

## Psychology Curriculum Map 2023-2024

*Intent – This engaging and effective qualification introduces students to the fundamentals of Psychology, developing critical analysis, independent thinking and research skills. Psychology is the scientific study of the mind and how it dictates and influences our behaviour, from communication and memory to thought and emotion. It's about understanding what makes people tick and how this understanding can help us address many of the problems and issues in society today. People seek the help and support of psychologists for all sorts of problems, and psychologists employ their knowledge and expertise to help in many areas of society. The GCSE Psychology curriculum will give students a strong foundation to pursue a career in the field. By the end of the course students will be able to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues within Psychology. They will be able to apply psychological knowledge and understanding in a range of contexts and be able to analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. Knowledge and understanding of research methods, practical research skills and mathematical skills is a vital part of the Psychology curriculum and students will be given opportunities to design and carry out their own research as well as analyse and interpret data.*

| Term           | Autumn 1  |                              | Autumn 2   |                              | Spring 1  | Spring 2 |                              | Summer 1  | Summer 2 |
|----------------|---|------------------------------|--|------------------------------|---|----------|------------------------------|---|----------|
| <b>Year 10</b> | <p><b>Topic: <i>Memory</i></b><br/>Processes of memory: encoding (input) storage and retrieval (output)</p> <p>Structures of memory</p> <p>Memory as an active process</p> <p><b>Topic: <i>Perception</i></b><br/>Sensation and perception</p> <p>Visual cues and constancies</p> <p>Gibson's direct theory of perception – the influence of nature</p> | <b>Synoptic Assessment 1</b> | <p><b>Topic: <i>Perception</i></b><br/>Visual illusions</p> <p>Gregory's constructivist theory of perception – the influence of nurture</p> <p>Factors affecting perception</p> <p><b>Topic: <i>Research Methods</i></b><br/>Formulation of testable hypotheses</p> <p>Types of variable</p> <p>Sampling methods</p> <p>Designing research</p> | <b>Synoptic Assessment 2</b> | <p><b>Topic: <i>Research Methods</i></b><br/>Research procedures</p> <p>Planning and conducting research</p> <p>Ethical considerations</p> <p>Quantitative and qualitative data</p> <p>Primary and secondary data</p> <p>Computation</p> <p>Descriptive statistics</p> <p>Interpretation and display of quantitative data</p> |          | <b>Synoptic Assessment 3</b> | <p><b>Topic: <i>Social Influence</i></b><br/>Concepts<br/>Conformity</p> <p>Obedience</p> <p>Prosocial behaviour</p> <p>Crowd and collective behaviour</p> <p><b>Topic: <i>Language Thought and Communication</i></b><br/>The possible relationship between language and thought</p> <p>The effect of language and thought on our view of the world</p> |          |

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|                |  |  | Correlation   |  | Normal distributions   |  | Differences between human and animal communication   |
|                |  |  |   |  | <p><b>Topic: Development</b></p> <p>Early brain development</p> <p>Piaget's stage theory and the development of intelligence</p> <p>The role of Piaget's theory in education</p> <p>The effects of learning on development</p>   |  | <p>Non-verbal communication</p> <p>Explanations of non-verbal behaviour</p>  |
| <b>Year 11</b> | <p><i>Topic: Brain and Neuropsychology</i></p> <p>Structure and function of the nervous system</p> <p>Neuron structure and function</p> <p>Structure and function of the brain</p> <p>An introduction to neuropsychology</p> |  | <p><i>Topic: Psychological Problems</i></p> <p>Theories of depression</p> <p>Interventions or therapies for depression</p> <p>Characteristics of addiction</p> <p>Theories of addiction</p> <p>Interventions or therapies for addiction</p> |  | <p><i>Revision of all topics:</i></p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Research Methods</li> <li>• Development</li> <li>• Social Influence</li> <li>• Language Thought and Communication</li> <li>• Brain and Neuropsychology</li> <li>• Psychological Problems</li> </ul> |  | <p><i>Revision of all topics:</i></p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Research Methods</li> <li>• Development</li> <li>• Social Influence</li> <li>• Language Thought and Communication</li> <li>• Brain and Neuropsychology</li> <li>• Psychological Problems</li> </ul> |

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