

# Psychology Department: Curriculum Overview 2023-24

## Curriculum Intent:

In Social Sciences, our aims are for all students

- To develop an understanding of the complexities of the society that we live in with a particular focus on understanding why and how we act and the consequences of this.
- To show tolerance and respect for others.
- To provide qualifications and skills that will prepare students for life after Fullbrook and equip them with knowledge that they will use for the rest of their life.

In Psychology, our aims are for all students

- To be able to identify why humans behave in certain ways
- To be able to explain the role of nature and nurture
- To use research-based evidence to support their understanding
- To develop the skills required to plan, conduct and analyse a psychological study
- To develop analysis and critical evaluation skills

Year 11	Term 1		Term 2		Term 3		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	

	[? lessons]	[? lessons]	[? lessons]	[? lessons]	[? lessons]	[? lessons]	
Topic	Memory	Memory	Sleep and dreaming	Sleep and dreaming Revision	Revision	Revision	End Points
<b>Skill</b>	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	
<b>Content</b>	<p>Memory</p> <ul style="list-style-type: none"> <li>Information processing</li> <li>Structure of the brain</li> <li>Amnesia and Forgetting</li> <li>Multi-store memory model</li> <li>Clive Wearing key study</li> </ul> <p>One flashback lesson per cycle (retrieval of old content based on student need)</p>	<p>Memory</p> <ul style="list-style-type: none"> <li>Reconstructive memory</li> <li>Braun's study into distorting memories</li> <li>Use of memory for advertising</li> </ul> <p>Sleep and dreaming</p> <ul style="list-style-type: none"> <li>Functions of sleep and the sleep cycle</li> <li>Neuropsychology of sleep</li> </ul> <p>One flashback lesson per cycle (retrieval of old content based on student need)</p>	<p>Sleep and dreaming</p> <ul style="list-style-type: none"> <li>Freudian theory of dreaming</li> <li>Freud's study into the Wolfman</li> <li>Activation synthesis theory of dreaming</li> <li>Williams' bizarreness of dreams key study</li> </ul> <p>One flashback lesson per cycle (retrieval of old content based on student need)</p>	<p>Sleep and dreaming</p> <ul style="list-style-type: none"> <li>Application: treatments for insomnia</li> </ul> <p>One flashback lesson per cycle (retrieval of old content based on student need) All content for revision (key focus on crime)</p>	All content for revision	All content for revision	<p>Students will be able to use research methods skills to a high level</p> <p>Students will have an excellent knowledge of all aspects of the content covered</p> <p>Students will be able to write balanced psychological arguments with confidence</p>
<b>Prior Knowledge Required</b>	Research methods, brain structure, schemas	Research methods, brain structure, memory core concepts	Research methods, brain structure, sleep and dreaming core concepts	All	All	All	
<b>Feedback Points</b>	Memory mid topic test – individual feedback	December mock- 1 x full paper (paper 1)  Memory end of topic test – class feedback	Sleep and dreaming mid topic test	Mock 2- 1 x full paper (paper 2)  Sleep and dreaming end of topic test – individual feedback	As needed		Students will be able to critically evaluate psychological theory and studie
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>How does the brain process information from the senses?</li> <li>What role do different parts of the brain play in memory?</li> <li>What are the differences between anterograde and retrograde amnesia? What are the different types of forgetting?</li> <li>How does the multi-store memory model explain short and long term memory?</li> <li>What did research into Clive Wearing show?</li> </ul>	<ul style="list-style-type: none"> <li>What does the theory of reconstructive memory suggest about the brain?</li> <li>What did Braun conclude about purposely distorting memories?</li> <li>How do advertising companies use memory techniques to sell products?</li> <li>Why do we need sleep and what happens during the various stages of sleep?</li> <li>What do endogenous pacemakers and</li> </ul>	<ul style="list-style-type: none"> <li>What did Freud state about the purpose of dreaming?</li> <li>How did Freud attempt to explain dreams through the Wolfman study?</li> <li>What does the activation synthesis theory show about why we dream?</li> <li>How did Williams attempt to explain why dreams are sometimes strange?</li> </ul>	<ul style="list-style-type: none"> <li>What different methods are used to treat sleeping issues.</li> </ul> <p>All</p>	All	All	

		exogenous zeitgebers play?					
<b>Direct Vocab Instruction</b>	Maintenance Rehearsal Cues Context	Chronological Confabulation	Repression Latent Manifest Synthesise	N/A	N/A	N/A	
<b>Standardised Homework</b>	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Revision	Revision	

