

# PSCHOLOGY KEY STAGE 4 CURRICULUM OVERVIEW

By the end of Key Stage 4, students should:

<b>Know</b>	<ul style="list-style-type: none"> <li>Different types of memory, how memories are processed and factors which affect memory.</li> <li>Various theories of perception and the difference between how an individual senses and perceives the world around them.</li> <li>How a baby's brain and cognitive abilities develop as they move through childhood.</li> <li>Key decisions that researchers make and justifications for these decisions when designing their research procedures.</li> </ul>	<ul style="list-style-type: none"> <li>How an individual may be influenced through conformity, obedience and minority influence.</li> <li>Theories of language and communication in relation to humans and animals.</li> <li>How structures of the brain influence behaviour.</li> <li>The theory behind key psychological problems including depression and addiction.</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>Build an appreciation for how Psychological research is conducted through designing and taking part in various practical activities throughout the GCSE course.</li> <li>Actively build on their research methods knowledge by making the decisions that researchers must consider such as which experimental design best suits their research aim.</li> </ul>	<ul style="list-style-type: none"> <li>Practise using their psychological knowledge to explain real-life situations and behaviours and be encouraged to apply their knowledge to current affairs and practical scenarios.</li> <li>Critically evaluate psychological theories and studies.</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>The role of Psychology and psychological research in understanding and improving human behaviour.</li> <li>The impact that Psychological understanding has on society.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of learning and considering different perspectives.</li> <li>The importance of ethics and the responsibility psychologists have when conducting their research.</li> </ul>

## Curriculum coverage

	Topic	Sub topic	Coverage	
Year 10	Research Methods	Key considerations in research design	<ul style="list-style-type: none"> <li>Creation of scientific aims, hypotheses and variables</li> <li>How participants are selected to take part in research</li> <li>Research methods in Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Consideration of controls used by researchers when designing experiments</li> <li>How issues of reliability and validity can impact research</li> <li>Ethical issues that need to be considered when planning and conducting research</li> </ul>
		Data collection and handling methods	<ul style="list-style-type: none"> <li>Types of data collected by researchers</li> <li>Methods used to analyse descriptive statistics</li> </ul>	<ul style="list-style-type: none"> <li>Techniques for displaying quantitative data</li> </ul>
	Memory	Process of memory	<ul style="list-style-type: none"> <li>How memories are encoded, stored and retrieved</li> <li>Types of encoding</li> </ul>	<ul style="list-style-type: none"> <li>Methods of memory retrieval</li> </ul>
		Structures of memory	<ul style="list-style-type: none"> <li>Types of memory as indicated by the Multi-Store Model and the coding type, capacity and duration of each store</li> </ul>	<ul style="list-style-type: none"> <li>Types of long term memory, including episodic, semantic and procedural memories</li> <li>How <b>Murdock's key study</b> supports the existence of separate memory stores</li> </ul>
		Memory as an active process	<ul style="list-style-type: none"> <li>How the factors of interference, context and false memories influence the accuracy of memory</li> </ul>	<ul style="list-style-type: none"> <li>Bartlett's theory of Reconstructive Memory</li> <li>How <b>Bartlett's key study</b> demonstrates that memory is reconstructive</li> </ul>
	Perception	Key concepts of perception	<ul style="list-style-type: none"> <li>The difference between sensation and perception</li> <li>Using visual cues to explain visual illusions</li> </ul>	<ul style="list-style-type: none"> <li>The role of visual cues and constancies in perception</li> </ul>
		Theories of perception	<ul style="list-style-type: none"> <li>How Gibson explains perception as an innate process, in his direct theory</li> </ul>	<ul style="list-style-type: none"> <li>How Gibson explains perception as a learned process, in his constructivist theory</li> </ul>
		Factors affecting perception	<ul style="list-style-type: none"> <li>How culture, motivation, expectations and emotion affect perceptual set</li> <li>How <b>Bruner and Minturn's key study</b> shows expectation affects perception</li> </ul>	<ul style="list-style-type: none"> <li>How <b>Gilchrist and Nesberg's key study</b> shows motivation affects perception</li> </ul>
	Development	Early brain development	<ul style="list-style-type: none"> <li>Understanding the nature-nurture debate in Psychology</li> <li>How areas of the brain develop</li> </ul>	<ul style="list-style-type: none"> <li>How an interaction between nature and nurture affects the developing brain</li> </ul>
		Piaget's stage theory of cognitive development	<ul style="list-style-type: none"> <li>Understanding the concepts of schema, assimilation and accommodation</li> <li>How <b>McGarrigle and Donaldson</b> support and critique Piaget's ideas on conservation</li> </ul>	<ul style="list-style-type: none"> <li>Piaget's four stages of cognitive development and its application to education</li> <li>How <b>Hughes</b> supports and critiques Piaget's ideas on egocentrism</li> </ul>
The effects of learning on development		<ul style="list-style-type: none"> <li>Dweck's mindset theory and how having a fixed or growth mindset affects development</li> </ul>	<ul style="list-style-type: none"> <li>The role of praise and self-efficacy on learning</li> <li>The theory of learning styles and Willingham's critique of this theory</li> </ul>	

