

Mapping 2020-21 Psychology

Year Group	Term 1 a Mon 31 st August Oct-16 th Oct 2020 16 hours	Term 1 b Monday 26 th October- 18 th December 14 hours	Term 2a 4 th January- 19 th February 14 hours	Term 2b 1 st March 2021- 9 th April 12 hours	Term 3a 26 th April- 28 th May 10 hours	Term 3b 7 th June-9 th July 10 hours	Links to spec
Inquiry Question	How did Psychology get to where it is today?	What causes mental illness?	How do Psychologists carry out their experiments?		How are we influenced by the people around us?		
9 x 2/week Theme: The History and Applications of Psychology Skills: Consequence, Significance, Applications	Introduction to Psychology and Approaches (18) Students are to study the main historical figures within Psychology including: • Freud • Wilhelm Wundt Students are to study the key approaches in Psychology including: • Psychodynamic • Behaviourist • Social Learning Theory • Humanistic • Cognitive • Biological Students are to study the key treatments developed from some approaches, including: • Systematic Desensitisation • Flooding • Person-centred Therapy Lesson on biases and lack of diversity in Psychology.	Abnormality & Schizophrenia (16) Students are given an insight into explanations of the nature of abnormality: • Deviation from social norms • Deviation from ideal mental health • Failure to function adequately. Students are given an insight into the symptoms of and explanations for schizophrenia: • The Dopamine Hypothesis • Family Dysfunction Students are given an insight into treatments for schizophrenia: • Family Therapy • Drugs • CBT • Token Economy • Interactionism	Research Methods (22) Students are introduced to the key components of psychological research including: • How to conduct psychological research. • The links between theory and method. • Research methods and their advantages and disadvantages. • Analysing and interpreting data • How to fix or alleviate issues with psychological research Students will be expected to conduct their own piece of psychological research and evaluate the success of this against psychological criteria. Social Influence (4) Described to the right.		Social Influence (15) Students will learn how people are affected by the behaviour of groups and how culture affects our everyday actions including: • An explanation of conformity and social and dispositional factors affecting it. • Asch's Study of conformity • An explanation of obedience and social and dispositional factors affecting it. • Milgram's Study of obedience • An explanation of bystander behaviour and social and dispositional factors affecting it. • Piliavin's Study of bystander behaviour. • An explanation of group behaviour and social and dispositional factors affecting it. Revision		This specification requires students to: • demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified content • apply psychological knowledge and understanding of the specified content in a range of contexts • analyse and evaluate psychological ideas, information, processes and make judgements, draw conclusions and produce developments or refinements of psychological procedures • evaluate therapies and treatments including in terms of their appropriateness and effectiveness • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity • develop an understanding of the interrelationships between the core areas of psychology • show how the studies for topics relate to the associated theory.
Objectives Met	1, 2, 3, 5, 6, 7, 8 9, 10, 12	1, 2, 3, 4, 5, 7, 8 9, 11C, 12	3, 6, 9, 10, 12		1, 2, 7, 9, 10, 11ABC, 12		
Synoptic Links	Approaches are a key theme throughout the spec, and are applied to treatments & theories throughout.	Abnormality is a key topic throughout and equipping students with the tools needed to understand it will help them understand addiction/depression later on in the spec.	Research methods underpins all of psychology. By learning the methods and being able to conduct their own study, students learn how to approach and address problems in novel research, which is a key part of the specification.		Links back to the ideas from approaches of multiple explanations for the same behaviour; how can we explain behaviour from both social and dispositional standpoints>		

