Psychology Curriculum Intent	
The aim of Vyners Psychology study is to look at theories and explanations of behaviour and critically analyse the surrounding research to understand different reasons for human behaviour.	
	This is a brand new course of study. The topics chosen from the GCSE content provide an introduction into basic Psychological theories and experiments. These topics allow year students to begin developing their evaluative language in order to begin identifying strengths and weaknesses in Psychological study.
KS4 **AQA GCSE Specification**	This two year course of study brings in 'real world' application. This includes child development and language, thought and communication. This course will allow learners to be engaged in the subject matter and understand how the content is relevant to them - one of the fundamental intent principles of study GCSE Psychology at Vyners. Students will be able to demonstrate knowledge and understanding of psychological ideas, processes and theories. They will be able to evaluate psychological ideas and make judgement or draw conclusions based on learned skills. At the end of the three years of AQA specification study, students will take two exams, both 1hr 45 minutes, covering 8 topics.
KS5 **AQA A Level Specification**	At A-level, we study how people interact and how we change and develop as human beings. We study how Psychological studies are conducted and the criteria needed to carry out Psychological investigations. In Years 12 and 13, students develop their ability to think critically, further developing oral and communication skills. We intend to encourage students to go onto further education using Psychology as a basis for this as it provides a broad range of opportunities. The broad range of topics covered throughout the two years relates to multiple aspects of real life and will interest a range of students from different cultures, backgrounds and further educational interests. At the end of two years of AQ specification study, students take three exams of 2 hrs each, covering 11 topics.

**Blue Italics are assessment points mapped into the curriculum implementation - note, some are subject to change.*

Curriculum Implementation						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Year 10	**Perception**: Sensation and perception Visual illusions 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. Monocular depth cues: height in plane, relative size, occlusion and linear perspective. Binocular depth cues: retinal disparity, convergence. Gibson + Gregory theories	**Memory:** Different types of memory: episodic memory, semantic memory and procedural memory. How memories are encoded and stored. The multi-store model of memory: sensory, short term and long term. Features of each store: coding, capacity, duration. Primacy and recency effects in recall: the effects of serial position. Murdock's serial position curve study. The Theory of Reconstructive Memory, including the concept of 'effort after meaning'. Bartlett's War of the Ghosts study.	**Research Methods:** Null hypothesis and alternative hypothesis. Independent variable, dependent variable, extraneous variables. Target populations, samples and sampling methods and how to select samples using these methods: • random • opportunity • systematic • stratified. Strengths and weaknesses of each sampling method. Understanding principles of sampling as applied to scientific data.	Null hypothesis and alternative hypothesis. Independent variable, dependent variable, extraneous variables. Target populations, samples and sampling methods and how to select samples using these methods: • random • opportunity • systematic • stratified. Strengths and weaknesses of each sampling method. Understanding principles of sampling as applied to scientific data. Quantitative and qualitative methods: • the experimental method (experimental designs, independent groups, repeated measures, matched	An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships. The strengths and weaknesses of correlations. The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them). How research should be planned, taking into consideration the reliability and/or validity of: • sampling methods	**Development** **Early brain development** **Piaget's Theory** **McGarrigle and Donaldson's 'naughty teddy' study'. Development of conservation.** **Hughes' 'policeman doll study'. Reduction of egocentricity.** **The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational.** **Application of the above to education** *Paper 1* **Development Continued** **Dweck's Mindset Theory of learning: fixed mindset and growth mindset.**

	Y10 Perception so far assessment Factors affecting perception; • Bruner and Mintum's • Culture, motivation and emotion • Gilchrist and Nesberg Perceptual set and the effects of the following factors affecting perception: culture, motivation, emotion, expectation. *Culture application question self marked* The Gilchrist and Nesberg study of motivation and the Bruner and Minturn study of perceptual set.	Factors affecting the accuracy of memory, including interference, context and false memories. *Memory end of topic test*	Quantitative and qualitative methods: • the experimental method (experimental designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design) • laboratory experiments • field and natural experiments • Interviews • Questionnaires • case studies • observation studies (including categories of behaviour and interobserver reliability). Strengths and weaknesses of each research method and types of research for which they are suitable	pairs, including strengths and weaknesses of each experimental design) • laboratory experiments • field and natural experiments • Interviews • Questionnaires • case studies • observation studies (including categories of behaviour and interobserver reliability). Strengths and weaknesses of each research method and types of research for which they are suitable.	• experimental designs • quantitative and qualitative methods. Students should demonstrate knowledge and understanding of: • ethical issues in psychological research as outlined in the British Psychological Society guidelines • ways of dealing with each of these issues. The difference between quantitative and qualitative, primary and secondary data. Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. Descriptive statistics Construct and interpret frequency tables and diagrams, bar charts, histograms	**The role of praise and self-efficacy beliefs in learning.** **Learning styles including verbalisers and visualisers.** **Willingham's Learning Theory and his criticism of learning styles.** Create own study and answer the exam question about "create your own"