Curriculum Coverage continued:			
	Topic	Sub Topic	Coverage
Year 11	Language, Thought and Communication	The relationship between language and thought	<ul style="list-style-type: none"> <li>Piaget’s theory that thought precedes language</li> <li>Sapir-Whorf’s theory that language influences OR determines thought</li> </ul>
		Differences between human and animal communication	<ul style="list-style-type: none"> <li>Functions of animal communication and the differences between the properties of human and animal communication</li> <li>How Von Frisch’s key study demonstrates the function of animal communication</li> </ul>
		Non-verbal communication	<ul style="list-style-type: none"> <li>The differences between verbal and non-verbal communication</li> <li>How non-verbal communication is used, including eye-contact, body language and personal space</li> </ul>
	<ul style="list-style-type: none"> <li>Darwin’s theory of non-verbal communication</li> <li>How Yuki’s key study suggests that interpretation of non-verbal communication is learned</li> </ul>		
	Social Influence	Conformity	<ul style="list-style-type: none"> <li>What Asch’s key study suggests about conformity</li> <li>Defining conformity and how social and dispositional factors influence conformity</li> </ul>
		Obedience	<ul style="list-style-type: none"> <li>Defining obedience</li> <li>How social and dispositional factors influence obedience</li> </ul>
		Prosocial behaviour	<ul style="list-style-type: none"> <li>Defining prosocial behaviour</li> <li>How social and dispositional factors influence prosocial behaviour</li> </ul>
		Crowd and collective behaviour	<ul style="list-style-type: none"> <li>Defining crowd and collective behaviour</li> <li>How social and dispositional factors influence crowd behaviour</li> </ul>
	Brain and Neuropsychology	Structure and function of the nervous system	<ul style="list-style-type: none"> <li>The James-Lange theory of emotion</li> <li>The three types of neurons, the structure of a neuron and their functions</li> <li>Hebb’s theory of learning and neuronal growth</li> <li>The divisions of the nervous system and how they are utilised in the fight or flight response</li> <li>The process of synaptic transmission in communicating between neurons</li> </ul>
		Structure and function of the brain	<ul style="list-style-type: none"> <li>What Penfield’s key study suggests about localisation of brain function</li> <li>The functions of key areas of the brain including the four lobes, the cerebellum and localised areas of the cortex, including the motor area, somatosensory area, visual, auditory and language areas</li> </ul>
		An introduction to neuropsychology	<ul style="list-style-type: none"> <li>Introducing the area of cognitive neuroscience, including how neurological damage affects functioning</li> <li>Scanning techniques used by cognitive neuroscientists, including CT, PET and fMRI scans</li> <li>How Tulving’s key study shows the usefulness of scanning techniques when studying types of memory</li> </ul>
	Psychological Problems	Impact of mental health	<ul style="list-style-type: none"> <li>The individual and societal effects of significant mental health problems</li> <li>How and why incidence rates of mental health problems are changing over time</li> </ul>
		Depression	<ul style="list-style-type: none"> <li>The characteristics of sadness, unipolar depression and bipolar depression</li> <li>The biological and psychological explanations of depression</li> <li>The biological and psychological treatments for depression</li> <li>What Wiles’ key study suggests about the effectiveness of combining treatments for depression</li> </ul>
Addiction			<ul style="list-style-type: none"> <li>The characteristics of addiction</li> <li>The biological and psychological explanations of addiction.</li> </ul>
			<ul style="list-style-type: none"> <li>The biological and psychological treatments for addiction</li> <li>What Kaij’s key study suggests about the genetic explanation of alcohol abuse.</li> </ul>
<b>Wider Key Stage 4 Curriculum</b>			
<b>Competitions:</b>			
PsychStix Global Essay Writing Competition: This competition provides students with the opportunity to research and write an academic essay on a topic chosen by the judging panel. Past competitions have included essays on the influence of AI in the field of Psychology.			
<b>Homework Expectations:</b>			
Bi-weekly show my homework quizzes			
Guided flashcards – Students will have flashcards to create every other week to consolidate the learning they have done in class. Their guided flashcards help sheet will tell them the titles for each card. The lesson the cards are due, students will be quizzed on the content of the cards to check for understanding.			
Y11 – A focus on practice exam questions for homework.			

