

The Nottingham Emmanuel School – Psychology Curriculum Map (2021-2022)

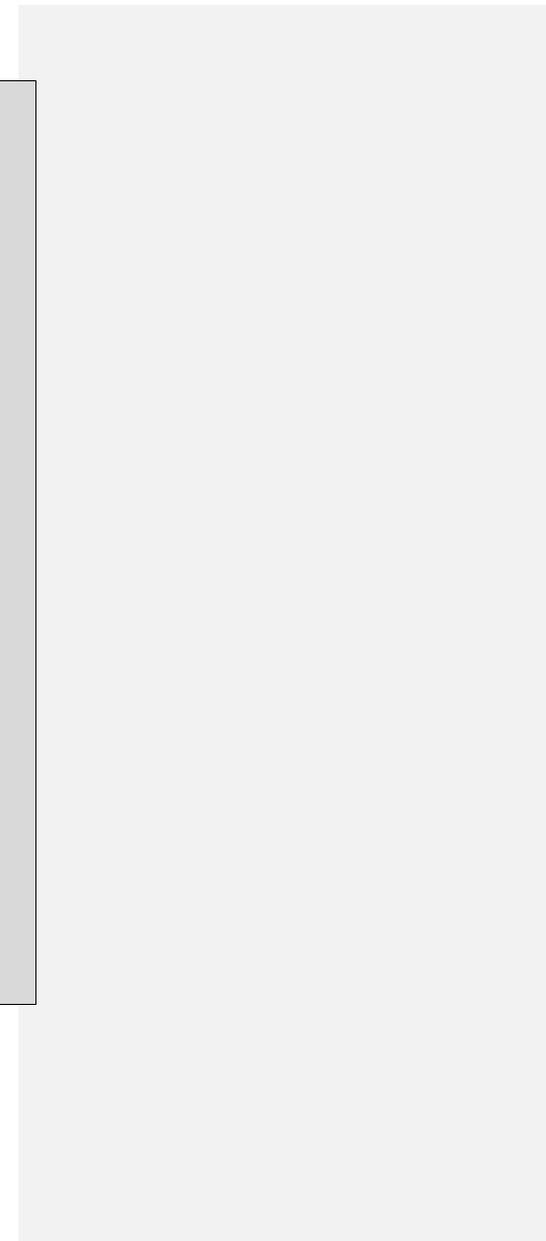


	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 12 Psychology – Teacher 1 (3 periods per week)	<p>Approaches</p> <p>Origins of Psychology; Wundt, introspection, the emergence of psychology as a science.</p> <p>Learning approaches: i) Behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; ii) Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research.</p> <p>The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience</p>	<p>Approaches</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour</p> <p>Humanistic psychology: free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling psychology</p> <p>The psychodynamic approach: the role of the unconscious, the structure of personality, that is ID, ego and superego, defence mechanisms including repression, denial and displacement, psychosexual stages</p>	<p>Social Influence</p> <p>Types of conformity: internalisation, identification and compliance</p> <p>Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch</p> <p>Conformity to social roles as investigated by Zimbardo</p>	<p>Social Influence</p> <p>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform.</p> <p>Dispositional explanation for obedience: the Authoritarian Personality.</p> <p>Explanations of resistance to social influence, including social support and locus of control</p> <p>Minority influence including reference to consistency, commitment and flexibility</p> <p>The role of social influence processes in social change</p>	<p>Attachment</p> <p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father</p> <p>Animal studies of attachment: Lorenz and Harlow</p> <p>Explanations of attachment: learning theory and Bowlby’s monotropic theory. The concepts of a critical period and an internal working model</p> <p>Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including Van Ijzendoorn</p> <p>Bowlby’s theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model</p>	