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Inquiry Question	Memory: How do we retain and fetch information? Perception: How do we interpret what we see?		Brain & Neuro: How are we guided by our biology?		How do we classify and treat addictions?		
Year 10 3/week	<p>Memory (24)</p> <p>Students will learn about the key components of memory, including processes of memory:</p> <ul style="list-style-type: none"> Types of memory (episodic, semantic, etc) How memories are encoded & stored. Structures of memory, e.g. the multi-store model & features of each store Murdock's serial position curve study Reconstructive Memory Bartlett's War of The Ghosts Study Factors affecting memory, e.g. interference, false memories & context. <p>Perception (21)</p> <p>Students will learn about the key visual cues that we use, including:</p> <ul style="list-style-type: none"> Difference between sensation & perception Binocular Depth Cue (e.g. retinal disparity, convergence). Monocular Depth Cues (e.g. Ponzo Illusion, Muller-Lyer) Visual illusions that demonstrate misinterpreted depth cues Theories of perception, e.g. Gregory's Constructivist Theory & Gibson's Direct Theory Factors Affecting Perception: Emotion, culture, motivation and context. Gilchrist & Nesberg & Bruner & Minturn Key Studies. 		<p>Brain & Neuro (24)</p> <p>Students will learn about the key elements of neuropsychology and brain science, including:</p> <ul style="list-style-type: none"> Structure of the nervous system, e.g. central & peripheral nervous systems. The James-Lange Theory The structure and functions of neurons Hebb's Theory of learning and neuronal growth. Structure and function of the brain, e.g. Broca's and Wernicke's Areas. Penfield's study of the interpretative cortex. An introduction to cognitive neuroscience Tulving's Gold Memory Study <p>Psychological Problems (15)</p> <p>Described to the right</p>		<p>Psychological Problems continued (14)</p> <p>Students will learn about key contemporary issues around mental health, including:</p> <ul style="list-style-type: none"> An introduction to mental health, e.g. characteristics, cultural variations, challenges of modern living. How the incidence of mental health has changed over time. Effects of significant mental health problems on individuals and society. Characteristics, theories of and treatments/interventions for depression. Characteristics, theories of and treatments/interventions for addiction. Wiles' study into depression. Kaij's Study into addiction <p>Revision (13)</p> <p>Exam Week (3)</p>		<p>This specification requires students to:</p> <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified content apply psychological knowledge and understanding of the specified content in a range of contexts analyse and evaluate psychological ideas, information, processes and make judgements, draw conclusions and produce developments or refinements of psychological procedures evaluate therapies and treatments including in terms of their appropriateness and effectiveness show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity develop an understanding of the interrelationships between the core areas of psychology show how the studies for topics relate to the associated theory.
Objectives Met	Memory: 3, 5, 6, 9, 10, 12 Perception: 3, 5, 8, 9, 10, 12		1, 3, 6, 7, 8, 9, 10, 12		1, 2, 3, 4, 5, 7, 8, 9, 10, 11C, 12		
Links to Year 9/Spiral Learning	Memory: Links to research methods in terms of how the experiments are performed and how they can be evaluated. Perception: Links back to nature-nurture debate (perception natural or learned) and research methods (how did they perform experiments). Looks at engrams (in memory).		Links to approaches YR9 unit: This is an extended look at the biological approach.		Links to approaches: material used there will be used as explanations and treatments for the behaviours (e.g. aversion therapy). Link to synaptic transmission learnt in brain & neuro.		

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Inquiry Question	How and when do children gain skills?		How do we learn to communicate?				
Year 11 3/week	<p>Development (24)</p> <p>Students will learn about the key processes of cognitive development, including:</p> <ul style="list-style-type: none"> • Early brain development, e.g. in the womb. • The roles of nature and nurture • Piaget's Stage Theory of Cognitive Development • Two key studies that counter Piaget's ideas, McGarrigle & Donaldson & Hughes • The effects of learning on development • Dweck's Mindset Theory of Learning • Learning styles, i.e. verbalisers and visualisers. • Willingham's Criticism of learning styles. <p>Language, Thought & Communication (21)</p> <p>Described to the right</p>		<p>Language continued (7)</p> <p>Students will learn about the key processes in communication, including:</p> <ul style="list-style-type: none"> • The relationship between language and thought, including Piaget's Theory & the Sapir-Whorf Hypothesis. • Variation in recall of events and colours across cultures. • Differences between human and animal communication. • Von Frisch's Bee Study • Non-verbal communication, e.g. eye contact, posture, body language and personal space. • Explanations of non-verbal communication, e.g. Darwin. • Evidence that non-verbal communication is learned and innate. • Yuki's emoticon study <p>Revision</p>		<p>Revision</p>		<p>This specification requires students to:</p> <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified content • apply psychological knowledge and understanding of the specified content in a range of contexts • analyse and evaluate psychological ideas, information, processes and make judgements, draw conclusions and produce developments or refinements of psychological procedures • evaluate therapies and treatments including in terms of their appropriateness and effectiveness • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity • develop an understanding of the interrelationships between the core areas of psychology • show how the studies for topics relate to the associated theory.
Objectives Met	3, 4, 6, 8, 9, 10, 12		3, 4, 6, 8, 9, 10, 12				
Links to Year 9/Spiral learning	Link to research methods and bias; Piaget used quite biased methods to test his theory, how does it impact his findings.		Link to development; Piaget also describes a theory of language.				