# PSYCHOLOGY KEY STAGE 5 CURRICULUM OVERVIEW

By the end of Key Stage 5, students should:

<b>Know</b>	<ul style="list-style-type: none"> <li>Various psychological approaches to explaining human behaviour.</li> <li>How an individual's biological structures (including the brain, nervous system and endocrine system) influence their behaviour.</li> <li>Key decisions that researchers make and justifications for these decisions when designing their research procedures.</li> <li>How an individual may be influenced through conformity, obedience and minority influence and factors that may cause resistance to social influence.</li> <li>Different types of memory, how memories are processed and factors which affect memory.</li> </ul>	<ul style="list-style-type: none"> <li>Theories of attachment and how early attachments affect later relationships.</li> <li>Explanations and treatments of key psychological disorders including phobias, OCD and depression.</li> <li>Key issues and debates in the field of Psychology.</li> <li>Theories and research related to cognition and development.</li> <li>The biological and psychological explanations and treatments of schizophrenia.</li> <li>Theories and research related to forensic psychology.</li> </ul>
<b>Do</b>	<ul style="list-style-type: none"> <li>Actively build on their research methods knowledge by making the decisions that researchers must consider such as which experimental design best suits their research aim.</li> <li>Practise using their psychological knowledge to explain real-life situations and behaviours and be encouraged to apply their knowledge to current affairs and practical scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Design and take part in various practical activities throughout the A-Level course.</li> <li>Critically evaluate psychological theories and studies.</li> <li>Communicate complex theoretical ideas through coherent essays.</li> <li>Use psychological terminology with confidence in both verbal and written communication.</li> </ul>
<b>Appreciate</b>	<ul style="list-style-type: none"> <li>The complexity of human behaviour, considering biological, psychological and social influences.</li> <li>The role of Psychology and psychological research in understanding and improving human behaviour.</li> <li>The impact that Psychological understanding has on society.</li> </ul>	<ul style="list-style-type: none"> <li>The importance of learning and considering different perspectives.</li> <li>The importance of ethics and the responsibility psychologists have when conducting their research.</li> <li>The interactions between Psychology and other disciplines such as biology, sociology, criminology and philosophy.</li> </ul>

## Curriculum coverage

	Topic	Sub topic	Coverage	Topic	Sub topic	Coverage
Year 12	Approaches	Origins of Psychology	<ul style="list-style-type: none"> <li>The role of Wundt in establishing Psychology as a scientific discipline and his method of introspection</li> </ul>	Research Methods Part 1	The scientific Process	<ul style="list-style-type: none"> <li>Identification and creation of scientific aims, hypotheses and variables</li> <li>The potential issues that psychologists must consider when designing research and how to deal with them</li> <li>Types of experiments used in Psychology, including laboratory experiments, field experiments, natural experiments and quasi experiments.</li> <li>Decisions made by researchers including which experimental design and sampling method to use.</li> <li>Ethical considerations made by researchers.</li> <li>How researchers quality control their research procedures.</li> </ul>
		The Behaviourist Approach	<ul style="list-style-type: none"> <li>The assumptions of the behaviourist approach and the theories of Classical and Operant Conditioning as proposed by Pavlov and Skinner.</li> </ul>			
		Social Learning Theory	<ul style="list-style-type: none"> <li>The assumptions of social learning theory and the research conducted by Albert Bandura to support the theory.</li> </ul>			
		The Cognitive Approach	<ul style="list-style-type: none"> <li>The assumptions of the cognitive approach including using theoretical models to demonstrate internal mental processes.</li> </ul>			
		The Biological Approach	<ul style="list-style-type: none"> <li>The assumptions of the biological approach including how genetics, neurotransmitters and evolution shape human behaviour.</li> </ul>			
		The Psychodynamic Approach	<ul style="list-style-type: none"> <li>The assumptions of the psychodynamic approach including the work of Sigmund Freud regarding the role of the unconscious.</li> </ul>			
					Methods	<ul style="list-style-type: none"> <li>How and why might a researcher use self-report methods.</li> <li>Research methods used in Psychology including observations, questionnaires, interviews, correlations and case studies.</li> </ul>
					Data Handling and Analysis	<ul style="list-style-type: none"> <li>The various forms of data that can be collected by a researcher.</li> <li>How data can be analysed in order to create conclusions.</li> <li>Mathematical skills needed in Psychology.</li> </ul>

