

Psychology Curriculum Intent

The aim of Vyners Psychology study is to look at theories and explanations of behaviour and critically analyse the surrounding research to understand different reasons for human behaviour.

Year 9 Transition Year

This is a brand new course of study in Year 9. The topics chosen from the GCSE content provide an introduction into basic Psychological theories and experiments. These topics allow year 9 students to begin developing their evaluative language in order to begin identifying strengths and weaknesses in Psychological study.

Year 10 and 11

Following on from the Year 9 transition year this two year course of study builds upon the foundation of year 9, bringing in 'real world' application. This includes child development and language, thought and communication. This course will allow learners to be engaged in the subject matter and understand how the content is relevant to them - one of the fundamental intent principles of study GCSE Psychology at Vyners. Students will be able to demonstrate knowledge and understanding of psychological ideas, processes and theories. They will be able to evaluate psychological ideas and make judgement or draw conclusions based on learned skills.

At the end of the three years of AQA specification study, students will take two exams, both 1hr 45 minutes, covering 8 topics.

Year 12 and 13

At A-level, we study how people interact and how we change and develop as human beings. We study how Psychological studies are conducted and the criteria needed to carry out Psychological investigations. In Years 12 and 13, students develop their ability to think critically, further developing oral and communication skills. We intend to encourage students to go onto further education using Psychology as a basis for this as it provides a broad range of opportunities. The broad range of topics covered throughout the two years relates to multiple aspects of real life and will interest a range of students from different cultures, backgrounds and further educational interests.

At the end of two years of AQ specification study, students take three exams of 2 hrs each, covering 11 topics.

**Blue Italics are assessment points mapped into the curriculum implementation - note, some are subject to change.*

Curriculum Implementation						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 9	<p>Perception:</p> <p>Sensation and perception</p> <p>Visual illusions</p> <p>Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy.</p> <p>Examples of visual illusions: the Ponzo, the Müller- Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.</p> <p>Monocular depth cues: height in plane, relative size, occlusion and linear perspective.</p> <p>Binocular depth cues: retinal disparity, convergence.</p> <p>Gibson + Gregory theories</p>	<p>Perception:</p> <p>Factors affecting perception;</p> <ul style="list-style-type: none"> • Bruner and Mintum's • Culture, motivation and emotion • Gilchrist and Nesberg <p>Perceptual set and the effects of the following factors affecting perception: culture, motivation, emotion, expectation.</p> <p><i>Culture application question self marked</i></p> <p>The Gilchrist and Nesberg study of motivation and the</p> <p>Bruner and Minturn study of perceptual set.</p>	<p>Memory:</p> <p>Different types of memory: episodic memory, semantic memory and procedural memory.</p> <p>How memories are encoded and stored.</p> <p>The multi-store model of memory: sensory, short term and long term.</p> <p>Features of each store: coding, capacity, duration.</p>	<p>Memory:</p> <p>Primacy and recency effects in recall: the effects of serial position.</p> <p>Murdock's serial position curve study.</p> <p>The Theory of Reconstructive Memory, including the concept of 'effort after meaning'.</p> <p>Bartlett's War of the Ghosts study.</p> <p>Factors affecting the accuracy of memory, including interference, context and false memories.</p> <p><i>Memory end of topic test</i></p>	<p>Research Methods:</p> <p>Null hypothesis and alternative hypothesis.</p> <p>Independent variable, dependent variable, extraneous variables.</p> <p>Target populations, samples and sampling methods and how to select samples using these methods:</p> <ul style="list-style-type: none"> • random • opportunity • systematic • stratified. <p>Strengths and weaknesses of each sampling method.</p> <p>Understanding principles of sampling as applied to scientific data.</p> <p>Quantitative and qualitative methods:</p> <ul style="list-style-type: none"> • the experimental method (experimental 	<p>Research Methods:</p> <p>An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships.</p> <p>The strengths and weaknesses of correlations.</p> <p>The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them).</p> <p>How research should be planned, taking into consideration the</p>