					and scatter diagrams for correlation. Normal distribution *Research methods enrichment project*	
Year 11	**Language Thought and Communication** **Piaget's theory: language depends on thought.** **The Sapir-Whorf hypothesis: thinking depends on language.** **Variation in recall of events and recognition of colours, eg in Native American cultures.** **Von Frisch's bee study.** **Differences between human and animal communication. Limited functions of animal communication (survival, reproduction, territory, food)** **Definitions of non-verbal communication and verbal communication.**	**Social Influence** **Asch's study of conformity.** **Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.** **Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity.** **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.**	**Brain and neuropsychology** The structure/ 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. Sensory, relay and motor neurons. Synaptic transmission: release and reuptake of neurotransmitters. Excitation and inhibition.	**Psychological disorders** Characteristics of mental health, eg positive engagement with society, effective coping with challenges. Cultural variations in beliefs about mental health problems. How the incidence of significant mental health problems changes over time. Increased challenges of modern living, eg isolation. Increased recognition of the nature of mental health problems and lessening of social stigma.	Biological explanation (influence of nature): imbalance of neurotransmitters, eg serotonin in the brain. Psychological explanation (influence of nurture): negative schemas and attributions. Use of antidepressant medications. Cognitive behaviour therapy (CBT). Wiles' study of the effectiveness of CBT. How these improve mental health, reductionist and holistic perspectives. The difference between addiction/dependence and substance misuse/abuse.	

	Functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion. **Body language including open and closed posture, postural echo and touch** **Personal space including cultural, status and gender differences.** **Darwin's evolutionary theory of non-verbal communication as evolved and adaptive.** **Evidence that non-verbal behaviour is innate, eg in neonates and the sensory deprived.** **Evidence that non-verbal behaviour is learned.** **Yuki's study of emoticons.** *Language thought and communication end of topic test*	**Piliavin's subway study.** **Identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.** **Prosocial and antisocial behaviour in crowds.** *Social influence end of topic test* **PAPER 1**	An understanding of how these processes interact. Hebb's theory of learning and neuronal growth 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. Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition. Use of scanning techniques to identify brain functioning: CT, PET and fMRI scans.	Individual effects, eg damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing. Social effects, eg need for more social care, increased crime rates, implications for the economy 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 self-confidence	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. Biological explanation (influence of nature): hereditary factors/genetic vulnerability. Kaij's twin study of alcohol abuse. Psychological explanation (influence of nurture): peer influence. Aversion therapy. Self-management programmes, eg self-help groups, 12-step recovery programmes. How these improve mental health,	

			Basic understanding of how neurological damage, eg stroke or injury can affect motor abilities and behaviour. Tulving's 'gold' memory study *end of topic test*		reductionist and holistic perspectives. *end of topic test* *Paper 2 practice*	
Year 12	**Research methods** Data handling and Analysis, reliability and validity, introduction to the following research methods: experimental method, observational techniques, self-report techniques, and Correlations. Scientific processes including: aims, hypotheses, sampling, pilot studies, experimental designs, observational design, questionnaire Construction.	**Social Influence:** Conformity (majority influence) Minority Influence Explanations for obedience Resistance to Social Influence The role of social influence processes in social change *Social influence end of topic test*	**Memory:** Coding, Capacity and Duration The multi-store model. Types of Long term memory The working memory model. Explanations for forgetting. Research Methods revisit Factors affecting the accuracy of eyewitness testimony.	**Attachment:** Caregiver-infant interactions in humans. Animal studies of Stages of attachment, Explanations of attachment. (Bowlby) Strange Situation. Cultural variations in attachment Theory of maternal deprivation, Later relationships *Attachment End of topic*	**Approaches:** Origins of, Approaches Behavioural, learning, biological, cognitive, psychodynamic humanistic Comparison of approaches, as well as: The psychodynamic approach. Humanistic psychology. *Comparison of approaches essay* **Psychopathology:** Definitions of x4	**Schizophrenia:** Classification of Schizophrenia. Biological and psychological explanations for schizophrenia. Treatment The importance of an interactionist approach in explaining and treating schizophrenia. The Diathesis stress model.

	Scientific processes including: variables, control, demand characteristics and investigator effects, ethics, role of peer review and implications of psychological research for the Economy. Case studies and content analysis Probability and significance Statistical tests x7 test Features of science and how to report psychological Investigations. *Research Methods enrichment Project*		Improving the accuracy of eyewitness testimony. *Memory end of topic with research methods*		The behavioural approach to explaining and treating phobias. The cognitive approach to depression. The biological approach to treating OCD. *Psychopathology 16 marker*	*Paper 1 summer mocks*
Year 13	*Paper 1 shortened paper* **Biopsychology:** The divisions of the nervous system. The structure and	*Schizophrenia Practice questions* **• Relationships** • The evolutionary explanations for partner preferences. • Factors affecting attraction	**Issues and Debates:** • Gender and culture in Psychology. • Free will and determinism. • The nature-nurture	**Options in Psychology:** **Forensics** Profiling Biological, ethological and evolutionary explanations.	Revision and Formal AQA Examinations	

	function of sensory, relay and motor neurons. The process of synaptic transmission. The function of the endocrine system. The fight or flight response. Broca's and Wernicke's areas, Localisation and lateralisation split brain research. Plasticity and functional recovery of the brain after trauma. Ways of studying the brain including post-mortem examinations. Biological rhythms: circadian, infradian and ultradian. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.	• Theories of romantic relationships. • Virtual relationships in social media. • Parasocial relationships *Paper 2 december mocks*	debate. • Holism and reductionism. Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including reference to social sensitivity. *Issues and debates in class/ end of topic*	Social psychological explanations Dealing with offending *Paper 3 walk through*		

