

# CIM - Curriculum Intent Map Psychology

Exam board - GCSE: AQA      Exam board - A'Level: AQA

## ● Curriculum objectives

One of the key aims of psychology is to acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena. It is to develop an understanding of the relationship between psychology and personal, moral, social and cultural issues and how psychology contributes to society

## ● Curriculum values and context

Students will be able to gain an understanding of human behaviour, develop an understanding of how topics link together and how psychological theories differ. Students also develop competence and confidence in a variety of practical, mathematical and problem-solving skills. develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.

## ● Knowledge and understanding being developed

### A-Level

#### Paper 1:

Introductory topics in psychology

- Social influence
- Memory
- Attachment
- Psychopathology

#### Paper 2:

Psychology in context

- Approaches in psychology
- Biopsychology
- Research Methods

#### Paper 3:

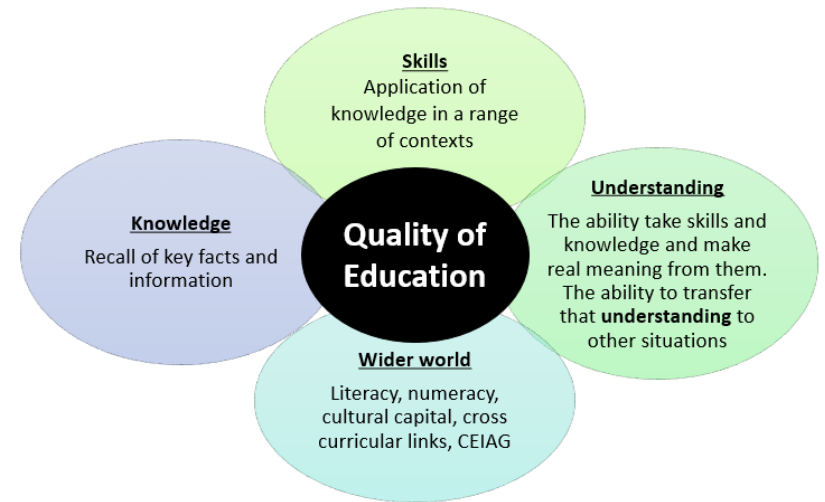
Issues and options in psychology

- Issues and debates in psychology
- Relationships
- Schizophrenia
- Forensic psychology

At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods

The assessments in A-level Psychology includes questions that allow students to demonstrate their ability to:



Extracurricular activities

Careers links

Curriculum links

Threshold topics (bold)

PSHE, PD and cultural capital links

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- draw together their skills, knowledge and understanding from across the full course of study
- provide extended responses.

For example, sections B, C and D of Paper 3 contain extended response questions. An 'extended response' is evidence of sufficient length generated to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured

## ●Development of students' cultural capital, FBV's, personal development

Students will develop and demonstrate a deep appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students will develop an understanding of psychological topics which help raise awareness of differing human behaviour and cultures and teaches students to be tolerate and respectful, linking closely with the British Values.

## ●Curriculum equality and access

Each lesson is taught to allow each individual to access the curriculum, support is given to allow all students to progress and develop at their own pace and reach their individual potential. A variety of teaching styles are used to keep enthusiasm for learning. Units of work are created to be accessible and engaging for all. Teaching and lessons aim to challenge yet support students in becoming keen psychological thinkers. Reward systems and quizzes keep motivation levels high in lessons. The Humanities department has high expectations for all students and the climate for learning encompasses the contributions of all abilities. Opportunities are available to go on trips that support students learning on the course.

### GCSE

AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. 35%

AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. 35%

AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions 30%

### A-Level

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. 30-33%

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: 30-33%

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: 36-38%

- make judgements and reach conclusions
- develop and refine practical design and procedures.

## ●Curriculum sequencing and structure

### GCSE

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**Consists of two examination and topics are learnt in the following order;**

Paper 1:

Cognition and behaviour

- Memory
- Perception
- Development
- Research methods

Paper 2:

Social context and behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Each exam is worth 50% of the GCSE, out of 100 marks each and last for 1hr 45minutes.

### Meeting the needs of SEND students within the classroom

**Intent:**

- Identification of key fundamental building blocks based on student need

**Implementation:**

- Knowledge of SEND need - knowing who they are, targeted T&L and classroom strategies to meet need.
- Staff trained to meet needs of SEND students specifically to their subject area
- Differentiated teaching and resources based on identified needs
- Targeted live marking and questioning
- Deploying TA's to support wider group to allow subject specialist support for SEND (helicopter approach)
- Personalised home learning
- Access arrangements – identification and application
- **Impact:**
- Grading below Grade 1 to monitor progress
- Structured accessible assessments.

