

Curriculum Purpose – Psychology

The Psychology department at Ashlawn seeks to teach learners the importance of our biology and environment on our behaviour. In order that they know, understand and can apply psychological perspectives to real life situations, institutions and contemporary examples. This is important because it will enable young people to understand how interactions between our nature and nurture shape outcomes for themselves and other groups in both a positive and negative way. Our intent is that through the study of the Psychology curriculum students are better prepared to understand the impact of their actions and the actions of those in authority and how this ultimately shapes all our outcomes. This understanding will be the foundation they need to lead fulfilling lives and make a valuable contribution to society.

At Key Stage 4 our intent is to enable learners to appreciate an overview and a breadth of psychological topics, the Brain and Neuropsychology is embedded throughout each of the following sections; Developmental psychology; Memory; Sleep and dreaming; Social influence; Psychology and Criminality; Psychological problems; Research methods. Throughout learning in Psychology, we routinely revisit and build on concepts and ideas, so that students are routinely revising key ideas. The principles of Psychology are evident in all of the above topics, each developing it in unique ways. Learners will see how concepts reappear in different topics and will ultimately be able to show how these ideas interconnect. In order for students to make progress, we will reinforce key concepts throughout, retrieving knowledge at regular intervals and reapplying to new areas, to enable learners to make connections.

At Key Stage 5, our intent is to enable learners to access some of the more complex theories and concepts associated with Psychology, as well as being more analytical and in-depth: Research Methods; Social Influence; Memory; Approaches; Attachment; Psychopathology; Biopsychology; Issues and Debates; Cognition and Development; Schizophrenia and Aggression. We recognise that some learners begin from lower starting points than others, and to ensure that these young people are given every opportunity to succeed we will enable them to access material in a range of ways and provide them with knowledge handouts. Students who make faster progress through the curriculum are challenged to enhance their knowledge by developing a sophisticated analytical and evaluative approach to assimilating psychological content. Students who make slower progress are supported by deliberate scaffolding and structuring of ideas and content, and the re-visiting of key areas of content.

During the course of the study of Psychology young people will acquire the ability to analyse arguments and identify the strengths and limitations of theories and findings, even those they initially disagreed with. So that by the end of the two year course they are able to understand the importance of critical thinking and the impact Psychology can have on the lives of people in society.

SUBJECT: Psychology

Year Group	Autumn Term 1	Autumn Term 2	Spring Term 3	Spring Term 4	Summer Term 5	Summer Term 6
Year 10 OCR	Research Methods <ul style="list-style-type: none"> - Ethics - How do psychologists carry out research? - Planning research including hypotheses, variables, design, sampling - Comparing different methods: experiments, interviews, questionnaires, observations & case studies - What are the pros and cons of these methods? - Analysing and displaying data - Evaluating methods - Reliability and validity 	Research Methods <ul style="list-style-type: none"> - Comparing different methods: experiments, interviews, questionnaires, observations & case studies - What are the pros and cons of these methods? - Analysing and displaying data - Evaluating methods - Reliability and validity Developmental Psychology <ul style="list-style-type: none"> - Dweck's theory of development - Understand the effects of learning on development - Comparing different theories of development 	Memory <ul style="list-style-type: none"> - Know the key concepts of memory and structure and functions of the brain involved - Understand retrograde and anterograde amnesia - Understand the features of short-term and long-term memory and how they apply to the multi-store model of memory - Understand the different types of forgetting Social Influence <ul style="list-style-type: none"> - Conformity and majority influence 	Memory <ul style="list-style-type: none"> - Understand the structure and process of the reconstructive theory of memory - Comparing and evaluating memory models and studies - Looking at the techniques used in advertising recall Social Influence <ul style="list-style-type: none"> - Dispositional factors that affect these concepts - Looking at how social influence has changed attitudes to mental health stigma 	Sleep and Dreaming <ul style="list-style-type: none"> - Why do we sleep? - Why do we dream? - Understand the functions, features and benefits of sleep - Compare the internal and external influences on sleep - Investigate symptoms and explanations of sleep disorders including insomnia - Understand Freudian theory of dreaming including strengths and weaknesses of the theory - Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory. 	Revision of key studies and exam practise <p>Look back over in depth each of the key studies from the 4 topics covered this year</p> <ul style="list-style-type: none"> - What do I remember? - Can I apply my knowledge to novel scenarios and real-life examples? - Can I analyse and evaluate the key studies and theories we have learnt