	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 12 Psychology – Teacher 2 (2 periods per week)	Research Methods Aims & Hypotheses Variables and control Demand characteristics and investigator effects Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments Experimental designs: repeated measures, independent groups, matched pairs Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation Self-report techniques. Questionnaires; interviews, structured and unstructured Questionnaire construction Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments Pilot studies and the aims of piloting Covid recovery Increased opportunities for literacy skills assessment and pracy skills	Research Methods Observational design: behavioural categories; event sampling; time sampling Ethical issues The role of peer review in the scientific process Reporting psychological investigations The implications of psychological research for the economy Quantitative and qualitative data Primary and secondary data, including meta-analysis Descriptive statistics Distributions Introduction to statistical testing; the sign test. Levels of measurement: nominal, ordinal and interval Case studies Covid recovery Increased opportunities for literacy skills assessment and pracy skills. Increased focus maths skills required for RM which may not be as secure from KS4	Memory The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration Types of long-term memory: episodic, semantic, procedural The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity Covid recovery Increased opportunities for literacy skills assessment and pracy skills	Memory Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety Improving the accuracy of eyewitness testimony, including the use of the cognitive interview Covid recovery Increased opportunities for literacy skills assessment and pracy skills	Psychopathology Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD) The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy Covid recovery Increased focus on biological elements to identify gaps in the required scientific knowledge from ks4, time given to develop this.	Research Methods Content analysis Reliability across all methods of investigation Types of validity across all methods of investigation Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts Covid recovery Increased opportunities for literacy skills assessment and pracy skills. Spaced retrieval to focus on the development of vocabulary to build student confidence and secure tier 3 language. Tier 2 language be focused upon in marking as well as tier 3 to further develop literacy skills.
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	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
	<p>Biopsychology</p> <p>The divisions of the nervous system: central and peripheral (somatic and autonomic)</p> <p>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition</p> <p>The function of the endocrine system: glands and hormones</p> <p>The fight or flight response including the role of adrenaline</p> <p>Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma</p> <p>COVID RECOVERY Spaced retrieval to focus on year 1 topics, especially those taught remotely e.g. attachment. Increased focus on extended writing as these will not have been developed as much during remote learning in 12 and through the interrupted y11 students experienced.</p>	<p>Biopsychology</p> <p>Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations</p> <p>Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle</p> <p>Schizophrenia</p> <p>Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap</p> <p>Biological explanations for schizophrenia: genetics and</p>	<p>Forensic Psychology</p> <p>Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling</p> <p>Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations</p> <p>COVID RECOVERY More time to be spent on biological explanations than in pre covid to account for potentially lower levels of scientific understanding carried through from ks4 science.</p>	<p>Forensic Psychology</p> <p>Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations</p> <p>Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes</p> <p>COVID RECOVERY Spaced retrieval to focus on year 1 topics which link into the schizophrenia unit such as attachment and approaches. Ongoing focus on literacy skills and extended writing practice.</p>	<p>Issues & Debates</p> <p>Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism</p> <p>Holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism</p> <p>Idiographic and nomothetic approaches to psychological investigation</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity</p> <p>Comparison of Approaches – from the end of the Approaches topic (compare and contrast the Year 1 Approaches using the Issues and Debates)</p> <p>COVID RECOVERY Deliberate focus on consolidating y1 knowledge on approaches before developing the y13 comparison to identify gaps in knowledge that may exist due to differing levels of engagement in online learning and lower levels of student confidence.</p>	

	<p>neural correlates, including the dopamine hypothesis.</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing</p> <p>Drug therapy: typical and atypical antipsychotics</p> <p>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model</p> <p>COVID RECOVERY More time to be spent on biological explanations than in pre covid to account for potentially lower levels on scientific understanding carried through from ks4 science.</p>				
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	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2
Year 13 Psychology – Teacher 2 (1 period per week)	<p>Research Methods</p> <p>Analysis and interpretation of correlation, including correlation coefficients</p> <p>Levels of measurement: nominal, ordinal and interval</p> <p>Content analysis & coding. Thematic analysis</p> <p>COVID RECOVERY Spaced retrieval to focus on year 1 topics and maths skills required in RM to identify and address gaps. Increased focus on stem based questions to develop literacy and exam skills</p>	<p>Research Methods</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors</p> <p>Factors affecting the choice of statistical test</p> <p>COVID RECOVERY Spaced retrieval to focus on year 1 topics and maths skills required in RM to identify and address gaps. Increased focus on stem based questions to develop literacy and exam skills</p>	<p>Gender</p> <p>Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory</p> <p>The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender.</p> <p>Atypical sex chromosome patterns: Klinefelter’s syndrome and Turner’s syndrome</p> <p>Cognitive explanations of gender development, Kohlberg’s theory, gender identity, gender stability and gender constancy; gender schema theory</p> <p>COVID RECOVERY Increased focus on literacy skills and extended writing to develop essay writing skills that need more support than in pre covid years due to remote learning.</p>	<p>Gender</p> <p>Psychodynamic explanation of gender development, Freud’s psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation</p> <p>Social learning theory as applied to gender development. The influence of culture and media on gender roles</p> <p>Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.</p> <p>COVID RECOVERY Increased focus on literacy skills and extended writing to develop essay writing skills that need more support than in pre covid years due to remote learning.</p>	<p>Issues & Debates</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach</p> <p>COVID RECOVERY Increased focus on synoptic links with y1 content, focusing on key terminology to build confidence and literacy skills</p>	