**Knowledge**

**Skills**

**Understanding**

**Wider world**

**Extracurricular activities**

**Careers links**

**Curriculum links**

**Threshold topics (bold)**

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**CIM - Curriculum Intent Map Psychology**  
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<b>Year 13</b>	<ul style="list-style-type: none"> <li>• Biopsychology</li> <li>• Issues and debates</li> <li>• Schizophrenia</li> <li>• Forensic Psychology</li> <li>• Cognition and Development</li> <li>• Research methods</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of specified content.</li> <li>• Apply psychological knowledge and understanding of the specified content in a range of contexts.</li> <li>• Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li>• Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>• Designing research.</li> <li>• Conducting research.</li> <li>• Analysing and interpreting data.</li> <li>• Provide extended responses.</li> <li>• A wide range of mathematical skills.</li> </ul> <p style="color: red;">Build in further opportunities for developing research methods skills in practice e.g. practical work. Complete at least one 16 mark exam question every half term.</p>	<p><b>Biopsychology</b></p> <ul style="list-style-type: none"> <li>• The divisions of the nervous system:</li> <li>• The structure and function of sensory, relay and motor neurons.</li> <li>• The process of synaptic transmission,</li> <li>• The function of the endocrine system:</li> <li>• The fight or flight response.</li> <li>• Localisation of function in the brain and hemispheric lateralisation.</li> <li>• Ways of studying the brain.</li> <li>• Biological rhythms</li> </ul> <p><b>Issues and debates</b></p> <ul style="list-style-type: none"> <li>• Gender and culture in psychology.</li> <li>• Free will and determinism.</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory,</li> </ul> <p><b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Classification of schizophrenia.</li> <li>• Reliability and validity in diagnosis and classification of schizophrenia,</li> <li>• Biological explanations for schizophrenia.</li> <li>• Psychological explanations for schizophrenia.</li> <li>• Drug therapy.</li> <li>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia.</li> <li>• Token economies as used in the management of schizophrenia.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.</li> <li>• How psychological knowledge and ideas change over time and how these inform our understanding of behaviour.</li> <li>• Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.</li> <li>• Consider the impact of psychology on the economy.</li> <li>• The influence of psychology on the education system.</li> <li>• Develop an understanding of mental health conditions.</li> <li>• Possible career paths: Border Force officer, Chaplain, Counsellor, Detective, Education consultant, Human resources officer,</li> </ul>
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Extracurricular activities

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			<p><b>Forensic psychology</b></p> <ul style="list-style-type: none"> <li>• Problems in defining crime.</li> <li>• Offender profiling.</li> <li>• Biological explanations of offending behaviour.</li> <li>• Psychological explanations of offending behaviour:</li> <li>• Dealing with offending behaviour.</li> </ul> <p><b>Cognition and Development</b></p> <ul style="list-style-type: none"> <li>• Theories of cognitive development including Piaget, Vygotsky and Baillargeon,</li> <li>• Piaget's stages of cognitive development.</li> <li>• 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.</li> </ul> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>• Types of research methods</li> <li>• Scientific processes</li> <li>• Data handling and analysis</li> <li>• Inferential testing</li> </ul>	
<b>Year 12</b>	<ul style="list-style-type: none"> <li>• Approaches</li> <li>• Social Influence</li> <li>• Memory</li> <li>• Attachment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of specified content.</li> <li>• Apply psychological knowledge and understanding of the specified content in a range of contexts.</li> </ul>	<p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>• Origins of psychology</li> <li>• Behaviourist approach</li> <li>• Social learning approach</li> <li>• Cognitive approach</li> <li>• Biological approaches</li> <li>• Humanistic approach</li> <li>• Psychodynamic approach</li> <li>• Comparison of the approaches</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.</li> <li>• How psychological knowledge and ideas change over time and how these inform our understanding of behaviour.</li> </ul>