	<p><i>Y9 Perception so far assessment</i></p>				<p>designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design)</p> <ul style="list-style-type: none"> • laboratory experiments • field and natural experiments • Interviews • Questionnaires • case studies • observation studies (including categories of behaviour and interobserver reliability). <p>Strengths and weaknesses of each research method and types of research for which they are suitable.</p>	<p>reliability and/or validity of:</p> <ul style="list-style-type: none"> • sampling methods • experimental designs • quantitative and qualitative methods. <p>Students should demonstrate knowledge and understanding of:</p> <ul style="list-style-type: none"> • ethical issues in psychological research as outlined in the British Psychological Society guidelines • ways of dealing with each of these issues. <p>The difference between quantitative and qualitative, primary and secondary data.</p> <p>Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. Descriptive statistics</p>
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						<p>Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation.</p> <p>Normal distribution</p> <p><i>Research methods enrichment project</i></p>
Year 12	<p>Social Influence:</p> <p>Conformity (majority influence)</p> <p>Minority Influence</p> <p>Explanations for obedience</p> <p>Resistance to Social Influence</p> <p>The role of social influence processes in social change</p> <p><i>Social influence end of topic test</i></p>	<p>Memory:</p> <p>Coding, Capacity and Duration</p> <p>The multi-store model.</p> <p>Types of Long term memory</p> <p>The working memory model.</p> <p>Explanations for forgetting.</p> <p>Research Methods revisit</p> <p>Factors affecting the accuracy of eyewitness testimony.</p> <p>Improving the accuracy of eyewitness testimony.</p>	<p>Research methods</p> <p>(interleaved in all topics and taught in standalone lessons):</p> <p>Data handling and Analysis, reliability and validity, introduction to the following research methods: experimental method, observational techniques, self-report techniques, and Correlations.</p> <p>Scientific processes including: aims, hypotheses, sampling, pilot studies,</p>	<p>Attachment:</p> <p>Caregiver-infant interactions in humans.</p> <p>Animal studies of Stages of attachment, Explanations of attachment. (Bowlby) Strange Situation.</p> <p>Cultural variations in attachment</p> <p>Theory of maternal deprivation, Later relationships</p> <p><i>Attachment Exam condition Qs</i></p>	<p>Psychopathology:</p> <p>Definitions of x4</p> <p>The behavioural approach to explaining and treating phobias.</p> <p>The cognitive approach to depression.</p> <p>The biological approach to treating OCD.</p> <p><i>Psychopathology 16 marker</i></p>	<p>Biopsychology:</p> <p>The divisions of the nervous system.</p> <p>The structure and function of sensory, relay and motor neurons.</p> <p>The process of synaptic transmission.</p> <p>The function of the endocrine system.</p> <p>The fight or flight response.</p> <p>Approaches:</p> <p>Origins of, Approaches x 5</p> <p>Comparison of approaches, as well</p>

