

## English Martyrs' Curriculum Map – Psychology 2021 – 2022

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>-Experimental Method</li> <li>-Control of variables</li> <li>-Hypotheses</li> <li>-Problems with experiments</li> <li>-Sampling</li> <li>-Ethical issues</li> <li>-Observations</li> <li>-Self-report</li> <li>-Correlations</li> <li>-Maths skills</li> </ul> <p style="color: red;">27<sup>th</sup> Aug – 5<sup>th</sup> Oct</p> <p><b>Memory</b></p> <ul style="list-style-type: none"> <li>-Multi-store and working memory models</li> <li>-</li> </ul> <p style="color: red;">6<sup>th</sup> Oct – 15<sup>th</sup> Oct</p>	<ul style="list-style-type: none"> <li>-Memory</li> <li>Types of LTM</li> <li>-Explanations for forgetting</li> </ul> <p>Factors affecting EWT</p> <ul style="list-style-type: none"> <li>-Improving EWT</li> </ul> <p style="color: red;">25<sup>th</sup> Oct -3<sup>rd</sup> Nov</p> <p><b>Attachments</b></p> <ul style="list-style-type: none"> <li>-Caregiver –infant interactions</li> <li>-Stages of attachment</li> <li>-Animal studies</li> <li>-Explanations of attachment</li> <li>-Types of attachment</li> <li>-Cultural variations in attachment</li> <li>-Romanian orphan studies</li> <li>-Influence of early attachment on childhood and adult relationships</li> </ul> <p style="color: red;">4<sup>th</sup> Nov -30<sup>th</sup> Nov</p> <p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>-Types of conformity</li> <li>-Explanations for conformity</li> <li>-Variables affecting conformity</li> </ul> <ul style="list-style-type: none"> <li>-Conformity to social roles</li> <li>-Situational variables affecting obedience</li> <li>-Explanations for obedience</li> <li>-The Authoritarian Personality</li> <li>- Resistance to social influence</li> </ul> <p style="color: red;">1<sup>st</sup> Dec- 20<sup>th</sup> Dec</p>	<p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>Minority influence</li> <li>-Social influence and social change</li> </ul> <p style="color: red;">5<sup>th</sup> Jan -7<sup>th</sup> Jan</p> <p><b>Approaches including Biopsychology+ Psychopathology Approaches</b></p> <ul style="list-style-type: none"> <li>-The origins of psychology</li> <li>- The behaviourist approach</li> <li>-Social learning theory</li> </ul> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>-Definitions of abnormality</li> <li>-Mental Disorders</li> <li>-Behavioural explanations for phobias</li> </ul> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>-Behavioural approach to treating phobias</li> <li>-Cognitive approach to explaining and treating depression</li> <li>-Biological approach to explaining and treating OCD</li> </ul> <p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>-Cognitive approach</li> <li>-Biological approach</li> </ul> <p><b>Biopsychology</b></p> <ul style="list-style-type: none"> <li>-The nervous system</li> <li>-Neurons and synaptic transmission</li> <li>-The endocrine system</li> <li>-The fight or flight response</li> </ul> <p style="color: red;">7<sup>th</sup> Jan -23<sup>rd</sup> Feb</p>	<p><b>Approaches including biopsychology Psychopathology</b></p> <p><b>Psychology and the economy - assessment</b></p> <p style="color: red;">21<sup>st</sup> Feb -24<sup>th</sup> Feb</p> <p><b>Revision</b></p> <ul style="list-style-type: none"> <li>-All previous topics</li> </ul> <p style="color: red;">28<sup>th</sup> Feb</p>	<p><b>Revision</b></p> <ul style="list-style-type: none"> <li>-All previous topics</li> </ul>	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>-Features of science</li> <li>-Reliability</li> <li>-Validity</li> <li>-Reporting on psychological investigations</li> <li>Practical research Project</li> <li>-Statistical tests</li> <li>-Probability</li> </ul>

