



Curriculum Map 2024-25



Psychology

<p>September – October (before half term)</p>	<p>Approaches:</p> <p>Origins of Psychology</p> <ul style="list-style-type: none"> - Wundt - Introspection - Emergence of psychology as a science <p>Learning Approaches</p> <ul style="list-style-type: none"> - The behaviourist approaches - Classical conditioning - Operant conditioning - Types of reinforcement - Social learning theory <p>Cognitive approach</p> <ul style="list-style-type: none"> - As the study of internal mental processes - The role of the schema - Use of theoretical and computer models - The emergence of cognitive neuroscience <p>The biological approach</p> <ul style="list-style-type: none"> - The influence of genes, biological structures and neurochemistry on behaviour - Genotype and phenotypes - Genetic basis of behaviour - Evolution and behaviour <p>Biopsychology</p> <ul style="list-style-type: none"> - The divisions of the nervous system - Structure and function of sensory, relay and motor neurons - Synaptic transmissions - Endocrine system, glands and hormones 	<p>BLP</p> <ul style="list-style-type: none"> - Collaborate effectively (working in groups to find research) - Question and delve (debates) - Plan ahead (planning essays at home) - Review rethink rewrite (students will get their essays back and perform green pen action) - Make links (between theory, research and real life situations e.g. James Bulger case) - Gather resources (finding research) - Distil, boil it down (reading journal articles and condensing it down into their own words) - Persevere (if they don't understand something and they don't have time in the lesson to ask questions they can come to Psych Café to have some 1:1 help)
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	- Fight or flight response	
October (after half term) – December	<p><u>Social Influence</u></p> <p>Types of Conformity</p> <ul style="list-style-type: none"> - Internalisation - Identification - Compliance <p>Explanations for conformity</p> <ul style="list-style-type: none"> - Informational social influence - Normative social influence <p>Variables affecting conformity</p> <ul style="list-style-type: none"> - Asch lines study - Including group size - Unanimity - Task difficulty <p>Conformity to social roles</p> <ul style="list-style-type: none"> - Zimbardo Stanford prison study. <p>Situational factors in obedience</p> <ul style="list-style-type: none"> - Proximity - Location - Uniform Evaluations of Milgram’s research including ethical issues. <p>Explanations for obedience</p> <ul style="list-style-type: none"> - Agentic state - Legitimacy of authority - The authoritarian personality <p>Resistance to social influence</p> <ul style="list-style-type: none"> - Social support - Locus of control <p>Minority influence</p> <ul style="list-style-type: none"> - Moscovici - Power of minority influence - Consistency - Commitment - Flexibility <p>Social influence process in social change</p> <ul style="list-style-type: none"> - Cognitive conflict - Snowball effect - The augmentation principle - Consistency of position. 	
January – February (half term)	<u>Memory</u>	

	<p>Multistore model of memory</p> <ul style="list-style-type: none"> - Sensory register - Short term memory - Long term memory <p>Features of each store</p> <ul style="list-style-type: none"> - Encoding - Capacity - Duration <p>Types of long-term memory</p> <ul style="list-style-type: none"> - Episodic - Procedural - Semantic <p>The working memory models</p> <ul style="list-style-type: none"> - Central executive - Phonological loop - Visuo-spatial sketchpad - Episodic buffer <p>Features of working memory</p> <ul style="list-style-type: none"> - Coding - Capacity <p>Explanations for forgetting</p> <ul style="list-style-type: none"> - Proactive interference - Retroactive interference - Retrieval failure <p>Factors affecting eye witness testimony</p> <ul style="list-style-type: none"> - Misleading questions - Leading questions - Post-event discussion - Anxiety <p>Improving the accuracy of eye witness testimony</p> <ul style="list-style-type: none"> - Cognitive interview 	
February (after half term) – Easter	<p><u>Psychopathology</u></p> <p>Definitions of abnormality</p> <ul style="list-style-type: none"> - Deviation from social Norms - Failure to Function adequately - Statistical infrequency - Deviation from ideal mental health <p>Characteristics of mental disorders, including emotional, behavioural and cognitive characteristics</p> <ul style="list-style-type: none"> - Phobias - Depression 	

	<ul style="list-style-type: none"> - Obsessive compulsive disorder (OCD) <p>The Behavioural Approach to explaining Phobias</p> <ul style="list-style-type: none"> - Classical conditional - Operant conditioning - Social learning theory <p>THE Behavioural approach to treating phobias</p> <ul style="list-style-type: none"> - Systematic Desensitisation (SD), including relaxation and use of a hierarchy - Flooding <p>The cognitive approach to explaining depression</p> <ul style="list-style-type: none"> - Ellis' ABC Model - Becks negative triad <p>The cognitive approach to treating depression</p> <ul style="list-style-type: none"> - Cognitive behavioural therapy (CBT) including challenging irrational thoughts <p>The biological approach to explaining OCD</p> <ul style="list-style-type: none"> - Genetic explanations - Neural explanations <p>The biological approach to treating OCD</p> <ul style="list-style-type: none"> - Drug therapy; SSRI, antidepressants. Anti-anxiety drugs. <p><u>Attachment</u></p> <p>Caregiver – infant interactions</p> <ul style="list-style-type: none"> - Reciprocity - Interactional synchrony <p>Behaviours in attachment</p> <ul style="list-style-type: none"> - Maccoby (1980) key behaviours of attachment <p>Stages of attachment</p> <ul style="list-style-type: none"> - Schaffer & Emerson - Multiple attachments - The role of the father <p>Explanations of attachment</p> <ul style="list-style-type: none"> - Learning theories - Bowlby monotrophy theory 	
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	<ul style="list-style-type: none"> - Critical/sensitive period - Internal working model <p>Animals studies of attachment</p> <ul style="list-style-type: none"> - Harlow - Lorenz 	
April (After half term) – May	<p><u>Attachment</u></p> <p>Types of attachment</p> <ul style="list-style-type: none"> - Ainsworth’s secure/insecure avoidant/insecure resistant <p>Critical variations of attachment</p> <ul style="list-style-type: none"> - Van Ijzendoorn & Kroonenberg - Collectivist and individualist cultures <p>Maternal deprivation</p> <ul style="list-style-type: none"> - Bowlby’s maternal deprivation hypothesis - Deprivation & Privation - Romanian orphanage studies - Institutionalisation <p>The effect of early attachment on relationships</p> <ul style="list-style-type: none"> - The role of the internal working model - Revisionist & prototype working models - Hazan & Shavers three attachment types: secure, ambivalent and avoidant <p>Evaluation</p>	
May – June (before Half term) September 2024 as missed last year.	<p><u>Issues and Debates</u></p> <p>Gender Issues in Psychology</p> <ul style="list-style-type: none"> - Androcentrism - Alpha bias - Beta bias <p>Cultural Issues in Psychology</p> <ul style="list-style-type: none"> - Universality - Cultural bias & relativism - Ethnocentrism <p>Ethical implications</p> <ul style="list-style-type: none"> - Ethical consideration 	