	<p>Developmental Psychology</p> <ul style="list-style-type: none"> - How do we develop? - Stages of development - Understand brain development at these stages - Understand the role of education and intelligence - Piaget's theory of cognitive development - Dweck's theory of development 	<ul style="list-style-type: none"> - Evaluating theories of development - Applying theories to novel scenarios and real-life examples - Looking at the changing role of education on development 	<ul style="list-style-type: none"> - Understanding collective and crowd behaviour - Obedience - Situational factors that affect these concepts - Understand culture impacts social issues in psychology 		<ul style="list-style-type: none"> - Looking at the development of treatments for insomnia 	
<p>Year 11 (2022) OCR</p>	<p>Criminal</p> <ul style="list-style-type: none"> - Defining criminal behaviour and how it is measured - Why do people commit crime and antisocial acts? - Is it due to biological reasons or is it a learnt behaviour? - Understand learning and biological theories as an explanation of criminality, including strengths and weaknesses of each theory - What punishments do criminals receive? - Are treatments given to criminals effective? - Understand the changing nature of punishment and the role of rehabilitation 	<p>Psychological Problems</p> <ul style="list-style-type: none"> - An introduction to mental health - Ways of defining mental health - The changing views of mental health and its prevalence over time - The effects on the individual and society - The effects of stigma and discrimination - Investigate two mental health problems (schizophrenia and clinical depression) including: <ul style="list-style-type: none"> - the symptoms - explanations - Looking at the development of treatments 	<p>Revision and exam practice</p> <ul style="list-style-type: none"> - What do I remember? - Can I apply my knowledge to novel scenarios and real-life examples? - Can I analyse and evaluate the key studies and theories we have learnt 	<p>Revision and exam practice</p> <ul style="list-style-type: none"> - What do I remember? - Can I apply my knowledge to novel scenarios and real-life examples? - Can I analyse and evaluate the key studies and theories we have learnt 		
<p>Year 11 (2021) Edexcel</p>	<p>The Brain and Neuropsychology</p> <ul style="list-style-type: none"> - Know the structure and function of the brain - Understand the lateralisation of function in the hemispheres - Know what neurons and synapses are - Investigate the impact of neurological damage on cognitions and behaviour 	<p>Psychological Problems</p> <ul style="list-style-type: none"> - Investigate two mental health problems (unipolar depression and addiction) including: <ul style="list-style-type: none"> - the symptoms - explanations - treatments 	<p>Revision and exam practice</p> <ul style="list-style-type: none"> - What do I remember? - Can I apply my knowledge to novel scenarios and real-life examples? - Can I analyse and evaluate the key studies and theories we have learnt 	<p>Revision and exam practice</p> <ul style="list-style-type: none"> - What do I remember? - Can I apply my knowledge to novel scenarios and real-life examples? - Can I analyse and evaluate the key studies and theories we have learnt 		