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	<ul style="list-style-type: none"> <li>Psychopathology</li> <li>Research methods</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.</li> <li>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Designing research.</li> <li>Conducting research.</li> <li>Analysing and interpreting data.</li> <li>Provide extended responses.</li> <li>A wide range of mathematical skills.</li> </ul>	<p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>Conformity</li> <li>Obedience</li> <li>Resistance to SI</li> <li>Minority influence</li> <li>Social influence and social change</li> </ul> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>Definitions of abnormality</li> <li>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder.</li> <li>The behavioural approach to explaining and treating phobias.</li> <li>The cognitive approach to explaining and treating depression.</li> <li>The biological approach to explaining and treating OCD.</li> </ul> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>Types of research methods</li> <li>Scientific processes</li> <li>Data handling and analysis</li> <li>Inferential testing</li> </ul> <p><b>Memory</b></p> <ul style="list-style-type: none"> <li>The multi-store model of memory.</li> <li>Types of long-term memory:</li> <li>The working memory model:</li> <li>Explanations for forgetting.</li> <li>Factors affecting the accuracy of eyewitness testimony.</li> <li>Improving the accuracy of eyewitness testimony.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.</li> <li>Consider the impact of psychology on the economy.</li> <li>The influence of psychology on the education system.</li> <li>Develop an understanding of mental health conditions.</li> <li>Possible career paths: Life coach, Mediator, Play therapist, Psychotherapist.</li> </ul>
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			<p><b>Attachment</b></p> <ul style="list-style-type: none"> <li>Caregiver-infant interactions in humans.</li> <li>Stages of attachment identified by Schaffer.</li> <li>Multiple attachments and the role of the father.</li> <li>Animal studies of attachment: Lorenz and Harlow.</li> <li>Explanations of attachment.</li> <li>Ainsworth's 'Strange Situation'.</li> <li>Bowlby's theory of maternal deprivation.</li> <li>The influence of early attachment on childhood and adult relationships.</li> </ul>	
<p style="text-align: center;"><b>Year 11</b> </p>	<ul style="list-style-type: none"> <li>Social Influence</li> <li>Brain and neuropsychology</li> <li>Psychological problems</li> <li>Research methods</li> <li>Revision</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</li> <li>Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> <li>Design research.</li> <li>Conduct research.</li> <li>Analyse and interpret data.</li> </ul> <p>Build in more opportunities for exam practice in every lesson; particularly in terms of applying research methods.</p>	<p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>Conformity</li> <li>Obedience</li> <li>Prosocial behaviour</li> <li>Crowd and collective behaviour</li> </ul> <p><b>Brain and neuropsychology</b></p> <ul style="list-style-type: none"> <li>Structure and function of the nervous system.</li> <li>Neuron structure and function.</li> <li>Structure and function of the brain.</li> <li>An introduction to neuropsychology.</li> </ul> <p><b>Psychological problems</b></p> <ul style="list-style-type: none"> <li>An introduction to mental health How the incidence of significant mental health problems changes over time</li> <li>Effects of significant mental health problems on individuals and society.</li> <li>Characteristics of clinical depression.</li> <li>Theories of depression.</li> <li>Characteristics of addiction.</li> <li>Theories of addiction.</li> </ul>	<ul style="list-style-type: none"> <li>How psychological knowledge and ideas change over time and how these inform our understanding of behaviour.</li> <li>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.</li> <li>Consider the impact of psychology on the economy.</li> <li>The influence of psychology on the education system.</li> <li>Develop an understanding of mental health conditions.</li> <li>Career opportunities include Forensic psychology, Occupational therapy and Clinical psychology</li> </ul>

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			<ul style="list-style-type: none"> <li>Interventions of therapies for addiction.</li> </ul> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>Recap and synoptic question practice</li> </ul>	
<p><b>Year 10</b></p> 	<ul style="list-style-type: none"> <li>Memory</li> <li>Perception</li> <li>Development</li> <li>Research methods</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</li> <li>Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul>	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>Processes of memory (encoding, storage and retrieval)</li> <li>Structures of memory</li> <li>Memory as an active process</li> </ul> <p><b>Perception</b></p> <ul style="list-style-type: none"> <li>Sensation and perception</li> <li>Visual cues and constancies</li> <li>Gibson's direct theory of perception – the influence of nature</li> <li>Visual illusions</li> <li>Gregory's constructivist theory of perception – the influence of nurture</li> <li>Factors affecting perception</li> </ul> <p><b>Development</b></p> <ul style="list-style-type: none"> <li>Early brain development</li> <li>Piaget's stage theory and the development of intelligence</li> <li>The role of Piaget's theory in education</li> <li>The effects of learning on development</li> </ul> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>Formulation of testable hypothesis</li> <li>Types of variables</li> <li>Sampling methods</li> <li>Designing research</li> <li>Correlation</li> <li>Research procedures</li> </ul>	<ul style="list-style-type: none"> <li>How psychological knowledge and ideas change over time and how these inform our understanding of behaviour.</li> <li>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.</li> <li>Consider the impact of psychology on the economy.</li> <li>The influence of psychology on the education system.</li> <li>Develop an understanding of mental health conditions.</li> <li>Possible career paths; market researcher, police and careers adviser.</li> </ul>

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			<ul style="list-style-type: none"> <li>● Planning and conducting research</li> <li>● Ethical issues</li> <li>● Quantitative and qualitative data</li> <li>● Primary and secondary data</li> <li>● Computation</li> <li>● Descriptive statistics</li> <li>● Interpretation and display of quantitative data</li> <li>● Normal distribution</li> </ul>	
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**At The Elizabethan Academy we offer a curriculum that:**


- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

**Assessment Calendar 2023-2024**



	<b>AP1</b>	<b>AP2</b>	<b>AP3</b>	<b>AP4 Internal</b>
Year 10	Past AQA paper on topics we have covered with focus on research methods	Past AQA paper on research methods and social influence	Past AQA paper mix of all topics covered (language thought and communication)	
Year 11	Past AQA paper brain and neuropsychology (also paper 1)	Past AQA paper on psychological problems (also paper 1)	Past AQA paper 2	
Year 12	Past AQA paper Approaches (also paper 1)	Past AQA paper 2 9mix of topics covered)	Past AQA paper 1 and 2	
Year 13	Past AQA paper Biopsychology (plus mix of topics covered in paper 2)	Past AQA paper 1 & paper 2	Past AQA paper 2 & 3	