Year 13	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
<b>Topic</b>	<b>Research methods</b>	<b>Schizophrenia Forensic psychology</b>	<b>Forensic psychology Issues and debates</b>	<b>Issues and debates Cognition</b>	<b>Revision</b>	<b>Revision</b>	
<b>Skill</b>	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	
<b>Content</b>	Research methods <ul style="list-style-type: none"> <li>RM: Features of science/reliability and validity (recap)</li> <li>RM: Aims &amp; hypotheses (recap)</li> </ul>	Schizophrenia <ul style="list-style-type: none"> <li>Intro to Schizophrenia: positive &amp; negative symptoms</li> <li>Reliability &amp; validity in diagnosis and classification</li> </ul>	Forensic psychology <ul style="list-style-type: none"> <li>Psychological explanations: Cognitive theory</li> <li>Psychological explanations: Differential association</li> <li>Psychological explanations: Psychodynamic</li> <li>Exam technique</li> </ul>	Issues and debates <ul style="list-style-type: none"> <li>Culture</li> <li>Ethical implications including social sensitivity</li> </ul> Cognition <ul style="list-style-type: none"> <li>Piagets theory of cog. Development</li> </ul>	All content	All content	

	<ul style="list-style-type: none"> <li>• RM: Types of experiment and experimental design (recap)</li> <li>• RM: Ethics &amp; Sampling (recap)</li> <li>• RM: Self report &amp; interviews (recap)</li> <li>• RM: Types of observation (recap)</li> <li>• RM: Types of observational design (recap)</li> <li>• RM: Descriptive stats</li> <li>• RM: Correlations/distributions and skews</li> <li>• RM: Academic reporting and referencing</li> <li>• RM: Design a study- experiment, observations &amp; correlation</li> <li>• RM: Case studies &amp; thematic analysis</li> <li>• RM: Content analysis</li> <li>• RM: Maths skills and data analysis</li> <li>• RM: Types of data</li> <li>• RM: Introduction to inferential stats and choosing levels of data</li> <li>• RM: Choosing appropriate stats</li> <li>• RM: Sign test</li> <li>• RM: Using critical values</li> <li>• RM: peer review &amp; the economy/ Scientific nature of psychology</li> <li>• 1 stand alone Issues and debate intro</li> </ul>	<ul style="list-style-type: none"> <li>• Biological explanations: genetics</li> <li>• Biological explanations: neural correlates, the dopamine hypothesis</li> <li>• Psychological explanations: family dysfunction</li> <li>• Psychological explanations: cognitive explanations, including dysfunctional thought processing</li> <li>• Drug therapy: typical and atypical antipsychotics</li> <li>• CBT</li> <li>• Family therapy</li> <li>• Token economies as used in the management of schizophrenia</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model</li> </ul> <p>Forensic psychology</p> <ul style="list-style-type: none"> <li>• Offender profiling- top down</li> <li>• Offender profiling bottom up</li> <li>• Bottom up &amp; exam practice</li> <li>• Biological explanations: Activist form</li> <li>• Biological explanations: Genetic explanations</li> <li>• Biological explanations: Neural explanations</li> <li>• Psychological explanations: Eysenck</li> </ul>	<ul style="list-style-type: none"> <li>• Dealing with offending behaviour: custodial sentencing</li> <li>• Dealing with offender behaviour: Behaviour modification</li> <li>• Dealing with offending behaviour: anger management</li> <li>• Dealing with offending behaviour: Restorative justice</li> </ul> <p>Issues and debates</p> <ul style="list-style-type: none"> <li>• Nature vs nurture - concepts/application/discussion/essay</li> <li>• Reductionism vs holism- concepts/application/discussion/essay</li> <li>• Determinism vs free will</li> <li>• Idiographic vs nomothetic</li> <li>• Gender</li> </ul>	<p>and intellectual development</p> <ul style="list-style-type: none"> <li>• Evaluating Piagets stages</li> <li>• Vygotsky theory of cog. Development and evaluating</li> <li>• Baillargeons early infant abilities and evaluating theory</li> <li>• Selman's theory and evaluation</li> <li>• Theory of mind and evaluation</li> <li>• Mirror neuron and evaluation</li> <li>• SPARE</li> <li>• SPARE</li> <li>• Assessment</li> <li>• Feedback</li> <li>•</li> </ul>			
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<b>Prior Knowledge Required</b>	Understanding of variables and scientific procedures from Biology GCSE	Cognitive psychology approach  Biological approach  Biopsychology & Psychopathology  Research methods- Reliability & Validity	Forensic: Biological approach/ some of Biopsychology- neurotransmitters and synaptic transmission  Psychopathology  Research methods  Issues & debates:  Bias Universality Culture Relativism Determinism Causal Interactionism Reductionism Stimulus	Cognitive approach  Research methods			
<b>Feedback Points</b>	Research methods end of topic test- class feedback	Schizophrenia end of topic assessment- individual feedback	Forensic Psychology end of topic assessment- class feedback	Cognition end of topic assessment- individual feedback  Issues & debates end of topic test- class feedback			
<b>Key Questions</b>	<ul style="list-style-type: none"> <li>• What is the importance of scientific research in Psychology?</li> <li>• What are the different types of hypotheses?</li> <li>• What are the types of experiment and design?</li> <li>• What ethical issues do we come across in psychology and how do we deal with them?</li> <li>• How do we select participants for an experiment?</li> <li>• How do we collect data from participants?</li> <li>• What are the different types of observations?</li> <li>• How can we use descriptive data in Psychology?</li> <li>• What are the different types of validity and reliability?</li> <li>• How do we write an academic report?</li> <li>• Is Psychology a Science?</li> <li>• How do we design a study?</li> </ul>	<ul style="list-style-type: none"> <li>• What are the positive and negative symptoms of schizophrenia?</li> <li>• What are the effects of co-morbidity, culture, gender bias ,and symptom overlap on diagnosis and classification of schizophrenia?</li> <li>• What is the biological explanation of schizophrenia?</li> <li>• What role does family dysfunction and dysfunctional thought processing in explaining schizophrenia?</li> <li>• What drug therapies are available for schizophrenia?</li> <li>• How can CBT be used to treat schizophrenia?</li> </ul>	<ul style="list-style-type: none"> <li>• What does the biological approach to offender behaviour entail?</li> <li>• What role does genetics play in offender behaviour?</li> <li>• What are the neural explanations for offender behaviour?</li> <li>• What did Eysenck observe about the criminal personality?</li> <li>• What are the cognitive explanations for offender behaviour?</li> <li>• What is the differential association theory?</li> <li>• What is the psychodynamic approach to offender behaviour?</li> <li>• How are custodial sentences used to deal with criminal behaviour?</li> <li>• How is behaviour modification used to deal with criminal behaviour?</li> <li>• How can anger management be used with offenders?</li> <li>• How are restorative justice programmes used?</li> <li>• What is the importance of heredity and environment in determining behaviour?</li> <li>• What is the impact of holism and reductionism on research studies?</li> <li>• What are the different forms of determinism?</li> </ul>	<ul style="list-style-type: none"> <li>• What is ethnocentrism and cultural relativism?</li> <li>• What is androcentrism and alpha and beta bias?</li> <li>• What are the ethical implications of research studies?</li> <li>• What does Piaget's theory outline about the different stages of brain development?</li> <li>• What are the characteristics of these stages?</li> <li>• How effective is Piaget's theory in explaining development?</li> <li>• What did Vygotsky's theory of development explain in relation to the zone of proximal development and scaffolding?</li> </ul>	All	All	