Year 12 5/week	CC: Social Influence (21) SW: Approaches (14)	CC: Research Methods (6) Memory (18) SW: Approaches (2) Research Methods (6) Biopsych (8)	CC: Memory (6) Research Methods (8) Attachment (7) SW: Biopsych (8) Research Methods (6)	CC: Attachment (12) Research Methods (6) SW: Psychopathology (12)	CC: Research Methods (9) Revision (6) SW: Psychopathology (6) Revision (4)	Revision End Of Year exams	This specification requires students to: demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content <ul style="list-style-type: none"> • apply psychological knowledge and understanding of the specified content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content • evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
Year 13 5/week	CC: Forensic (14) SW: Gender (21)	CC: Forensic (10) Revision (6) SW: Schizophrenia (24)	CC: Revision (all) SW: Issues & Debates (16) Revision (5)	Both: Revision	Both: Revision	Both: Revision + Exam Period	This specification requires students to: <ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified Paper 3 content • apply psychological knowledge and understanding of the specified Paper 3 content in a range of contexts • analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified Paper 3 content • evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Key Study

Year 9 rationale/overview:

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Overarching objectives

1. To understand a range of perspectives on humanity and its issues.
2. To understand a range of perspective on society and its issues.
3. To understand different approaches to psychological research.
4. To consider a range of mental illnesses and their causes.
5. To understand and explain reasons behind the divide in Psychological treatments and explanations.
6. To consider whether Psychology is a science.
7. To understand changes in Psychology since 1870.
8. To understand the nature-nurture key debate.
9. To understand and know how to remedy issues of bias in Psychology.
10. To consider whether Psychological ideas can be empirically tested.
11. To develop British values:
 - The value of democracy
 - An understanding of how citizens can influence decision-making through the democratic process.
 - An understanding of the importance of identifying and combatting discrimination.
12. To develop skills in analysis, critical thinking and written evaluation

Rationale:

- A.** We felt that the introductory section was too fragmented and involved too many elements of Psychology that were outdated or not relevant to the subject as it is today. We decided to reshape the whole unit and treat it more as a history of the approaches, going through chronologically. We start in 1870 and go through each approach as it arose: 1870 – Wilhelm Wundt’s first laboratory, 1890 – Freud, 1910 – Behaviourism, and so on up to the present day and cognitive neuroscientists.
- B.** We feel that doing it in this order allows the pupils to appreciate how each approach is a reaction to the previous one. An example of this would be that behaviourists (circa. 1910) felt that Freud wasn’t scientific enough and so build their approach around observable behaviour. The Humanists (1950) felt that Psychology wasn’t a science and so took a different approach. And so on. The pupils will gain a broader, more logical overview and will be able to be assessed on the **development of psychology as a science** as opposed to each approach being standalone.
- C.** With schizophrenia, we felt that there were too many explanations that were taught that didn’t really need to be there as there is one universally accepted explanation (the dopamine hypothesis). So we took out all explanations bar one and have focused more on treatments.
- D.** One problem we ran into last year is that the students didn’t really know what ‘abnormality’ was, so we will spend three lessons at the start teaching the definitions of abnormality & their strengths and weaknesses.
- E.** The students will re-visit what they have learnt earlier in a variety of ways: a) a ‘Dragon’s Den’ style activity where they have to sell a treatment b) case study questions based on the treatments; i.e. would this treatment suit the following three people, who are revisited each time.
- F.** Research Methods, whilst being on the specification, is basically the underpinning of Psychology; it makes up 20% of any undergraduate degree and you can’t evaluate anything on the spec properly without an understanding of how Psychologists ‘do’ experiments and their thinking processes. We have kept most of what’s on the specification but the assessment will be slightly different; the pupils will be given a set of five different research questions to pick from and will be asked to design & write-up their own experiment. This will then be assessed out of 25.

Assessments

	Year 9	Year 10	Year 11	Year 12	Year 13
Assessment 1	Introduction and Approaches	Memory	Development	Approaches/Social Influence	Forensic/Gender
Assessment 2	Schizophrenia & Abnormality	Perception	Language, Thought & Communication	Biopsych/Memory	Schizophrenia/Issues & Debates
Assessment 3	Research Methods	Brain & Neuroscience	Mock: Full GCSE papers	Psychopathology/Attachment	Full Mock
Assessment 4	Social Influence	Psychological Problems	Paper 2: Mock 2	Full mock Paper 1/2	