	<ul style="list-style-type: none"> - Implications of research studies - Social sensitivity <p>Free will vs. determinism</p> <ul style="list-style-type: none"> - Hard & soft determinism - Biological determinism - Environmental determinism - Psychic determinism - Scientific emphasis on causal explanations <p>The Nature Nurture Debate</p> <ul style="list-style-type: none"> - Heredity and environment in determining behaviour - The Interactionist approach <p>Reductionism vs. Holism</p> <ul style="list-style-type: none"> - Biological reductionism - Environmental reductionism - Levels of explanation <p>Idiographic and Nomothetic approaches</p> <ul style="list-style-type: none"> - Humanistic psychology - Classification - Establishing principles and dimensions 	
<p>June (After half term) – July (Summer holidays)</p>	<p><u>Biopsychology</u></p> <p>Nervous system</p> <ul style="list-style-type: none"> - Central & Peripheral - Somatic & autonomic <p>Neurons</p> <ul style="list-style-type: none"> - Sensory, relay & motor neurons - Synaptic transmissions - Neurotransmitters - Exhibitory & inhibitory <p>Endocrine system</p> <ul style="list-style-type: none"> - Hormones & Glands <p>Fight or flight response</p> <ul style="list-style-type: none"> - The role of adrenaline <p>The brain</p> <ul style="list-style-type: none"> - Localisation of function - Hemispheric lateralisation <p>Brain Function</p> <ul style="list-style-type: none"> - Motor 	<p>(Set work for over summer holidays linked to biopsychology)</p>

	<ul style="list-style-type: none"> - Somatosensory - Visual - Auditory - Language centres - Broca's and Wernicke's area - Spilt brain research - Plasticity - Functional recovery of the brain after stroke or injury. <p>Scanning techniques</p> <ul style="list-style-type: none"> - Functional magnetic resonance imaging (Fmri) - Electroencephalogram (EEG) - Event related potentials (ERPs) - Post mortem examinations <p>Biological rhythms</p> <ul style="list-style-type: none"> - Circadian rhythms - Infradian rhythms - Ultradian rhythms - The difference between biological rhythms - Endogenous pacemakers - External zeitgebers - Sleep wake cycle. 	
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YEAR 13

September – October (Half term)	<p><u>Forensic Psychology</u></p> <p>Defining and measuring crime</p> <p>Offender profiling</p> <ul style="list-style-type: none"> - Top-down approach - The bottom up approach <p>Biological explanations</p> <ul style="list-style-type: none"> - An historical approach - Genetic and neural <p>Psychological explanations</p> <ul style="list-style-type: none"> - Eysenck's theory - Cognitive - Differential association theory - Psychodynamic <p>Dealing with offending behaviour</p>	
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	<ul style="list-style-type: none"> - Custodial sentencing - Behaviour modification in custody - Anger management - Restorative justice 	
HALF TERM		
October (after half term) – December	<p>Gender</p> <p>Sex and gender</p> <ul style="list-style-type: none"> - Sex-role stereotypes - Androgyny and measuring androgyny <p>Chromosome and hormones</p> <ul style="list-style-type: none"> - Klinefelter’s syndrome - Turners syndrome <p>Cognitive explanations of gender development</p> <ul style="list-style-type: none"> - Kohlberg theory - Gender schema theory <p>Other explanations of gender development</p> <ul style="list-style-type: none"> - Freuds psychoanalytic theory - Social learning theory <p>The influence of culture and media on gender roles</p> <p>Atypical gender development</p> <ul style="list-style-type: none"> - Gender identity disorder - Biological reasons for gender identity disorder - Social reasons for gender identity disorder 	
CHRISTMAS		
	Mock Exams– Paper 1 & Paper 3 excluding Schizophrenia & Research Methods year 13.	
January – February (half term)	<p>Schizophrenia</p> <p>Classification of Schizophrenia</p> <ul style="list-style-type: none"> - Positive symptoms of Schizophrenia - Negative symptoms of schizophrenia - Reliability and validity in diagnosis 	
February – Exams (or end of school for year 13).	<p>Revision/Recap</p> <ul style="list-style-type: none"> - Approaches - Research Methods - Biopsychology 	

	<ul style="list-style-type: none">- Attachment- Social influence- Gender- Forensic Psychology- Schizophrenia- Issues and debate- Psychopathology- Memory	
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Research Methods is taught throughout the year alongside the other topics.