

KS4 Curriculum Overview PSYCHOLOGY

Year 1 GCSE

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>NB: THE TOPIC OF RESEARCH METHODS IS TAUGHT OVER THE FIRST FEW TERMS ALONGSIDE THE MAIN TOPICS.</p> <p>RESEARCH METHODS: The key methods necessary for conducting research in psychology. Students learn the key skills that help when researching topics within the wider field of social sciences including how to recruit participants, the different types of experiments, the use and interpretation of data. This is a large topic and gives students a foundation of understanding necessary for the other topics featured in the course,</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Hypotheses and Variables: IV, DV and EV</i> - <i>Experiments</i> - <i>Use of participants: Experimental design, sampling methods, ethical considerations</i> - <i>Interviews/Questionnaires/Observations/Case Studies</i> - <i>Correlation/Descriptive statistics/ Interpreting Data/ Computing Data</i> - <i>Reliability and Validity</i> 	<p>KEY EXAM SKILLS: AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also: Explain: <i>How research is conducted in the psychological field.</i> Evaluate: <i>The usefulness of different experimental methods.</i> Analyse: <i>Data using graphical representations and analysis.</i></p> <p>SUBJECT LINKS: Sociology: research methods</p>	<p>CAREER LINKS: Working within the psychological field of research.</p> <p>Research assistant working with psychological researchers.</p> <p>BRITISH VALUES: Having an awareness of ethical issues such as socially sensitive research and how measures need to be taken to ensure this is handled appropriately. The rule of law relates to codes of conduct designed to protect individuals and groups. Psychologists must abide by the ethical code of conduct set out by the British Psychological Society. As part of their study of Psychology, students are encouraged to critically evaluate whether research adheres to the scientific method.</p>
<p>MEMORY: The study of how memories are processed, stored and retrieved. The focus is on the different memory stored and how we consider memory as an active process. Through research studies and key theories, students will gain a well-rounded understanding of how memory works and the factors that affect the accuracy of our memory.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Encoding, Storage and Retrieval</i> - <i>The different types of memory</i> - <i>Structures of memory: multi-store model and Primacy/Recency</i> - <i>Theory of Reconstructive Memory and Bartlett's Study</i> - <i>Factors affecting memory: Interference, Context and False Memories</i> 	<p>KEY EXAM SKILLS: AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also: Explain: <i>the key concepts of how our memory works.</i> Evaluate: <i>The usefulness of memory theories and models.</i> Analyse: <i>The different factors that affect memory.</i></p> <p>SUBJECT LINKS: Biology: brain function</p>	<p>CAREER LINKS: Cognitive psychology working with memory patients and understanding the functions of the brain.</p> <p>BRITISH VALUES: Respect: members of society who have problems with memory.</p> <p>Having an awareness of ethical issues such as socially sensitive research and how measures need to be taken to ensure this is handled appropriately.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p>MEMORY continued: The study of how memories are processed, stored and retrieved. The focus is on the different memory stored and how we consider memory as an active process. Through research studies and key theories, students will gain a well-rounded understanding of how memory works and the factors that affect the accuracy of our memory.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Encoding, Storage and Retrieval</i> - <i>The different types of memory</i> - <i>Structures of memory: multi-store model and Primacy/Recency</i> - <i>Theory of Reconstructive Memory and Bartlett’s Study</i> - <i>Factors affecting memory: Interference, Context and False Memories</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also:</p> <p>Explain: <i>the key concepts of how our memory works.</i></p> <p>Evaluate: <i>The usefulness of memory theories and models.</i></p> <p>Analyse: <i>The different factors that affect memory.</i></p> <p>SUBJECT LINKS:</p> <p>Biology: brain function</p>	<p>CAREER LINKS:</p> <p>Cognitive psychology working with memory patients and understanding the functions of the brain.</p> <p>BRITISH VALUES:</p> <p>Respect: members of society who have problems with memory</p> <p>Having an awareness of ethical issues such as socially sensitive research and how measures need to be taken to ensure this is handled appropriately.</p>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>PERCEPTION: The focus of this topic is looking at how we develop our necessary understanding of how we perceive the world around us. We understand the opposing theories of the belief that perception is innate or learned. What factors affect perception – culture, emotion, motivation and expectation. This gives students the understanding of our perceptual abilities.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Sensation and Perception</i> - <i>Visual Cues, Constancies and Visual Illusions</i> - <i>Theories of Perception: Gibson and Gregory</i> - <i>Factors affecting Perception: Culture, Motivation, Emotion and Expectation</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also:</p> <p>Explain: <i>How humans perceive the world using cues.</i></p>	<p>CAREER LINKS:</p> <p>Working with children – child psychologist to understand the development of perception.</p> <p>BRITISH VALUES:</p> <p>Respect and tolerance: of people who have different cultures.</p> <p>Generally, students are exposed to a range of theories in Psychology that have developed from preceding theories. In this way students appreciate how having opposing views can help with the development of Psychology as a science.</p>

