**The Nottingham Emmanuel School – *Subject* Curriculum Map (2022-2023)**

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| Intent statement | | |  | **Wisdom:** The KS5 Psychology curriculum allows students to develop essential knowledge and understanding of different areas of the subject and how they relate to each other. It aims to encourage students to develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods whilst developing competence and confidence in a variety of practical, mathematical and problem solving skills.  **Hope:** Students will develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. They will also understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.  **Dignity:** This will be achieved through a curriculum that is designed to promote independence in every learner, enabling them to reach their full potential, whilst preparing them for their future higher education and careers choices. Student independence is achieved through flipped and interleaved learning, formative and summative assessments and self-extended learning.  **Community:** Collaborative learning will be developed through class discussions and presentations, this will foster a supportive and nurturing environment to create a culture of learning within the psychology curriculum. | | | | | | |
| Diversity across the curriculum | | |  | Psychology addresses the diversity of our students by exploring biological, dispositional and situational factors which interact and affect behaviour of individuals and groups. The psychology curriculum particularly examines what neurodiversity is, how these differences are classified, experienced and treated. Furthermore, psychology allows students to study phenomena and understand them from the perspective of different disciplines e.g. cognitive psychology, behaviourism and biology. The evaluative nature of psychology encourages students to critique the origins of psychology and to challenge the stereotypes which were previously presented as fact; this is particularly achieved through the inclusion of research that has focussed on marginalised groups of society. | | | | | | |
|  |  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Year 12 | Title and objectives | Teacher 1 | Approaches | Approaches / Social influence | Social influence / Attachment | Attachment | Attachment | Biopsychology (Year 13) |
| Core knowledge  Skills |  | **Approaches**  Origins of Psychology; Wundt, introspection, the emergence of psychology as a science.  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.  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.  The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. | **Approaches cont.**  The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.  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.  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.  Comparison of approaches,.  **Social influence**  Types of conformity: internalisation, identification and compliance.  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.  Conformity to social roles as investigated by Zimbardo. | **Social influence cont.**  Explanations for obedience: agentic state and legitimacy of authority, and situational  variables affecting obedience including proximity and location, as investigated by Milgram, and uniform.  Dispositional explanation for obedience: the Authoritarian Personality.  Explanations of resistance to social influence, including social support and locus of control.  Minority influence including reference to consistency, commitment and flexibility.  The role of social influence processes in social change.  **Attachment**  Caregiver-infant interactions in humans: reciprocity and interactional synchrony. | **Attachment**  Stages of attachment identified by Schaffer.  Multiple attachments and the role of the father  Animal studies of attachment: Lorenz and Harlow.  Explanations of attachment: learning theory and Bowlby’s monotropic theory. The concepts of a critical period and an internal working model.  Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. | **Attachment cont.**  Cultural variations in attachment, including Van Ijzendoorn.  Bowlby’s theory of maternal deprivation.  Romanian orphan studies: effects of institutionalisation.  The influence of early attachment on childhood and adult relationships, including the role of an internal working model. | **Biopsychology**  The divisions of the nervous system: central and peripheral (somatic and autonomic)  The function of the endocrine system: glands and hormones  The fight or flight response including the role of adrenaline |
| Skills | Application, analysis, evaluation, critical analysis, independent thinking and research. | | | | | | |
| Covid recovery |  | **Increased opportunities for literacy skills assessment and oracy skills** | | | | | **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.** |
| Careers | Seek opportunities for Q&A sessions/presentations from people with careers relating to psychology e.g. assistant psychologist, educational psychologist, counsellor, social worker, human resource manager, forensic psychologist. | | | | | | |
| Year 12 | Core knowledge  Skills | Teacher 2 | Research methods | Research methods | Memory | Memory/Psychopathology | Psychopathology | Year 13 Research methods |
|  | **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. | **Research methods cont.**  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. | **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. | **Memory cont.**  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.  **Psychopathology**  Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. | **Psychopathology**  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. | **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. |
| Skills | Application, analysis, evaluation, critical analysis, independent thinking and research. | | | | | | |
| Covid recovery |  | Increased opportunities for literacy skills assessment and oracy skills. Increased focus maths skills required for RM which may not be as secure from KS4. | | Increased opportunities for literacy skills assessment and oracy skills. | | 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. |  |
| Careers | Seek opportunities for Q&A sessions/presentations from people with careers relating to psychology e.g. assistant psychologist, educational psychologist, counsellor, social worker, human resource manager, forensic psychologist. | | | | | | |

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|  |  |  | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 |
| Year 13 | Title and objectives | Teacher 1 | Biopsychology | Schizophrenia | Forensic psychology | Forensic psychology | Issues and debates |  |
| Core knowledge  Skills |  | **Biopsychology**  The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition  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  Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.  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. | **Schizophrenia**  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.  Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.  Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.  Drug therapy: typical and atypical antipsychotics.  Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.  The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. | **Forensic psychology**  Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative psychology; geographical profiling.  Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. | **Forensic psychology cont.**  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.  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. | **Issues and debates**  Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism  Holism and reductionism: levels of explanation in psychology. Biological reductionism and environmental (stimulus-response) reductionism  Idiographic and nomothetic approaches to psychological investigation  Ethical implications of research studies and theory, including reference to social sensitivity. |  |
| Skills | Application, analysis, evaluation, critical analysis, independent thinking and research. | | | | | | |
| 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. | 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. | 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. | | Deliberate focus on consolidating y1 knowledge on approaches before developing the y13 comparison to identify gaps in knowledge that may exist due to lower levels of student confidence. |  |
| Careers | Seek opportunities for Q&A sessions/presentations from people with careers relating to psychology e.g. assistant psychologist, educational psychologist, counsellor, social worker, human resource manager, forensic psychologist. | | | | | | |
| Year 13 | Core knowledge  Skills | Teacher 2 | Research methods | Research methods | Gender | Gender | Issues and debates |  |
|  | **Research methods**  Analysis and interpretation of correlation, including correlation coefficients.  Levels of measurement: nominal, ordinal and interval.  Content analysis & coding. Thematic analysis. | **Research methods cont.**  Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors  Factors affecting the choice of statistical test | **Gender**  Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.  The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender.  Atypical sex chromosome patterns: Klinefelter’s syndrome and Turner’s syndrome.  Cognitive explanations of gender development, Kohlberg’s theory, gender identity, gender stability  and gender constancy; gender schema theory. | **Gender cont.**  Psychodynamic explanation of gender development, Freud’s psychoanalytic theory, Oedipus  complex; Electra complex; identification and internalisation.  Social learning theory as applied to gender development. The influence of culture and media on gender roles.  Atypical gender development: gender dysphoria; biological and social explanations for  gender dysphoria. | **Issues and debates** Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.  The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. |  |
| Skills | Application, analysis, evaluation, critical analysis, independent thinking and research. | | | | | | |
| 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 | | 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. | | Deliberate focus on consolidating y1 knowledge on approaches before developing the y13 comparison to identify gaps in knowledge that may exist due to lower levels of student confidence. |  |
| Careers | Seek opportunities for Q&A sessions/presentations from people with careers relating to psychology e.g. assistant psychologist, educational psychologist, counsellor, social worker, human resource manager, forensic psychologist. | | | | | | |