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Year 10						
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
<p><b>Knowledge, Skills and Understanding</b></p> 	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>● Processes of memory (encoding, storage and retrieval)</li> <li>● Structures of memory</li> <li>● Memory as an active process</li> <li>● Memory as an active process</li> <li>● Revision based on AP1. Feedback/improvements/ exam techniques</li> </ul>	<p><b>Perception</b></p> <ul style="list-style-type: none"> <li>● Sensation and perception</li> <li>● Visual cues and constancies</li> </ul>	<p><b>Perception</b></p> <ul style="list-style-type: none"> <li>● Gibson's direct theory of perception – the influence of nature</li> <li>● Types of research methods</li> </ul>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>● Early brain development</li> <li>● Piaget's stage theory and the development of intelligence</li> </ul>	<p><b>Development</b></p> <ul style="list-style-type: none"> <li>● The role of Piaget's theory in education</li> <li>● The effects of learning on development</li> </ul>	<p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>● Quantitative and qualitative data</li> <li>● Primary and secondary data</li> <li>● Computation</li> <li>● Descriptive statistics</li> <li>● Interpretation and display of quantitative data</li> <li>● Normal disruption</li> </ul>

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 <p><b>ASSESSMENT</b></p>	<p>Past AQA paper on 1:</p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Development</li> <li>• Research methods</li> </ul> <p>multiple choice, short answer and extended writing  <a href="#">week 11</a></p>	<p>Past AQA paper 1 with paper 2:</p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Development</li> <li>• Research methods</li> <li>• Social influence</li> </ul> <p>multiple choice, short answer and extended writing  <a href="#">Week 25</a></p>	<p>Past AQA paper 2:</p> <ul style="list-style-type: none"> <li>• Social influence</li> <li>• Language, thought and communication</li> <li>• Mixed paper one topics</li> </ul> <p>multiple choice, short answer and extended writing  <a href="#">Week 38</a></p>
 <p><b>Embed your knowledge</b></p>	<p>Students will have a variety of homework ranging from worksheets, exam questions, research          Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher.          All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.</p>		

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<p>Extend your learning</p> 	<p>Students may benefit from watching films 'The vow and 50 first dates'. Focusing on <i>Memory</i>; Short-Term Memory, Long-Term Memory, Encoding, Capacity and Duration, Explanations for Forgetting and writing a report explaining how they can apply their knowledge to the scenarios in the films.</p> <p>30 minutes documents on Bartlett and the War of the Ghosts:  <a href="https://www.bbc.co.uk/programmes/p00f8n47">https://www.bbc.co.uk/programmes/p00f8n47</a></p> <p>Article shows how hunger makes us perceive food:  <a href="https://www.psychologytoday.com/">https://www.psychologytoday.com/</a></p> <p>Article on how expectations affect perception:  <a href="http://lifes.hacker.com">How Your Expectations Mess with Your View of the Present (lifes.hacker.com)</a></p> <p>Obedience video link:  <a href="#">Authoritarianism: The political science that explains Trump - YouTube</a>            Pro-social behaviour article:  <a href="#">Why we still look away: Kitty Genovese, James Bulger and the bystander effect   Society   The Guardian</a>            30 minute documentary: Bystander Effect:  <a href="#">BBC Radio 4 - Mind Changers. Case Study: Kitty Genovese</a>            Article on crowd and collective behaviours:  <a href="#">What Is Social Loafing In Psychology? - PsyBlog (spring.org.uk)</a></p> <p>4 minute video summarising the Parts of the brain:  <a href="#">The Brain - YouTube</a>            Website article on the difference between assimilation and accommodation:  <a href="#">What is the Difference Between Assimilation and Accommodation? (psychologized.org)</a></p> <p>Article on experimental design:  <a href="#">Experimental Design   blog psychology (wordpress.com)</a></p> <p><a href="#">Case Study: Definition, Examples, Types, and How to Write (verywellmind.com)</a></p>						<p>Discovery Documentary on body language.</p> <p>Language and communication: Piagets theory:  <a href="#">Piaget's 4 Stages of Cognitive Development Explained (verywellmind.com)</a></p> <p>A science fiction film called <i>Arrival</i>. It features the Sapir–Whorf hypothesis as a central concept, as well as Whorf's research into the Hopi's perception of time. The film asks the question: if aliens arrive, how would we communicate with them?</p>					
	<p><b>Year 11</b></p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 16.6%;">Half term 1</td> <td style="width: 16.6%;">Half term 2</td> <td style="width: 16.6%;">Half term 3</td> <td style="width: 16.6%;">Half term 4</td> <td style="width: 16.6%;">Half term 5</td> <td style="width: 16.6%;">Half term 6</td> </tr> </table>						Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6							