	<p>Evaluate: The effectiveness of theories that attempt to explain the development of perception.</p> <p>Analyse: The different factors affecting Perception.</p> <p>SUBJECT LINKS: Philosophy: nature or nurture.</p>	
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>PERCEPTION continued: The focus of this topic is looking at how we develop our necessary understanding of how we perceive the world around us. We understand the opposing theories of the belief that perception is innate or learned. What factors affect perception – culture, emotion, motivation and expectation. This gives students the understanding of our perceptual abilities.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Sensation and Perception</i> - <i>Visual Cues, Constancies and Visual Illusions</i> - <i>Theories of Perception: Gibson and Gregory</i> - <i>Factors affecting Perception: Culture, Motivation, Emotion and Expectation</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also:</p> <p>Explain: How humans perceive the world using cues.</p> <p>Evaluate: The effectiveness of theories that attempt to explain the development of perception.</p> <p>Analyse: The different factors affecting Perception.</p> <p>SUBJECT LINKS:</p>	<p>CAREER LINKS: Working with children – child psychologist to understand the development of perception.</p> <p>BRITISH VALUES: Respect and tolerance: of people who have different cultures.</p> <p>Generally, students are exposed to a range of theories in Psychology that have developed from preceding theories. In this way students appreciate how having opposing views can help with the development of Psychology as a science.</p>

	Philosophy: nature or nurture	
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>DEVELOPMENT: How do we develop? Students learn how we from birth develop our necessary abilities and how we learn through praise and self-efficacy. We study the key stages according to key theorists such as Piaget and Dweck, on how we develop correctly in our learning and cognition.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Early Brain Development</i> - <i>Piaget’s Theory: Conservation, Egocentrism, Stages of Development and Application to Education</i> - <i>Effects of Learning: Dweck’s Mindset Theory, Praise and Self-efficacy, Learning Styles and Willingham’s Theory</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also</p> <p>Explain: <i>How learning develops in children over stages.</i></p> <p>Evaluate: <i>Key theories and applications of developmental psychology with children.</i></p> <p>Analyse: <i>How development effects learning.</i></p> <p>SUBJECT LINKS: Biology: brain development</p>	<p>CAREERS LINKS: Working with children – child psychologist to understand the development of perception.</p> <p>BRITISH VALUES: Understanding socially acceptable norms and how deviation from these can upset society.</p> <p>How social change occurs through a minority influence.</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV

<p>DEVELOPMENT continued: How do we develop? Students learn how we from birth develop our necessary abilities and how we learn through praise and self-efficacy. We study the key stages according to key theorists such as Piaget and Dweck, on how we develop correctly in our learning and cognition.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Early Brain Development</i> - <i>Piaget’s Theory: Conservation, Egocentrism, Stages of Development and Application to Education</i> - <i>Effects of Learning: Dweck’s Mindset Theory, Praise and Self-efficacy, Learning Styles and Willingham’s Theory</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also:</p> <p>Explain: <i>How learning develops in children over stages.</i></p> <p>Evaluate: <i>Key theories and applications of developmental psychology with children.</i></p> <p>Analyse: <i>How development effects learning.</i></p> <p>SUBJECT LINKS: Biology: brain development</p>	<p>CAREERS LINKS: Working with children – child psychologist to understand the development of perception.</p> <p>BRITISH VALUES: Understanding socially acceptable norms and how deviation from these can upset society.</p> <p>How social change occurs through a minority influence.</p>
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KS4 Curriculum Overview PSYCHOLOGY

Year 2 GCSE

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>SOCIAL INFLUENCE: The study of how and why we conform, obey and help. Students look at the processes that are undertaken when conforming in a group or obeying an authority figure. There are many different factors affecting the likelihood of each. Why is it we lose our identity when in a crowd? These are key processes which explain everyday group behaviours.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Conformity: Asch’s Study and Factors affecting Conformity</i> - <i>Obedience: Milgram’s Study, Agency Theory and Adorno’s Theory</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas,</p>	<p>CAREER LINKS: Link to careers within the police and other authorities within the community.</p> <p>BRITISH VALUES: Respecting theories and concepts put forward to explain human behaviour –engage in debate to consider these and the possible wider social implications of what they predict.</p>

