

# Psychology Curriculum Intent

**Department Philosophy:** Our ultimate aim is to produce Psychologists of the future who are going to influence the community around them in their later lives. They must be curious and know how their work is applicable to the wider world. Our students will enjoy challenge and will show thought and resilience when faced with psychological questions. A good psychologist has a clear understanding of the core concepts and is able to use this knowledge to apply it to a wide range of situations both practically and written. Our curriculum promotes resilience, independence and organisation. Our learners are scientifically literate and are able to articulate their knowledge and thinking in many different ways. We are keen to make outstanding scientists who are able to complete an experiment from beginning to end. They will be able to plan practicals and make adjustments where necessary. They will be skilled with a wide range of research methods and will be able to select the correct method for the relevant research questions. Our curriculum encourages and facilitates further studies or potential careers in the subject, whilst empowering students to have a greater appreciation and awareness of Psychology related issues in the world around them.

By the end of Key Stage 4 our students will know:	By the end of Key Stage 5 our students will know:
<ol style="list-style-type: none"> <li>1) Processes of memory: encoding (input), storage and retrieval (output); Structures of memory; Memory as an active process</li> <li>2) Sensation and perception The difference between sensation and perception; Visual cues and constancies; Gibson's direct theory of perception – the influence of nature Visual illusions; Gregory's constructivist theory of perception – the influence of nurture; Factors affecting perception</li> <li>3) Early brain development; Piaget's stage theory and the development of intelligence, The role of Piaget's theory in education; The effects of learning on development</li> <li>4) Formulation of testable hypotheses; Types of variable; Sampling methods; Correlation; Research procedures; Planning and conducting research; Ethical considerations; Quantitative and qualitative data; Primary and secondary data; Computation; Descriptive statistics; Interpretation and display of quantitative data; Normal distributions</li> <li>5) Conformity; Obedience; Prosocial behaviour; Crowd and collective behaviour</li> <li>6) The possible relationship between language and thought; The effect of language and thought on our view of the world; Differences between human and animal communication; Non-verbal communication; Explanations of non-verbal behaviour</li> <li>7) Structure and function of the nervous system; Neuron structure and function Structure and function of the brain</li> <li>8) An introduction to mental health; How the incidence of significant mental health problems changes over time; Effects of significant mental health problems on individuals and society; Characteristics of clinical depression; Theories of depression; Interventions or therapies for depression; Characteristics of addiction; Theories of addiction; Interventions or therapies for addiction</li> </ol>	<ol style="list-style-type: none"> <li>1) 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; Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram; 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</li> <li>2) 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; 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.</li> <li>3) Caregiver-infant interactions in humans: reciprocity and interactional synchrony. 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; 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.</li> <li>4) 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</li> </ol>
<p>Aims and learning outcomes:</p> <ol style="list-style-type: none"> <li>1) use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</li> <li>2) acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday</li> </ol>	

social phenomena

- 3) understand how psychological research is conducted, including the role of scientific method and data analysis
- 4) present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers
- 5) develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology
- 6) develop an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society.

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.

- 5) Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; 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; 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; 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; Comparison of approaches.
- 6) The divisions of the nervous system: central and peripheral (somatic and autonomic); The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition; The function of the endocrine system: glands and hormones; The fight or flight response including the role of adrenaline; 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.
- 7) Experimental method. Types of experiment, laboratory and field experiments; natural and quasiexperiments; 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; Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments; Content analysis; Case studies. Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques; Primary and secondary data, including meta-analysis; Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations; Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms; Distributions: normal and skewed distributions; characteristics of normal and skewed distributions; Analysis and interpretation of correlation, including

	<p>correlation coefficients; Levels of measurement: nominal, ordinal and interval; Content analysis and coding. Thematic analysis.</p> <p>8) Gender and culture in psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism; 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; 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</p> <p>9) Piaget’s theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.; Vygotsky’s theory of cognitive development, including the zone of proximal development and scaffolding; Baillargeon’s explanation of early infant abilities, including knowledge of the physical world; violation of expectation research; The development of social cognition: Selman’s levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.</p> <p>10) 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, the dopamine hypothesis and neural correlates; 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 diathesisstress model.</p> <p>11) Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression; Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation; Institutional aggression in the context of prisons: dispositional and situational explanations; Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</p> <p>Aims:</p> <ol style="list-style-type: none"> <li>1) develop essential knowledge and understanding of different areas of the subject and how they relate to each other</li> <li>2) develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods</li> <li>3) develop competence and confidence in a variety of practical, mathematical and</li> </ol>
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problem-solving skills

- 4) develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- 5) understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.