**CIM - Curriculum Intent Map Psychology**  
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<p><b>Knowledge, Skills and Understanding</b></p> 	<p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>• Conformity</li> <li>• Obedience</li> <li>• Prosocial behaviour</li> <li>• Crowd and collective behaviour</li> <li>• Early brain development</li> <li>• Piaget's stage theory and the development of intelligence</li> </ul>	<p><b>Language, thought and communication</b></p> <ul style="list-style-type: none"> <li>• The possible relationship between language and thought.</li> <li>• The effect of language and thought on our view of the world.</li> <li>• Differences between human and animal communication. <ul style="list-style-type: none"> <li>• Non-verbal behaviours.</li> <li>• Explanations of non-verbal behaviours.</li> </ul> </li> </ul>	<p><b>Brain and neuropsychology</b></p> <ul style="list-style-type: none"> <li>• Structure and function of the nervous system.</li> <li>• Neuron structure and function.</li> <li>• Structure and function of the brain.</li> <li>• An introduction to neuropsychology.</li> </ul>	<p><b>Psychological problems</b></p> <ul style="list-style-type: none"> <li>• An introduction to mental health and how mental health problems changes over time</li> <li>• Effects of mental health problems on individuals and society.</li> <li>• Characteristics of clinical depression.</li> <li>• Characteristics of addiction. <ul style="list-style-type: none"> <li>• Theories of addiction.</li> <li>• Interventions of therapies for addiction.</li> </ul> </li> <li>• Theories of depression.</li> </ul>	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>• Scientific processes</li> <li>• Data handling and analysis</li> <li>• Scientific processes</li> <li>• Data handling and analysis</li> <li>• Exam technique</li> <li>• Exam technique</li> </ul> <p><b>Revision</b></p> <p>Content and examination techniques.</p>	
<p><b>ASSESSMENT</b></p> 	<p>Past AQA paper on 1:</p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Perception</li> <li>• Development</li> <li>• Research methods</li> </ul> <p>multiple choice, short answer and extended writing</p> <p><b>Week 11</b></p>	<p>Past AQA paper 2:</p> <ul style="list-style-type: none"> <li>• Social influence</li> <li>• Language, thought and communication</li> <li>• Brain and neuropsychology</li> <li>• Psychological problems</li> </ul> <p>multiple choice, short answer and extended writing</p> <p><b>Week 25</b></p>	<p>N/A</p>			

Extracurricular activities

Careers links



Curriculum links

Threshold topics (bold)

PSHE, PD and cultural capital links

# CIM - Curriculum Intent Map Psychology

## Exam board - GCSE: AQA      Exam board - A'Level: AQA

 <p><b>Embed your knowledge</b></p>	<p>Students will have a variety of homework ranging from worksheets, exam questions, research          Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week.          This is additional to any exam questions or worksheets set by the teacher.          All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.</p>			
<p>Extend your learning</p> 	<p>James Lange theory of emotion:  <a href="http://www.weebly.com">Two-Factor Theory of Love - The Psych Apprentice (weebly.com)</a></p> <p>Structure and types of neurons:  <a href="http://www.enchantedlearning.com">Brain Cells (enchantedlearning.com)</a></p> <p>30 minute mind changers: Phineas Gage:  <a href="http://www.bbc.com/radio4">BBC Radio 4 - Mind Changers, Case Study: The Man with a Hole in His Head</a></p> <p>Article on brain functioning: <a href="http://www.thirteen.org">The Secret Life of the Brain : Scanning the Brain (thirteen.org)</a></p> <p>Articles: Tulving study:  <a href="http://www.alicekim.ca">MemPerf89.pdf (alicekim.ca)</a>  <a href="http://www.alicekim.ca">AmSci89.pdf (alicekim.ca)</a></p>	<p>53 minute documentary: Depression:  <a href="https://www.youtube.com/watch?v=7">Stephen Fry: The secret Life of a Manic Depressive (part 1) - YouTube7</a></p> <p>Diathesis-stress model: <a href="http://www.knoji.com">The Diathesis-Stress Model (knoji.com)</a></p> <p>Psychological theory of depression:  <a href="http://www.verywellmind.com">Learned Helplessness: Definition, Examples, and How to Cope (verywellmind.com)</a></p> <p>Treatment-resistant:  <a href="http://www.eisenbergfamily.com">Depression Toolkit   Eisenberg Family Depression Center Treatment-Resistant Depression, Part One   HuffPost Life</a></p>	<p>Mean median and mode website article: <a href="http://www.verywellmind.com">How to Find the Mean, Median, and Mode (verywellmind.com)</a></p> <p>Descriptive statistics article: <a href="http://www.cliffsnotes.com">Descriptive Statistics (cliffsnotes.com)</a></p> <p>Article on research hypotheses, definition, types and examples:  <a href="http://www.simplypsychology.org">Research Hypothesis: Definition, Types, &amp; Examples (simplypsychology.org)</a></p> <p>Types of variable article:  <a href="http://www.verywellmind.com">Types of Variables in Psychology Research (verywellmind.com)</a></p>	