<ul style="list-style-type: none"> - <i>Prosocial Behaviour: Piliavin's Study and Factors affecting Prosocial Behaviour</i> - <i>Crowd and Collective Behaviour: Deindividuation and Factors affecting Crowd behaviour</i> 	<p>processes and procedures to make judgements and draw conclusions.</p> <p>Also: Explain: <i>How social influence can change behaviour.</i> Evaluate: <i>Key studies within psychology that explain the key processes of social influence.</i> Analyse: <i>The behaviour and how it affects others.</i></p> <p>SUBJECT LINKS: Sociology, Politics & History: conformity, obedience of authoritative figures</p>	<p>Democracy is also related to the right to express opinion and allow for social change. The mechanisms underpinning social change are a key part of the social influence topic in Psychology.</p> <p>Through the study of obedience and conformity students explore why it is that individuals are likely, or in some cases unlikely, to follow the rule of law.</p>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>LANGUAGE, THOUGHT AND COMMUNICATION: Verbal and Non-Verbal Communication. How do both develop? The topic focuses on the ways in which humans and non-humans communicate and how we may use language. The focus is on some key psychologists such as Piaget, Sapir-Whorf and even Darwin to explain the development of Language enabling us to communicate. Topics:</p> <ul style="list-style-type: none"> - <i>The development of Language: Piaget and Sapir-Whorf Theory</i> - <i>Human vs Non-Human Animal communication: Von Frisch Study</i> - <i>Non-Verbal Communication: Eye Contact, Body Language and Personal Space</i> - <i>Explanations of Non-Verbal Behaviour: Darwin, Innate vs Learned and Yuki's study of Emoticons</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also: Explain: <i>How language develops, referring to differing theories.</i> Evaluate: <i>Research into NVC and its application to everyday behaviour.</i> Analyse: <i>Key theories such as Darwin.</i></p> <p>SUBJECT LINKS:</p>	<p>CAREER LINKS: 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>Animal psychology – how animals communicate with one another.</p> <p>BRITISH VALUES: respecting the variety of ways that people communicate.</p>

	Sociology, Politics & History: conformity, obedience of authoritative figures	
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>LANGUAGE, THOUGHT AND COMMUNICATION continued as above in TERM 2:</p> <p>BRAIN AND NEUROPSYCHOLOGY: The brain is a complex system of millions of networks and connections. How does the structure and functions of key parts of the body help to communicate the needs of the systems. Students focus on the nervous system, neuron transmission, the structure and functions of the brain and neuropsychology – including cognitive neuroscience, neurological damage and scanning techniques used to identify brain function. This allows students to understand the detailed process of the human body in enabling us to function.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Structure and function of the nervous system</i> - <i>Neuron structure and synaptic transmission</i> - <i>Structure and Function of the brain: Localisation of function</i> - <i>Introduction to neuropsychology: Cognitive neuroscience, neurological damage, scanning techniques, Tulving’s study</i> 	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also:</p> <p>Explain: How the brain functions and the different responsibilities of areas of the brain.</p> <p>Evaluate: Some key research into the localisation of the function of the brain.</p> <p>Analyse: Research into cognitive damage and the effects on the patient.</p> <p>SUBJECT LINKS:</p> <p>Biology and Chemistry: brain development and transmissions</p>	<p>CAREER LINKS: Cognitive neuroscience and psychology.</p> <p>Work with patients with abnormal brain function</p> <p>BRITISH VALUES:</p> <p>There are many different ‘schools of thought’ in Psychology e.g. behaviourist, social learning, biological, cognitive and psychodynamic. The skill of evaluation in psychology requires students to draw on a variety of different evidence when developing their discussion.</p>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>BRAIN AND NEUROPSYCHOLOGY continued as above in TERM 3:</p> <p>PSYCHOLOGICAL PROBLEMS: An introduction to mental health and the effect of mental health problems on the individual. Two key psychological problems are focused on, Depression and Addiction. We study a large range of theories to suggest their development, from biological to psychological and the various different current treatments available for such problems. This</p>	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p>	<p>Career paths can include mental health sector including mental health nursing, therapy assistants and therapists (CBT and Aversion Therapy)</p> <p>BRITISH VALUES:</p> <p>Respect civil and criminal law: To understand the Mental</p>

<p>gives students an introduction to mental health psychology and treatments commonly used to tackle and manage these common problems.</p> <p>Topics:</p> <ul style="list-style-type: none"> - <i>Introduction to Mental Health</i> - <i>Depression: Types and Diagnosing, Theories of Depression, Treatments (CBT).</i> - <i>Addiction: Characteristics and Diagnosing, Theories of Addiction, Treatments (Aversion Therapy, Self-Management)</i> 	<p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p>Also: Explain: <i>What is meant by mental health.</i> Evaluate: <i>The effectiveness of treatments when treating both depression and addiction.</i> Analyse: <i>Different theories of addiction/ depression and their usefulness of explaining why they mental health.</i></p> <p>SUBJECT LINKS: H&SC: mental health</p>	<p>Health Act and how this protects individuals diagnosed with mental health conditions and how the Act indirectly protects members of society.</p> <p>Understanding the ethical issues surrounding the diagnosis and treatment of abnormality – dealing with the associated stigma attached to both aspects.</p> <p>Psychology is concerned with the motivations of human behaviour and develops theories and subsequent research to help us to understand how, and why, individuals make decisions. Through the study of approaches in Psychology students are encouraged to see that, whilst we may all be similar in many respects, there are always anomalies in human behaviour that cannot be predicted.</p>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p>PSYCHOLOGICAL PROBLEMS continued as above in Term 4</p> <p>REVISION FOR SUMMER EXAMS</p> <p style="text-align: center;">EXAM SEASON</p>	<p>KEY EXAM SKILLS:</p> <p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>As above for TERM 4</p>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p style="text-align: center;">EXAM SEASON</p>	<p>As above in TERM 5</p>	<p>As above in TERM 5</p>