	<ul style="list-style-type: none"> <li>• How can we use case studies and thematic analysis in Psychology?</li> <li>• What is content analysis?</li> <li>• How can we use maths skills in Psychology?</li> <li>• How are inferential statistics different to descriptive statistics?</li> <li>• What inferential statistic is most appropriate?</li> <li>• What is the purpose of peer review?</li> <li>• How is Psychology linked to the economy?</li> </ul>	<ul style="list-style-type: none"> <li>• How is family therapy used to treat schizophrenia?</li> <li>• How is the token economy approach used to manage schizophrenia?</li> <li>• How does the interactionist approach explain and treat schizophrenia?</li> <li>• What is the top-down and bottom up approach to offender profiling?</li> <li>• What does the biological approach to offender behaviour entail?</li> <li>• What role does genetics play in offender behaviour?</li> <li>• What are the neural explanations for offender behaviour?</li> <li>• What did Eysenck observe about the criminal personality?</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• What are idiographic and nomothetic approaches to psychological investigation?</li> </ul>	<ul style="list-style-type: none"> <li>• How did Baillargeon explain early infant abilities?</li> <li>• What was Selman's theory on perspective taking?</li> <li>• What is the theory of the mind?</li> <li>• How are mirror neurons used to explain social cognition?</li> </ul>			
<b>Direct Vocab Instruction</b>	<p>Independent Dependent Variable Operationalisation Inferential Validity Reliability</p>	<p>Co-morbidity Dysfunction Atypical Prognosis</p>	<p>Distortions Reasoning Attribution Minimalisation Modification Restorative</p>	<p>Schemas Assimilation Accommodation Equilibration Permanence Conservation Egocentrism Perspective</p>			
<b>Standardised Homework</b>	<p>Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.</p>	<p>Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.</p>	<p>Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.</p>	<p>Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions. Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.</p>	Revision	Revision	