Extracurricular activities

Careers links

Curriculum links

Threshold topics (bold)

PSHE, PD and cultural capital links

**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

	<b>Year 12</b>					
	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>

**Extracurricular activities**



**Careers links**

**Curriculum links**

**Threshold topics (bold)**

**PSHE, PD and cultural capital links**

**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

<p><b>Knowledge, Skills and Understanding</b></p> 	<p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>• Origins of psychology</li> <li>• Behaviourist approach</li> <li>• Social learning approach</li> <li>• Cognitive approach</li> <li>• Biological approaches</li> <li>• Humanistic approach</li> <li>• Psychodynamic approach</li> <li>• Comparison of the approaches</li> </ul> <p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>• Conformity</li> <li>• Obedience</li> </ul>	<p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>• Resistance to SI</li> <li>• Minority influence</li> <li>• Social influence and social change</li> </ul> <p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder.</li> <li>• The behavioural approach to explaining and treating phobias.</li> </ul>	<p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>• The cognitive approach to explaining and treating depression.</li> <li>• The biological approach to explaining and treating OCD</li> </ul> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>• Types of research methods</li> <li>• Scientific processes</li> <li>• Data handling and analysis</li> <li>• Inferential testing</li> </ul>	<p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• The multi-store model of memory.</li> <li>• Types of long-term memory:</li> <li>• The working memory model:</li> <li>• Explanations for forgetting.</li> <li>• Factors affecting the accuracy of eyewitness testimony.</li> <li>• Improving the accuracy of eyewitness testimony.</li> </ul>	<p><b>Attachment</b></p> <ul style="list-style-type: none"> <li>• Caregiver-infant interactions in humans.</li> <li>• Stages of attachment identified by Schaffer.</li> <li>• Multiple attachments and the role of the father.</li> <li>• Animal studies of attachment: Lorenz and Harlow.</li> </ul>	<p><b>Attachment</b></p> <ul style="list-style-type: none"> <li>• Explanations of attachment.</li> <li>• Ainsworth's 'Strange Situation'.</li> <li>• Bowlby's theory of maternal deprivation.</li> <li>• The influence of early attachment on childhood and adult relationships.</li> </ul> <p><b>Revision</b></p>
<p><b>ASSESSMENT</b></p> 	<p>Past AQA paper one/two on:</p> <ul style="list-style-type: none"> <li>• Approaches</li> <li>• Social Influence</li> </ul> <p>multiple choice, short answer and extended writing  <b>Week 11</b></p>	<p>Past AQA paper one/two on topics covered:</p> <ul style="list-style-type: none"> <li>• Approaches</li> <li>• Social Influence</li> <li>• Psychopathology</li> <li>• Research methods</li> </ul> <p>multiple choice, short answer and extended writing  <b>Week 25</b></p>	<p>Past AQA paper one/two on topics covered so far:</p> <ul style="list-style-type: none"> <li>• Approaches (paper 2)</li> <li>• Social Influence</li> <li>• Psychopathology</li> <li>• Memory</li> <li>• Attachment</li> </ul> <p>multiple choice, short answer and extended writing  <b>Week 38</b></p>			

Extracurricular activities

Careers links

Curriculum links

Threshold topics (bold)

PSHE, PD and cultural capital links

**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**



**Embed your  
knowledge**

Students will have a variety of homework ranging from worksheets, exam questions, research  
Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher.  
All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.