Curriculum Coverage continued:									
	Topic	Sub topic	Coverage	Topic	Sub topic	Coverage			
Year 12	Biopsychology	The Nervous and Endocrine Systems	<ul style="list-style-type: none"> <li>Divisions of the nervous system, the structure and function of neurons and the process of synaptic transmission. Role in the fight or flight response.</li> </ul>	Memory	Multi-Store Model	<ul style="list-style-type: none"> <li>The capacity, coding and duration of each store in the multi-store model.</li> <li>Types of long-term memory, including episodic, procedural and semantic memory.</li> <li>Evidence to support separate stores within the multi-store model.</li> </ul>			
			<ul style="list-style-type: none"> <li>The function of the endocrine system including the role of glands and hormones. Role in the fight or flight response.</li> </ul>						
		Studying the brain	<ul style="list-style-type: none"> <li>Localisation of brain function.</li> <li>Lateralisation of brain function including split-brain research.</li> <li>Ways of studying the brain (fMRI, EEGs, ERPs and post-mortem examinations)</li> </ul>			Working Memory Model	<ul style="list-style-type: none"> <li>The function of each store within the working memory model.</li> <li>Evidence supporting the working memory model, including the dual-task paradigm.</li> </ul>		
			Biological Rhythms		<ul style="list-style-type: none"> <li>Circadian, infradian and ultradian rhythms.</li> <li>The effect of endogenous pacemakers and exogenous zeitgebers.</li> </ul>		Theories of forgetting	<ul style="list-style-type: none"> <li>How proactive and retroactive interference affect forgetting.</li> <li>How the absence of context and cues affects forgetting.</li> <li>How retrieval failure affects forgetting.</li> </ul>	
					Psychopathology	Definitions of abnormality		<ul style="list-style-type: none"> <li>Deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</li> </ul>	Eye-Witness Testimony
		Phobias	<ul style="list-style-type: none"> <li>Emotional, behavioural and cognitive characteristics of phobias</li> <li>The Two-Process Model as an explanation for phobias.</li> <li>Behaviourist treatments: Systematic desensitisation and flooding.</li> </ul>						
	Depression		<ul style="list-style-type: none"> <li>Emotional, behavioural and cognitive characteristics of depression.</li> <li>Beck's Negative Triad and Ellis' ABC Model as explanations for depression.</li> <li>Cognitive treatment – CBT and REBT.</li> </ul>		Social Influence	Conformity	<ul style="list-style-type: none"> <li>Types of conformity, explanations for conformity and factors affecting conformity.</li> <li>Conformity to social roles including Zimbardo's Stanford Prison Experiment.</li> </ul>		
		OCD	<ul style="list-style-type: none"> <li>Emotional, behavioural and cognitive characteristics of OCD.</li> <li>The biological explanation of OCD: Genetic and neural explanations.</li> <li>Using drug therapy to treat OCD.</li> </ul>				Obedience	<ul style="list-style-type: none"> <li>Explanations for obedience including agentic state and legitimacy of authority.</li> <li>Situational variables affecting obedience with reference to Milgram's variations.</li> <li>Dispositional explanation for obedience – The Authoritarian Personality.</li> </ul>	
	Attachment		Caregiver-Infant Interactions in Humans			<ul style="list-style-type: none"> <li>Reciprocity and Interactional Synchrony.</li> <li>Stages of attachment identified by Schaffer.</li> <li>The role of the father in attachment.</li> </ul>		Research Methods Part 2	Inferential Statistics
		Animal Studies				<ul style="list-style-type: none"> <li>Lorenz and Harlow key studies of animal attachment.</li> </ul>			
					Explanations of Attachment	<ul style="list-style-type: none"> <li>Dollard and Miller's learning theory of attachment.</li> <li>Bowlby's monotropic theory of attachment.</li> </ul>			
		Types of Attachment	<ul style="list-style-type: none"> <li>Ainsworth's Strange Situation and types of attachment identified.</li> <li>Cultural variations in attachment.</li> </ul>			Cognition & Development	Piaget's Theory		
			Maternal Deprivation		<ul style="list-style-type: none"> <li>Bowlby's theory of maternal deprivation.</li> <li>Romanian orphan studies and the effect of institutionalisation.</li> </ul>				
		Early Attachment on Later Relationships			<ul style="list-style-type: none"> <li>The influence of early attachment on childhood and adult relationships with reference to the role of the internal working model.</li> </ul>		Baillargeon's Explanation		