<p>Year 12</p>	<p>Research Methods</p> <ul style="list-style-type: none"> - How do psychologists carry out research? - What methods do they use? - What are the pros and cons of these methods? - Comparing different methods - Analysing data - Evaluating methods - Ethics - Scientific processes - Data handling and analysis - Inferential testing <p>Social Influence</p> <ul style="list-style-type: none"> -Types of conformity -Explanations for conformity: -Variables affecting conformity -Conformity to social roles -Explanations for obedience -Explanations of resistance to social influence - Minority influence -The role of social influence processes in social change. 	<p>Research Methods</p> <ul style="list-style-type: none"> - How do psychologists carry out research? - What methods do they use? - What are the pros and cons of these methods? - Comparing different methods - Analysing data - Evaluating methods - Ethics - Scientific processes - Data handling and analysis - Inferential testing <p>Social Influence</p> <ul style="list-style-type: none"> -Types of conformity -Explanations for conformity: -Variables affecting conformity -Conformity to social roles -Explanations for obedience -Explanations of resistance to social influence - Minority influence -The role of social influence processes in social change. 	<p>Research Methods</p> <ul style="list-style-type: none"> - How do psychologists carry out research? - What methods do they use? - What are the pros and cons of these methods? - Comparing different methods - Analysing data - Evaluating methods - Ethics - Scientific processes - Data handling and analysis - Inferential testing <p>Memory</p> <ul style="list-style-type: none"> -The multi-store model of memory: sensory register, short-term memory and long-term memory. -Types of long-term memory: episodic, semantic, procedural -The working memory model -Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues - Factors affecting the accuracy of eyewitness testimony -Improving the accuracy of eyewitness testimony 	<p>Research Methods</p> <ul style="list-style-type: none"> - How do psychologists carry out research? - What methods do they use? - What are the pros and cons of these methods? - Comparing different methods - Analysing data - Evaluating methods - Ethics - Scientific processes - Data handling and analysis - Inferential testing <p>Memory</p> <ul style="list-style-type: none"> -The multi-store model of memory: sensory register, short-term memory and long-term memory. -Types of long-term memory: episodic, semantic, procedural -The working memory model -Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues - Factors affecting the accuracy of eyewitness testimony -Improving the accuracy of eyewitness testimony 	<p>Approaches</p> <p>Origins of psychology, the basic assumptions of the following approaches:</p> <p>Learning Biological Cognitive Psychodynamic Humanistic</p> <p>Attachment</p> <ul style="list-style-type: none"> -Caregiver-infant interactions in humans -Stages of attachment identified by Schaffer -Multiple attachments and the role of the father -Animal studies of attachment -Explanations of attachment -Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure resistant -Cultural variations in attachment - Bowlby's theory of maternal deprivation -Romanian orphan studies: effects of institutionalisation -The influence of early attachment on childhood and adult relationships 	<p>Approaches</p> <p>Origins of psychology, the basic assumptions of the following approaches:</p> <p>Learning Biological Cognitive Psychodynamic Humanistic</p> <p>Attachment</p> <ul style="list-style-type: none"> -Caregiver-infant interactions in humans -Stages of attachment identified by Schaffer -Multiple attachments and the role of the father -Animal studies of attachment -Explanations of attachment -Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure resistant -Cultural variations in attachment - Bowlby's theory of maternal deprivation -Romanian orphan studies: effects of institutionalisation -The influence of early attachment on childhood and adult relationships <p>Issues and Debates</p> <ul style="list-style-type: none"> -Gender and culture in psychology - Free will and determinism - The nature-nurture debate: - Holism and reductionism: levels of explanation in psychology. - Idiographic and nomothetic approaches to psychological investigation. - Ethical implications of research studies and theory
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<p>Year 13</p>	<p>Psychopathology</p> <ul style="list-style-type: none"> -Definitions of abnormality - The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder -The behavioural approach to explaining and treating phobias - The cognitive approach to explaining and treating depression - The biological approach to explaining and treating OCD <p>Biopsychology</p> <ul style="list-style-type: none"> - The divisions of the nervous system - The structure and function of sensory, relay and motor neurons. - The function of the endocrine system - The fight or flight response - Localisation of function in the brain and hemispheric lateralisation -Plasticity and functional recovery of the brain after trauma. - Ways of studying the brain - Biological rhythms 	<p>Cognition and Development</p> <ul style="list-style-type: none"> - Piaget’s theory of cognitive development - Vygotsky’s theory of cognitive development - Baillargeon’s explanation of early infant abilities - The development of social cognition: Selman’s levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. - The role of the mirror neuron system in social cognition <p>Aggression</p> <ul style="list-style-type: none"> - Neural and hormonal mechanisms in aggression - The ethological explanation of aggression -Evolutionary explanations of human aggression -Social psychological explanations of human aggression -Institutional aggression in the context of prisons - Media influences on aggression 	<p>Schizophrenia</p> <ul style="list-style-type: none"> -Classification of schizophrenia. -Symptoms of schizophrenia -Reliability and validity in diagnosis and classification of schizophrenia - Biological explanations for schizophrenia - Psychological explanations for schizophrenia - Drug therapy - Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. -Token economies as used in the management of schizophrenia. -The importance of an interactionist approach in explaining and treating schizophrenia <p>Issues and Debates</p> <ul style="list-style-type: none"> -Gender and culture in psychology - Free will and determinism - The nature-nurture debate: - Holism and reductionism: levels of explanation in psychology. - Idiographic and nomothetic approaches to psychological investigation. - Ethical implications of research studies and theory 	<p>Revision</p> <ul style="list-style-type: none"> -Recall, application, analysis and evaluation -Considering how we can take psychology further -Extrapolating and using the skills learnt throughout the course and considering how they will be useful in the future 		
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