

KS4 Curriculum Overview Psychology

FOUNDATION GCSE/BTEC OPTIONS (1 YEAR)

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Approaches in Psychology/ Social Influence</p> <ul style="list-style-type: none"> Introduction of Psychology including some key approaches such as Learning Approach and Psychodynamic Approaches to explain behaviour. Students gain an insight into key elements discussed throughout a range of topics across the year as well as in the GCSE Course and A-Level. Topics: Lesson 1 – An Introduction to psych Lesson 2 – Psychodynamic and Behavioural Lesson 3 – Biological and Cognitive <p>Social Influence</p> <ul style="list-style-type: none"> A discussion of the key concepts in social influence (conformity, obedience, and prosocial behaviour) with support from key studies including Milgram and Asch. Students are introduced to these key concepts as to why we change our behaviour or beliefs to suit that of others. Topics: Lesson 1 – Obedience (Milgram’s Study) Lesson 2 – Conformity (Asch’s Study) Lesson 3 – Factors affecting Conformity Lesson 4 – Prosocial Behaviour (Piliavin’s Study) Lesson 5 – Factors affecting Prosocial Behaviour 	<p>Explain: The key approaches of psychology and their contributions to explaining behaviour.</p> <p>Explain: Some of the key parts of social influence, with supporting research.</p> <p>Evaluate: The research into social influence, including ethical issues that arise.</p> <p>Analyse: Different factors that affect conformity and obedience.</p> <p>Critical Thinking: Able to consider critically the use of theories when explaining behaviour.</p> <p>Subject Links: History – Obedience shown in WW2 through the Nazi Regime. This prompted Milgram’s Research. Science – Looking at the cognitive and biological approaches linking to Biology elements such as the impact of factors on behaviour due to brain function.</p>	<p>Link to careers within the police and other authorities within the community.</p> <p>Link to charity workers helping people in need and campaigning for help.</p> <p>Psychologist working with diagnosing and understanding behaviours and mental disorders.</p> <p>British Values:</p> <ul style="list-style-type: none"> Instilling our values and expectations to the class from the start of the course. Linking to individual liberty – students learn about key debates about behaviour and explore the extent that we have freedom of choice over our actions. An understanding and appreciation that living under the rule of the law protects individual rights and is essential for wellbeing and safety. E.g., learning about conformity and obedience, understanding why some conform/obey and some do not. Looking at the response to authority.
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Aggression</p> <ul style="list-style-type: none"> An introduction to some of the key approaches in psychology in relation to the development of aggression according to the Biological and Social theories. The topic features key case studies supporting the development of aggression. Students also look at the evolutionary benefits of aggression as well as how media may impact violent behaviour. 	<p>Explain: The different reasons why aggression develops with the support from theories.</p> <p>Evaluate: The usefulness of the explanations and</p>	<p>Therapists working in anger management specialisms.</p> <p>Education and early years providers. Help children in their early behaviours.</p>

<p>Topics: Lesson 1 – An Introduction to Aggression Lesson 2 – The Biological Approach to Aggression Lesson 3 – Social Learning Theory (Including the Bobo Doll Study) Lesson 4 – Media Influences on Aggression Lesson 5 – Reducing Aggression</p>	<p>their contribution to reducing aggression.</p> <p>Critical Thinking: Able to consider critically a range of influences on aggression and examine their contribution to violence.</p> <p>Subject Links: Science – The Biology of Aggression including Hormones, Brain Function and Chromosomes. Media Studies – How aggression is shown in TV, Film and Gaming. Criminology – What the impact is on behaviour due to violent media.</p>	<p>British Values:</p> <ul style="list-style-type: none"> Respecting theories and arguments put forward to explain human behaviour. To engage in debate to discuss the wider implications of them on behaviour.
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Language, Thought and Communication</p> <ul style="list-style-type: none"> How do we communicate? An introduction to the basics of how we and animals communicate, and the differences between. We look at some of the key studies such as Von Frisch’s study of communication and some key features of Non-Verbal communication and how it enables us to communicate with each other. <p>Topics: Lesson 1 – Human vs Animal Communication Lesson 2 – Von Frisch’s Bee Study Lesson 3 – The functions of Eye Contact Lesson 4 – Body Language Lesson 5 – Innate vs Learned Behaviour (Linking to Darwin’s Theory)</p>	<p>Explain: The key differences between human and non-human animal communication.</p> <p>Evaluate: Some forms of NVC and how they help individuals communicate.</p> <p>Subject Links: Science – Darwin’s theory of evolution and how it impacts behaviour. Drama – The use and importance of body language when portraying different emotions.</p>	<p>Language and speech therapist.</p> <p>Counsellor or support working for those with Autism – who tend to have a lack of NVC skills.</p> <p>Occupational therapist.</p> <p>British Values:</p> <ul style="list-style-type: none"> An appreciation for cultural differences in the ways people communicate and how understanding these differences can lead to more effective links between people of different cultures. Contribute positively to understanding social norms.
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>Research Methods</p> <ul style="list-style-type: none"> An active approach to the GCSE topic of research methods. Students are introduced to the key foundational factors when studying and researching in psychology. During the foundation, students take an active role as researcher to conduct their own research to investigate the relationship in their chosen topic. Students conduct their own research, analyse and then present their findings as early-researchers to the class. This teaches students the key skills for research on a more practical level. 	<p>Explain: How research is conducted in the psychological field.</p> <p>Undertake Research: Conduct their own research, using data and interpreting data.</p> <p>Data Analysis: Key skills to analyse data and be</p>	<p>Working within the psychological field of research.</p> <p>Research assistant working with psychological researchers.</p> <p>Market researcher.</p>