KS4		Psychology Curriculum Impact KS4		
		FORMATIVE; *The instructional guidance that identifies central points of learning and plans for the progression of individual students.*	**SUMMATIVE;** *This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)*	**EVALUATIVE;** *This is about institutional accountability and comes after terminal exams. External agencies.*
TIMESCALE	**Annually**		**Year 10:** - End of Year assessment - - Paper 1 - Perception, memory, development, research methods - **Year 11:** - December mock examinations - focus on all topics from year 10 & 11	Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of Key Stage 4. **GCSE exam board**: AQA **Exam structure:** - Two exams, 1hr.45

<table>
<tr><td></td><td>Interim (termly or half-termly)</td><td></td><td colspan="2">Teachers:
- Evaluate student learning at the end of a certain teaching period.
- Evaluate their teaching practice and lessons in line with Summative Assessment outcomes.

4 formal assessment points across each year at the end of each unit.

Summative assessment also seen in the form of mid-topic assessments.

Levels based upon raw mark boundaries at GCSE grading criteria 1-9.

Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.</td></tr>
<tr><td></td><td></td><td></td><td><u>Year 10</u>
● Perception
● Memory
● Research methods
● Development
● Language, thought and communication</td><td><u>Year 11</u>
● Social Influence
● The brain and neuropsychology
●
● Psychological disorders</td></tr>
<tr><td></td><td>Weekly</td><td>Teachers role:
- To deliver structured lessons following the SOW
- Ensure AO1 and AO3 skills are clearly outlined</td><td colspan="2"></td></tr>
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		- Use tracker sheets at the front of the book - Provide a mixture of verbal and written feedback Students role: - Engage in lessons and complete work to the best of their ability - Meet all homework deadlines as outlined on google classroom - Use the 'perfect page' .	
	Hourly	*'Every Lesson Every Day'* techniques are embedded in lessons including: - Check prior knowledge - Explain, practice, test Every lesson a variety the following formative assessment takes place using the following strategies: - Last lesson or a previous lesson assessed in a starter using mini whiteboards or similar - Peer or self assessment using a model answer - Use ReAct in green pen	

Subject: **Psychology - KS5**	**FUNCTIONS OF ASSESSMENT**		
	FORMATIVE; *The instructional guidance that identifies central points of learning and plans for the progression of individual students.*	**SUMMATIVE;** *This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)*	**EVALUATIVE;** *This is about institutional accountability and comes after terminal exams. External agencies.*

TIMESCALE	**Annually**	Y12 - Summer homework (Issued on 6th form induction day) - assesses basic maths and science skills - given a score /50 Y12 enrichment - designing their own Psychology experiment, presentation	**Year 12 Mock in June – A level Paper 1** ● Social Influence ● Memory ● Attachment ● Psychopathology **Year 13 September mock - A Level Paper 1** **Year 13 December mock - A Level Paper 2** ● Approaches ● Biopsychology ● Research Methods **Year 13 February Mock - Paper 3 (so far)** ● Schizophrenia ● Relationships **Year 13 - A level** ● Paper 1: Introductory topics in Psychology (2 hours 33%) ● Paper 2: Psychology in context (2 hours 33%) ● Paper 3: Issues and options in Psychology (2 hours 33%)	● ALPs score after Y13 results ● Using data to provide support, alumni tutoring and intervention for students. Using data to identify for emergency parents evening
	Interim (termly or half-termly)	● Google form - asks the students about which topics they like/dislike, which exam skills do they find hard (AO1,2,3), which style of questions are they the most confident/ least confident	End of topic tests (usually every half term) Half an hour each (to reflect the size of the section in a real exam) ● Social Influence ● Memory ● Research Methods ● Attachment ● Approaches ● Psychopathology (is in mock paper 1 so no topic test) ● Schizophrenia ● Biopsychology ● Relationships ● Issues and Debates	

			● Forensics Teachers: - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. Written feedback and student responses in the form of react will be evident. Kept in folders. AQA grade boundaries	
	Weekly	Consolidation summary questions on what they have learned this week e.g. provide one weakness of the biological approach Teachers role: - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. Students role: - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT taks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. .		

	Hourly	**Every Lesson everyday** - starter - based on knowledge from last lesson/ previous lessons - Either an application question or an exam question mid way through - plenary in the form of multiple choice or summary questions - *'Every Lesson Every Day'* techniques are embedded in lessons including: - Review last lesson, last week, last year. - Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback. - Low stakes testing activities. Every lesson a variety of the following formative assessment takes place using the following strategies: - Low stakes testing - formative feedback, - sharing learning goals - peer and self-assessments - Inquiry-Based Instruction - quizzes and questionnaires - Cumulative Daily Review. - Classroom Discourse	