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13	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>-Case studies</li> <li>-Content analysis</li> <li>-Non-parametric tests of difference</li> <li>-Parametric tests of difference</li> <li>-Test of correlation</li> <li>-Chi-Squared</li> </ul> <p>27<sup>th</sup> Aug – 8<sup>th</sup> Sept</p> <p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>-Psychodynamic approach</li> <li>-Humanistic approach</li> <li>-Comparison of approaches</li> </ul> <p>9<sup>th</sup> Sep – 17<sup>th</sup> Sep</p> <p><b>Issues and debates</b></p> <ul style="list-style-type: none"> <li>-Free will vs determinism</li> <li>-Nature vs nurture</li> <li>-Reductionism vs free will</li> <li>-Idiographic vs nomothetic approach</li> </ul> <p><b>Issues and debates</b></p> <ul style="list-style-type: none"> <li>-Gender bias</li> <li>-Culture bias</li> <li>-Ethical implications of psychological research</li> </ul> <p>20<sup>th</sup> Sep – 15<sup>th</sup> Oct</p>	<p><b>Biopsychology</b></p> <ul style="list-style-type: none"> <li>-Localisation of function</li> <li>-Lateralisation and split brain research</li> <li>-Ways of studying the brain</li> <li>-Circadian rhythms</li> <li>-Ultradian and infradian rhythms</li> <li>-Endogenous and exogenous pacemakers</li> </ul> <p>25<sup>th</sup> Oct -10<sup>th</sup> Nov</p> <p><b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>-Classification of schizophrenia</li> <li>-Reliability and validity</li> <li>-Biological explanations for schizophrenia</li> <li>-Drug therapy</li> <li>-Psychological explanations</li> <li>-CBTp and family therapy</li> </ul> <p><b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>-Token economies</li> <li>-Interactionist approach</li> </ul> <p>11<sup>th</sup> Nov – 7<sup>th</sup> Dec</p> <p><b>Forensic Psychology</b></p> <ul style="list-style-type: none"> <li>-Offender profiling – top down and bottom up</li> <li>-Biological explanations (historical, genetic and neural)</li> <li>-Psychological explanations (Eysenck's theory, Cognitive, differential association theory, psychodynamic)</li> </ul> <p>8<sup>th</sup> Dec- 20<sup>th</sup> Dec</p> <p>-</p>	<ul style="list-style-type: none"> <li>-Dealing with offending behaviour</li> </ul> <p>Jan 5<sup>th</sup> – Jan 13<sup>th</sup></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Evolutionary explanations</li> <li>-Physical attractiveness</li> <li>-Self-disclosure</li> <li>-Filter theory</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Equity theory</li> <li>-Social exchange theory</li> <li>-Investment model</li> <li>-Relationship breakdown</li> <li>-Virtual relationships</li> <li>-Parasocial relationships</li> </ul> <p>Jan 14<sup>th</sup> -4<sup>th</sup> Feb</p> <p><b>Revision</b></p>		<b>Revision</b>	<b>Revision</b>

**Rationale for the Curriculum Map: Implementation (Sequential Approach)** The curriculum in psychology builds on knowledge and skills developed in KS3 and 4 particularly in the area of the natural sciences (e.g. the basic scientific method), mathematics (e.g. percentages), English (e.g. essay writing) and Humanities (e.g. History of the Holocaust etc). In terms of the curriculum in Year 12 and 13 Psychology, topics are covered in a certain order to provide a holistic experience i.e. for students to discover the bigger picture of how different areas of psychology fit together to explain real life events.

**Year 12** - Research Methods are taught first to provide the opportunity to develop critical analysis, practical, mathematical and problem –solving skills. Skills evident in lower Key Stages. Inferential analysis and distributions are taught which are not delivered at KS4. Human memory is next as it delivers career options e.g. Criminal Justice system as well as an opportunity to cover knowledge that can improve memory e.g. capacity of STM and mnemonic strategies such as organisation and imagery. Human attachments are next as again the curriculum develops interest and enthusiasm for sensitive topics such as maternal deprivation. Finishing with the combination of Approaches and Psychopathology so students can combine knowledge with application to mental health. This also introduces careers such as cognitive neuroscience, clinical psychology etc. **Year 13** builds on the knowledge and skills acquired during Year 12. Research methods complete mathematical skills. Then Approaches covering Freud's theory of psychoanalysis so students may appreciate the 'bigger picture'. Biopsychology provides students with great insight into careers in medicine together with the next topic of Schizophrenia. Forensic Psychology stimulates further enthusiasm for careers. Finishing with Human relationships. All topics are sequenced in terms of a logical progression.