**Curriculum Coverage continued:**

		Topic	Sub topic	Coverage	Topic	Sub topic	Coverage	
Year 13	Forensic Psychology		Offender Profiling	<ul style="list-style-type: none"> <li>The top-down and bottom-up approaches to offender profiling.</li> </ul>	Cognition & Development cont.	The Development of Social Cognition	<ul style="list-style-type: none"> <li>Selman's levels of perspective taking</li> </ul>	
			Biological Explanations	<ul style="list-style-type: none"> <li>The historical biological explanation to explaining offending, Lombroso's atavistic form.</li> <li>Genetic and neural explanations of offending behaviour.</li> </ul>			<ul style="list-style-type: none"> <li>Theory of mind, including theory of mind as an explanation for autism and the use of the Sally-Anne task.</li> <li>The role of mirror neurons in social cognition.</li> </ul>	
			Psychological Explanations	<ul style="list-style-type: none"> <li>Eysenck's theory of the criminal personality.</li> <li>Cognitive explanations of offending including level of moral reasoning and cognitive distortions.</li> <li>Sutherland's differential association theory of offending.</li> <li>Psychodynamic explanations of offending.</li> </ul>			Issues and Debates	Gender Bias in Psychology
			Dealing with Offending Behaviour	<ul style="list-style-type: none"> <li>The aims and psychological effects of custodial sentencing. The problem of recidivism.</li> <li>Behaviour modification in custody including the use of token economies.</li> <li>The use of anger management.</li> <li>The use of restorative justice programmes.</li> </ul>	Culture Bias in Psychology	<ul style="list-style-type: none"> <li>Culture bias in Psychology including ethnocentrism and cultural relativism.</li> </ul>		
				Classification of Schizophrenia	<ul style="list-style-type: none"> <li>Positive and negative symptoms of schizophrenia.</li> <li>Reliability and validity of schizophrenia classification and diagnosis with reference to co-morbidity, culture bias, gender bias and symptom overlap.</li> </ul>	Free Will and Determinism		<ul style="list-style-type: none"> <li>Free will and determinism including hard determinism, soft determinism, biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</li> </ul>
				Biological Explanation and Treatments	<ul style="list-style-type: none"> <li>Neural and genetic explanation of schizophrenia including the dopamine hypothesis.</li> <li>Drug therapy – Typical and atypical antipsychotics.</li> </ul>	Nature-Nurture Debate		<ul style="list-style-type: none"> <li>The relative importance of heredity and environment in determining behaviour and the interactionist approach.</li> </ul>
			Psychological Explanations and Treatments	<ul style="list-style-type: none"> <li>Family dysfunction and cognitive explanations of schizophrenia.</li> <li>The use of cognitive behaviour therapy, family therapy as treatment.</li> <li>The use of token economies to manage schizophrenia.</li> </ul>	Holism and Reductionism	<ul style="list-style-type: none"> <li>Levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</li> </ul>		
		Interactionism	<ul style="list-style-type: none"> <li>Using an interactionist approach to explain and treat schizophrenia.</li> </ul>	Idiographic and Nomothetic Approach	<ul style="list-style-type: none"> <li>Idiographic and nomothetic approaches to psychological investigation.</li> </ul>			
					Ethical Implications	<ul style="list-style-type: none"> <li>The ethical implications of research studies and theories including social sensitivity.</li> </ul>		

**Wider Key Stage 5 Curriculum**

**Competitions:** PsychStix Global Essay Writing Competition: This competition provides students with the opportunity to research and write an academic essay on a topic chosen by the judging panel. Past competitions have included essays on the influence of AI in the field of Psychology.

**Trips:** Tutor2U exam grade booster workshop in Year 13.

**Homework Expectations:**

- Prior to each lesson students will be expected to fill out their topic glossaries, this will be checked before starting each new topic and students will have the opportunity to add to these during lessons.
- Extra reading is available for each topic on SharePoint.
- Y12 Research Methods – Past paper questions and study research tasks.
- Students will complete Cornell notes revision for Research Methods throughout Y12 and Y13.
- Various past paper questions throughout Y12 and Y13.