		<p><i>Memory 16 marker</i></p>	<p>experimental designs, observational design, questionnaire Construction.</p> <p>Scientific processes including: variables, control, demand characteristics and investigator effects, ethics, role of peer review and implications of psychological research for the Economy.</p> <p>Research Methods:</p> <p>Probability and significance</p> <p>Statistical tests x7 test</p> <p>Features of science and how to report psychological Investigations.</p> <p><i>Research Methods enrichment Project + 12 marker</i></p>			<p>as: The psychodynamic approach.</p> <p>Humanistic psychology.</p> <p><i>Comparison of approaches essay</i></p> <p>Introduction to year 13 syllabus after year 12 UCAS exam and beginning Unit 3 and Schizophrenia, Diagnosis and classification of, DSM and ICD, Biological explanations and treatment.</p>
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<p>Year 13</p>	<p><i>Y12 Content test</i> Schizophrenia:</p> <p>Classification of Schizophrenia.</p> <p>Biological and psychological explanations for schizophrenia.</p> <p>Treatment</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia.</p> <p>The Diathesis stress model.</p> <p>Options in Psychology: • Relationships</p> <ul style="list-style-type: none"> • The evolutionary explanations for partner preferences. • Factors affecting attraction • Theories of romantic relationships. • Virtual relationships in social media. • Parasocial relationships <p><i>Humanistic approach</i> 16 marker</p>	<p><i>Schizophrenia Practice questions</i> Biopsychology:</p> <p>Broca's and Wernicke's areas, split brain research.</p> <p>Plasticity and functional recovery of the brain after trauma.</p> <p>Ways of studying the brain including post-mortem examinations. Biological rhythms: circadian, infradian and ultradian. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.</p> <p><i>Paper 1 and 2 december mocks</i></p>	<p>Issues and Debates:</p> <ul style="list-style-type: none"> • Gender and culture in Psychology. • Free will and determinism. • The nature-nurture debate. • Holism and reductionism. Idiographic and nomothetic approaches to psychological investigation. <p>Ethical implications of research studies and theory, including reference to social sensitivity.</p> <p><i>Issues and debates in class/ end of topic</i></p>	<p>Options in Psychology:</p> <p>Aggression Biological, ethological and evolutionary explanations.</p> <p>Social psychological explanations of human aggression. Institutional aggression in prisons.</p> <p>Media influences on aggression and explanations of these.</p> <p>Research Methods (interleaved in above topics and taught in standalone lessons)</p> <p>Content analysis and case studies.</p> <p>Scientific processes: reliability, types of Validity.</p> <p>Review Unit 1 and 2</p> <p>Revisit and interleave Research methods - all content</p> <p>Design your own study Research methods</p>	<p>Revision and Formal AQA Examinations</p>	
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				Revise Unit 3 - exam skills sessions		
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KS4		Psychology Curriculum Impact KS4		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TIME SCALE	Annually		Year 9: <ul style="list-style-type: none"> - End of Year assessment - focus on all topic from the year (3 topics) Year 10: <ul style="list-style-type: none"> - End of Year assessment - focus on all topic from year 9 & 10. Year 11: <ul style="list-style-type: none"> - December mock examinations - focus on all topics from year 9, 10 & 11 	Nationally standardised summative assessment takes the form of GCSEs and vocational qualifications at the end of Key Stage 4. GCSE exam board: AQA Exam structure: <ul style="list-style-type: none"> - Two exams, 1hr.45

	Interim (termly or half-termly)		<p>Teachers:</p> <ul style="list-style-type: none"> - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. <p>4 formal assessment points across each year at the end of each unit.</p> <p>Summative assessment also seen in the form of mid-topic assessments.</p> <p>Levels based upon raw mark boundaries at GCSE grading criteria 1-9.</p> <p>Written feedback and student responses in the form of react should be evident. These are in student assessment books or folders/exercise books.</p> <table border="1"> <thead> <tr> <th><u>Year 9</u></th> <th><u>Year 10</u></th> <th><u>Year 11</u></th> </tr> </thead> <tbody> <tr> <td>Perception</td> <td>Development</td> <td>The brain and neuropsychology</td> </tr> <tr> <td>Memory</td> <td>Language, thought and communication</td> <td>Psychological disorders</td> </tr> <tr> <td>Research methods</td> <td>Social Influence</td> <td></td> </tr> </tbody> </table>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>	Perception	Development	The brain and neuropsychology	Memory	Language, thought and communication	Psychological disorders	Research methods	Social Influence		
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Perception	Development	The brain and neuropsychology														
Memory	Language, thought and communication	Psychological disorders														
Research methods	Social Influence															
Weekly	<p>Teachers role:</p> <ul style="list-style-type: none"> - To deliver structured lessons following the SOW - Ensure AO1 and AO3 skills are clearly outlined - Use tracker sheets at the front of the book - Provide a mixture of verbal and written feedback 															

