correlations</li> <li>- Data analysis</li> <li>- Mathematical content</li> <li>- Statistical testing</li> <li>- Peer Review</li> </ul>
<p><b>Year 13</b></p>	<p>Term 1:</p> <p><b>Psychopathology</b>  Definitions of Abnormality</p> <ul style="list-style-type: none"> <li>- Deviation from Social Norms</li> <li>- Deviation from Ideal Mental Health</li> <li>- Failure to Function Adequately</li> <li>- Statistical Infrequency</li> </ul> <p>Phobias</p> <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Behavioural Explanations and Treatments</li> </ul> <p>Depression</p> <ul style="list-style-type: none"> <li>- Characteristics</li> <li>- Cognitive Explanations and Treatments</li> </ul> <p>OCD</p> <ul style="list-style-type: none"> <li>- Characteristics</li> </ul> <p>Biological Explanations and Treatments</p> <p>Term 2:</p> <p><b>Biopsychology</b>  The Nervous System; Structure and Function  The Endocrine System; Fight and Flight Response  Localisation of function in the brain  Hemispheric Lateralisation  Plasticity and Functional Recovery  Ways of Studying the Brain  Biological Rhythms</p> <ul style="list-style-type: none"> <li>- Circadian</li> <li>- Infradian</li> <li>- Ultradian</li> </ul> <p>Endogenous Pacemakers and Exogenous Zeitgebers</p> <p>Term 3:</p>



**Stress**

Physiology of Stress  
The Role of Stress in Illness  
Sources of Stress: Life Changes and Daily Hassles  
Sources of Stress: Workplace  
Individual Differences in Stress  
Managing and Coping with Stress  
Gender Differences in coping with Stress  
Measuring Stress  
The role of social support in Stress

Term 4:

**Forensic Psychology**

Defining & Measuring Crime  
Offender Profiling

- The top down approach
- The bottom up approach

Biological Explanation of offending behaviour

- A historical approach.
- Genetic & neural

Psychological Explanation of offending behaviour

- Eysenck's theory
- Cognitive approach
- Differential association
- Psychodynamic approach

Dealing with offender behaviour

- Custodial sentencing & recidivism
- Behaviour modification in custody
- Anger management
- Restorative Justice programmes

**Issues & Debates Recap**

Term 5:

**Gender**

Sex & Gender  
Androgyny & the BSRI  
The role of Chromosomes & Hormones  
Atypical sex chromosome patterns  
Cognitive explanations of gender development

- Kohlberg's theory
- Gender schema theory

Psychodynamic explanations of gender development  
Social learning explanations of gender development  
The influence of culture and media on gender roles  
Atypical gender development

**Revision & Exams**

Term 6:

**Exams**