**Extracurricular activities**


**Careers links**

**Curriculum links**

**Threshold topics (bold)**

**PSHE, PD and cultural capital links**

**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

<p>Extend your learning</p> 	<p><b>Approaches</b></p> <p>Behaviourism:</p> <p><a href="#">BBC Radio 4 - Mind Changers, BF Skinner and Superstition in the Pigeon</a></p> <p>Cognitive neuroscience: games, videos etc:</p> <p><a href="#">GoCognitive - free resources for students and educators in cognitive neuroscience</a></p> <p>Humanistic psychology:</p> <p><a href="#">Maslow's Hierarchy of Needs (simplypsychology.org)</a></p> <p><a href="#">BBC Radio 4 - Mind Changers, Abraham Maslow and the Hierarchy of Needs</a></p> <p><b>Social influence</b></p> <p>Conformity:</p> <p><a href="#">BBC Radio 4 - Mind Changers, Solomon Asch - Conformity</a></p> <p><a href="#">Feature Film - The Stanford Prison Experiment (Documentary) - YouTube</a></p> <p><a href="#">BBC Radio 4 - Mind Changers, The Stanford Prison Experiment</a></p>	<p><b>Definition of Abnormality</b></p> <p>OCD:</p> <p><a href="#">Obsessive-Compulsive Disorder (OCD): Definition, Symptoms, Traits, Causes, Treatment (verywellmind.com)</a></p> <p>Behavioural approach:</p> <p><a href="#">Classics in the History of Psychology -- Watson &amp; Rayner (1920) (yorku.ca)</a></p> <p>Flooding:</p> <p><a href="#">The Cruellest Cure? Ethical Issues in the Implementation of Exposure-Based Treatments (psu.edu)</a></p> <p>Cognitive behaviour therapy:</p> <p><a href="#">BBC Radio 4 - All in the Mind, Cognitive Behavioural Therapy</a></p> <p><b>Research methods</b></p> <p>Ethical issues:</p> <p><a href="#">Top 10 Unethical Psychological Experiments - Listverse</a></p> <p>Working memory model:</p> <p><a href="#">Monkey Ladder Cognitive Task   Creyos (formerly Cambridge Brain Sciences)</a></p>	<p><b>Attachment</b></p> <p>Attachment to fathers:</p> <p><a href="#">The Important Role of Dad   HuffPost Life</a></p> <p><a href="#">Finland: the only country where fathers spend more time with kids than mothers   Parents and parenting   The Guardian</a></p> <p>Animal studies in attachment:</p> <p><a href="#">BBC Radio 4 - Mind Changers, Harlow's Monkeys</a></p> <p>Mary Ainsworth:</p> <p><a href="#">Attachment and the Growth of Love - YouTube</a></p> <p>Types of attachment:</p> <p><a href="#">BBC Radio 4 - Mind Changers, Mary Ainsworth</a></p> <p>Romanian orphan studies:</p> <p><a href="#">English and Romanian Adoptee study - English-Romanian Adoption - Nuffield Foundation</a></p> <p><a href="#">Severe childhood deprivation reduces brain size, study finds   Science   The Guardian</a></p>
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Extracurricular activities

Careers links

Curriculum links

Threshold topics (bold)

PSHE, PD and cultural capital links

**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

		Factors affecting the reliability of EWT: <a href="#">BBC Radio 4 - Mind Changers, Elizabeth Loftus and Eye Witness Testimony</a>	
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	<b>Year 13</b>					
	<b>Half term 1</b>	<b>Half term 2</b>	<b>Half term 3</b>	<b>Half term 4</b>	<b>Half term 5</b>	<b>Half term 6</b>

**Extracurricular activities**


**Careers links**

**Curriculum links**



**Threshold topics (bold)**

**PSHE, PD and cultural capital links**

**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

<p><b>Knowledge, Skills and Understanding</b></p> 	<p><b>Biopsychology</b></p> <ul style="list-style-type: none"> <li>• The divisions of the nervous system:</li> <li>• The structure and function of sensory, relay and motor neurons.</li> <li>• The process of synaptic transmission,</li> <li>• The function of the endocrine system:</li> <li>• The fight or flight response.</li> <li>• Localisation of function in the brain and hemispheric lateralisation.</li> <li>• Ways of studying the brain.</li> <li>• Biological rhythms</li> </ul>	<p><b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Classification of schizophrenia.</li> <li>• Reliability and validity in diagnosis and classification of schizophrenia,</li> <li>• Biological explanations for schizophrenia.</li> <li>• Psychological explanations for schizophrenia.</li> <li>• Drug therapy.</li> <li>• Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia.</li> <li>• Token economies as used in the management of schizophrenia.</li> <li>• The importance of an interactionist approach in explaining and treating schizophrenia.</li> </ul>	<p><b>Issues and debates</b></p> <ul style="list-style-type: none"> <li>• Gender and culture in psychology.</li> <li>• Free will and determinism.</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism.</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications of research studies and theory,</li> </ul> <p><b>Forensic psychology</b></p> <ul style="list-style-type: none"> <li>• Problems in defining crime.</li> <li>• Offender profiling.</li> <li>• Biological explanations of offending behaviour.</li> </ul>	<p><b>Forensic Psychology</b></p> <ul style="list-style-type: none"> <li>• Psychological explanations of offending behaviour:</li> <li>• Dealing with offending behaviour</li> </ul> <p><b>Cognition and Development</b></p> <ul style="list-style-type: none"> <li>• Theories of cognitive development including Piaget, Vygotsky and Baillargeon,</li> <li>• Piaget's stages of cognitive development.</li> </ul>	<p><b>Cognition and Development</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>• Types of research methods</li> <li>• Scientific processes</li> <li>• Data handling and analysis</li> <li>• Inferential testing</li> </ul>
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**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