<p>Topics: Lesson 1 – Introduction to Research Lesson 2 – Types of Experiments Lesson 3 – Ethical Issues in Research Lesson 4 – Interviews and Questionnaires Lesson 5 – Research Project – Designing Questionnaires Lesson 6 – Research Project – Interpreting Data Lesson 7 – Research Project – Presentation</p>	<p>able to confidently explain relationships.</p> <p>Presenting: Students will present the findings of their research to the rest of the class and actively answer questions regarding the outcomes.</p> <p>Subject Links: Science – Undertaking research has the same process as scientific research. Also use hypothesis, variables, and investigation. Maths – Understanding how to interpret data. Drawing graphs and analysing averages. Handling data and numerical computation.</p>	<p>British Values:</p> <ul style="list-style-type: none"> • A fundamental area when studying the ethics of research. Students learn how to conduct research in accordance with the British Psychological Society standards including how the rights of our participants should be prioritised when designing and conducting research. We explore how we can protect participants from harm. • According to the BPS, all research methods are conducted in accordance with honouring and respecting British Values.
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>End of Year Exam Revision</p> <ul style="list-style-type: none"> • This term allows students to actively revise and prepare for the upcoming end of year assessment. For many this will be their final grade for the Psychology course if they do not continue onto the GCSE course. This enables students to cover all topics of the foundation course so far and take part in activities designed to aid their revision. 	<p>Revise: Students will gain understanding of different revision techniques to aid their revision prior to exams.</p> <p>Application: To apply their learning throughout the year to GCSE style questions.</p> <p>Independent and Shared Learning: Students to be able to learn individually as well as in a group with others to aid revision.</p> <p>Subject Links: English – Using different word association and key word activities to aid revision such as mnemonics.</p>	<p>Education provider such as a teacher or tutor.</p> <p>British Values:</p> <ul style="list-style-type: none"> • Showing respect for one another through working together to revise. Being able to choose topics they wish to revise to ‘fill in gaps’ and improve their learning.
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p>Brain and Neuropsychology</p> <ul style="list-style-type: none"> An introduction to the GCSE topic of Brain and Neuropsychology. Students will start to gain an understanding of how the brain works and the relationship with the body. This cross links with some scientific knowledge of the nervous system, neurons, and the functions of the brain. This is vital for the understanding of some key GCSE and A-Level psychology topics including Psychological Problems (GCSE) and Psychopathology (A-Level). <p>Topics: Lesson 1 – Structure and Function of the Nervous System Lesson 2 – Neurons and Synapses Lesson 3 – Localisation and Function of the Brain Lesson 4 – Scanning Techniques</p>	<p>Explain: How the brain works and what different areas are responsible for some behaviours.</p> <p>Outline: The different functions of neurons – being able to design and label neurons.</p> <p>Application: To be able to apply the use of research to the functions of the brain.</p> <p>Subject Links: Science – The structure and function of the brain including the physical parts and being able to explain the responsibility of each part.</p>	<p>Cognitive neuroscience and psychology. Work with patients with abnormal brain function.</p> <p>Neuropsychologist.</p> <p>Nursing within brain injury and disease units. E.g., working with patients with dementia or Alzheimer’s.</p> <p>British Values:</p> <ul style="list-style-type: none"> Understanding the protection and care for others when learning about accessing the brain and investigating brain trauma.
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British Values in Psychology:

In general, psychology through from the foundation to the A-Level is a place for exploring human ideas and research into human behaviour. The class can democratically open opportunities for debate, challenge, and discussion. Students are responsible for their own work. They listen and consider other views and perspectives and challenge where necessary. One key value in psychology is that individual differences are to be tolerated and appreciated, which is modelled by the teacher. We encourage students to become more aware of others and ignite their interest in our role as both an individual and a member of the wider community.