		<p>Students role:</p> <ul style="list-style-type: none"> - Engage in lessons and complete work to the best of their ability - Meet all homework deadlines as outlined on google classroom - Use the 'perfect page' 	
	Hourly	<p>'Every Lesson Every Day' techniques are embedded in lessons including:</p> <ul style="list-style-type: none"> - Check prior knowledge - Explain, practice, test <p>Every lesson a variety the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none"> - Last lesson or a previous lesson assessed in a starter using mini whiteboards or similar - Peer or self assessment using a model answer - Use ReAct in green pen 	

Subject: Psychology - KS5		FUNCTIONS OF ASSESSMENT		
		FORMATIVE; <i>The instructional guidance that identifies central points of learning and plans for the progression of individual students.</i>	SUMMATIVE; <i>This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)</i>	EVALUATIVE; <i>This is about institutional accountability and comes after terminal exams. External agencies.</i>
TI ME SC AL E	Annually		<p>Year 12 - end of year assessment - A level Paper chosen from the following:</p> <ul style="list-style-type: none"> • Two hour written paper. Social Influence, Memory, Attachment, Psychopathology, Approaches, Research methods 	<p>Nationally standardised summative assessment takes the form of A-levels and vocational qualifications at the end of Key Stage 5.</p> <p>A-level exam board: AQA</p>

			<p>Year 13 -</p> <p>Topic tests and Mocks in December:</p> <ul style="list-style-type: none"> - Paper 1 and 2 set 	<p>Exam structure: 3 two hour exams at the end of two years</p> <ul style="list-style-type: none"> • Paper 1: Introductory topics in Psychology (2 hours 33%) • Paper 2: Psychology in context (2 hours 33%) • Paper 3: Issues and options in Psychology (2 hours 33%)
	<p>Interim (termly or half-termly)</p>		<p>Teachers:</p> <ul style="list-style-type: none"> - Evaluate student learning at the end of a certain teaching period. - Evaluate their teaching practice and lessons in line with Summative Assessment outcomes. <p>4 formal assessment points across each year at the end of each unit.</p> <p>Levels based upon raw mark boundaries at A-level grading criteria A* - U. . AQA grade boundaries used</p> <p>Written feedback and student responses in the form of react will be evident. These are in student assessment books or folders. Also in reports attached to exams</p>	

			<p><u>Year 12</u></p> <p>End of unit assessment: topic - Social Influence</p> <p>End of unit assessment: topic - Memory</p> <p>End of unit assessment: topic - Research Methods</p> <p>End of unit assessment: topic - Psychopathology</p> <p>End of unit assessment: topic - Approaches in Psychology</p>	<p><u>Year 13</u></p> <p>End of unit assessment: topic - Schizophrenia</p> <p>End of unit assessment: topic - Relationships</p> <p>End of unit assessment: topic - Biopsychology</p> <p>End of unit assessment: topic - Issues and Debates</p> <p>End of unit assessment: topic - Aggression</p>	
	<p>Weekly</p>	<p>Teachers role:</p> <ul style="list-style-type: none"> - Identify how students are performing and use this to provide support, evaluate student learning and plan future lessons. - Provide oral and/or written feedback. - Keep track of student progress using department internal and school wide data systems. - Scaffold feedback to students for effective self/peer assessment. <p>Students role:</p> <ul style="list-style-type: none"> - Engage in self assessment. - Engage in peer assessment. - Be proactive in ReACT tasks. - Revise content. - Redraft and submit work which is completed to the best of their abilities. - Identify their own strengths and weaknesses and ask for support from their subject teachers. 			

	Hourly	<p><i>'Every Lesson Every Day'</i> techniques are embedded in lessons including:</p> <ul style="list-style-type: none">- Review last lesson, last week, last year.- Checking for student understanding, asking higher order questions and providing feedback - ensuring students respond to this feedback.- Low stakes testing activities. <p>Every lesson a variety of the following formative assessment takes place using the following strategies:</p> <ul style="list-style-type: none">- Low stakes testing- formative feedback,- sharing learning goals- peer and self-assessments- Inquiry-Based Instruction- quizzes and questionnaires- Cumulative Daily Review.- Classroom Discourse- being lesson ready with pre reading	
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