 <p><b>ASSESSMENT</b></p>	<p>Past AQA paper on</p> <ul style="list-style-type: none"> <li>• <b>Biopsychology</b></li> </ul> <p>multiple choice, short answer and extended writing  <b>Week 11</b></p>	<p>Past AQA paper on topics covered so far:</p> <ul style="list-style-type: none"> <li>• <b>Biopsychology</b></li> <li>• <b>Schizophrenia</b></li> <li>• <b>Issues and Debates</b></li> </ul> <p>multiple choice, short answer and extended writing  <b>Week 25</b></p>	<p>Past AQA paper on topics covered so far:</p> <ul style="list-style-type: none"> <li>• <b>Biopsychology</b></li> <li>• <b>Schizophrenia</b></li> <li>• <b>Issues and Debates</b></li> <li>• <b>Forensic psychology</b></li> <li>• <b>Cognition</b></li> </ul> <p>multiple choice, short answer and extended writing  <b>Week 38</b></p>	
 <p><b>Embed your knowledge</b></p>	<p>Students will have a variety of homework ranging from worksheets, exam questions, research. Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher.</p> <p>All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.</p>			

Extracurricular activities

Careers links

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**CIM - Curriculum Intent Map Psychology**  
**Exam board - GCSE: AQA      Exam board - A'Level: AQA**

<p><b>Extend your learning</b></p> 	<p><b>Biopsychology</b></p> <p>Localisation of the brain:  <a href="#">Phineas Gage: Biography, Brain Injury, and Influence (verywellmind.com)</a></p> <p>Spilt brain:  <a href="#">The split brain: A tale of two halves   Nature</a></p> <p><a href="#">Alien Hand Syndrome sees woman attacked by her own hand - BBC News</a></p> <p>Brain plasticity:  <a href="#">Neuroscience for Kids - Brain Plasticity (washington.edu)</a></p> <p>Studying the brain:  <a href="#">A Postmortem of the Most Famous Brain in Neuroscience History   Science   Smithsonian Magazine</a></p> <p>Pacemakers:  <a href="#">The Rhythms of Life: What your body clock means to you from eye disease to jet lag - YouTube</a></p> <p><b>Schizophrenia</b>            Biological theory:  <a href="#">BBC Radio 4 - All in the Mind, Psychosis and medication, AIMT awards, Challenging antisocial behaviour</a>            Psychological therapy:</p>	<p><b>Issues and debates</b></p> <p>Gender and Culture:  <a href="#">apa.org/about/policy/avoiding-sexism.pdf</a>  <a href="#">Intelligence across cultures (apa.org)</a></p> <p>Free will and determinism:  <a href="#">The Great Debate: Determinism and Free Will</a></p> <p>Nature/Nurture:  <a href="#">Exam grades 'more nature than nurture' - BBC News</a>  <a href="#">Nature vs nurture: outcome depends on where you live (telegraph.co.uk)</a></p> <p>Reductionist/Holism:  <a href="#">Reductionism in Psychology: Definition and Examples (simplypsychology.org)</a></p> <p>Ethical implications:  <a href="#">The Disturbing Resilience of Scientific Racism   Science   Smithsonian Magazine</a></p> <p><b>Forensic psychology</b>            Biological explanations:  <a href="#">Enrico Pranzini, "le Chéri magnifique", Parigi, 1887   Museo di Antropologia Criminale Cesare Lombroso - Università di Torino (unito.it)</a></p> <p><a href="#">Do your genes make you a criminal?   The Independent   The Independent</a></p> <p>Psychological explanation:  <a href="#">Current.pdf (washington.edu)</a></p> <p><a href="#">Bowlby's contribution for an ASBO age   Centre for Crime and Justice Studies</a></p> <p>Anger management:  <a href="#">Prisons drop anger control courses (telegraph.co.uk)</a></p>	<p><b>Cognition and Development</b></p> <p>Piaget's stages:  <a href="#">BBC Radio 4 - Mind Changers, Jean Piaget – The Three Mountains</a></p> <p>Baillargeon's explanation:  <a href="#">How Infants Learn: Dr. Renee Baillargeon - YouTube</a></p> <p>Social cognition:  <a href="#">Reflections on Mirror Neurons – Association for Psychological Science – APS</a>  <a href="#">Reflecting on mirror neurons   Science   The Guardian</a></p> <p><b>Research Methods</b>            Case studies:  <a href="#">Dora, Freud's first case study.</a>  <a href="#">SB, whose sight was restored after 50 years.</a>  <a href="#">John/Joan, born a boy and raised as a girl.</a>  <a href="#">HM, a case of severe amnesia.</a>  <a href="#">Little Hans, another of Freud's case studies.</a>  <a href="#">Phineas Gage, who had a hole in his head.</a>  <a href="#">The Wild Boy of Aveyron, raised by wolves.</a>  <a href="#">Kitty Genovese, ignored and left to die (or was she?).</a></p> <p>Inferential statistics:  <a href="#">Inferential Tests, Alpha Probabilities and Critical Values - YouTube</a></p> <p>Features of science:  <a href="#">Is Psychology a Science? (simplypsychology.org)</a></p>
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Extracurricular activities

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	<p><a href="#">Family Therapy (Family Focused Therapy)   HealthEngine Blog</a> Management of Schizophrenia: <a href="#">Mental: A History of the Mad House   Documentary Heaven</a> Interactionalist approach: <a href="#">Diathesis Stress Model of Schizophrenia   Flow Psychology</a></p>			
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