

Subject Curriculum Information Pack



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KS3 Curriculum Intent



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Pedmore High School Psychology Curriculum Statement



The psychology GCSE offers students an opportunity to learn about key concepts in modern psychology. As a subject, it is highly relevant. The study of psychology contributes to an improved knowledge of self and others. It encourages students to seek an understanding of what makes people different from one another. This, in turn, can stimulate smoother interpersonal interactions. As such, psychology is a subject that is sought after by a very wide range of employers. During the psychology GCSE, students will acquire a range of skills. The course has an emphasis on learning, and correctly using, key psychology terminology. Students will learn how to plan and carry out their own psychology research. They will also learn how to describe well known psychology studies. In conjunction with this they will become familiar with existing criticisms of studies and theories - both positive and negative. Additionally, students will have opportunities to apply their knowledge to explain everyday psychological phenomena. Finally, they will begin to develop their own critical thinking skills in psychology.

Year 10 Curriculum Assessment Map



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Curriculum Assessment Map: Year 10 Psychology

	Autumn Term	Spring Term	Summer Term
Topic	<ul style="list-style-type: none"> • MEMORY • PERCEPTION 	<ul style="list-style-type: none"> • RESEARCH METHODS • DATA HANDLING • DEVELOPMENT 	<ul style="list-style-type: none"> • DEVELOPMENT • SOCIAL INFLUENCE
End points	<p>MEMORY: PROCESSES OF MEMORY, STRUCTURES OF MEMORY, MEMORY AS AN ACTIVE PROCESS</p> <p>PERCEPTION: SENSATION AND PERCEPTION, VISUAL CUES AND CONSTANCIES, GIBSON'S THEORY OF DIRECT PERCEPTION – THE INFLUENCE OF NATURE, VISUAL ILLUSIONS, GREGORY'S CONSTRUCTIVIST THEORY OF PERCEPTION – THE INFLUENCE OF NURTURE, FACTORS AFFECTING PERCEPTION</p>	<p>RESEARCH METHODS: HYPOTHESES AND TYPES OF VARIABLE, SAMPLING METHODS, DESIGNING RESEARCH, CORRELATION, RESEARCH PROCEDURES, PLANNING AND CONDUCTING RESEARCH, ETHICAL CONSIDERTIONS</p> <p>DATA HANDLING: QUANTITATIVE AND QUALITATIVE DATA, PRIMARY AND SECONDARY DATA, COMPUTATION AND DESCRIPTIVE STATISTICS, INTERPRETATION AND DISPLAY OF QUANTITATIVE DATA, NORMAL DISTRIBUTIONS</p> <p>DEVELOPMENT: EARLY BRAIN DEVELOPMENT, PIAGET'S THEORY, THE EFFECTS OF LEARNING ON DEVELOPMENT</p>	<p>DEVELOPMENT: EARLY BRAIN DEVELOPMENT, PIAGET'S THEORY, THE EFFECTS OF LEARNING ON DEVELOPMENT</p> <p>SOCIAL INFLUENCE: CONFORMITY, OBEDIENCE, PROSOCIAL BEHAVIOUR, CROWD AND COLLECTIVE BEHAVIOUR</p>
Formal (summative) Assessment	<p>END OF TOPIC ASSESSMENTS:</p> <ul style="list-style-type: none"> - MEMORY - PERCEPTION 	<p>END OF TOPIC ASSESSMENTS:</p> <ul style="list-style-type: none"> - RESEARCH METHODS - DATA HANDLING - DEVELOPMENT 	<p>END OF TOPIC ASSESSMENTS:</p> <ul style="list-style-type: none"> • DEVELOPMENT <p>END OF YEAR ASSESSMENT</p>
Knowledge Organiser Booklet	<ul style="list-style-type: none"> - Pages 1-2: "Learning Mat – Memory" - Page 3: "Learning Mat Perception" 	<ul style="list-style-type: none"> - Pages 6-7: "Learning mat: Research Methods" - Page 4: "Development Learning Mat" 	<ul style="list-style-type: none"> - Page 4: "Development Learning Mat" - Page 5: "Learning mat – social influence"

Year 11 Curriculum Assessment Map



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Curriculum Assessment Map: Year 11 Psychology

	Autumn Term	Spring Term	Summer Term
Topic	<ul style="list-style-type: none"> • PSYCHOLOGICAL PROBLEMS • BRAIN AND NEUROPSYCHOLOGY 	<ul style="list-style-type: none"> • LANGUAGE, THOUGHT AND COMMUNICATION • RETRIEVAL – MEMORY – PERCEPTION – DEVELOPMENT – RESEARCH METHODS 	<ul style="list-style-type: none"> • RETRIEVAL – DEVELOPMENT - SOCIAL INFLUENCE – PSYCHOLOGICAL PROBLEMS – BRAIN AND NEUROPSYCHOLOGY
End Points	<p>PSYCHOLOGICAL PROBLEMS:</p> <p>BRAIN AND NEUROPSYCHOLOGY: STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM, NEURON STRUCTURE AND FUNCTION, STRUCTURE AND FUNCTION OF THE BRAIN, AN INTRODUCTION TO NEUROPSYCHOLOGY</p>	<p>LANGUAGE, THOUGHT AND COMMUNICATION: THE POSSIBLE RELATIONSHIP BETWEEN LANGUAGE AND THOUGHT AND ITS EFFECT ON OUR VIEW OF THE WORLD, DIFFERENCES BETWEEN HUMAN AND ANIMAL COMMUNICATION, NON-VERBAL COMMUNICATION, EXPLANATIONS OF NON-VERBAL BEHAVIOUR</p> <p>MEMORY: PROCESSES OF MEMORY, STRUCTURES OF MEMORY, MEMORY AS AN ACTIVE PROCESS</p> <p>PERCEPTION: SENSATION AND PERCEPTION, VISUAL CUES AND CONSTANCIES, GIBSON'S THEORY OF DIRECT PERCEPTION – THE INFLUENCE OF NATURE, VISUAL ILLUSIONS, GREGORY'S CONSTRUCTIVIST THEORY OF PERCEPTION – THE INFLUENCE OF NURTURE, FACTORS AFFECTING PERCEPTION</p>	<p>DEVELOPMENT: EARLY BRAIN DEVELOPMENT, PIAGET'S THEORY, THE EFFECTS OF LEARNING ON DEVELOPMENT</p> <p>SOCIAL INFLUENCE: CONFORMITY, OBEDIENCE, PROSOCIAL BEHAVIOUR, CROWD AND COLLECTIVE BEHAVIOUR</p> <p>PSYCHOLOGICAL PROBLEMS:</p> <p>BRAIN AND NEUROPSYCHOLOGY: STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM, NEURON STRUCTURE AND FUNCTION, STRUCTURE AND FUNCTION OF THE BRAIN, AN INTRODUCTION TO NEUROPSYCHOLOGY</p>
Formal (summative) Assessment	<p>END OF TOPIC ASSESSMENTS:</p> <ul style="list-style-type: none"> - PSYCHOLOGICAL PROBLEMS - BRAIN AND NEUROPSYCHOLOGY 	<p>END OF TOPIC ASSESSMENTS:</p> <ul style="list-style-type: none"> - LANGUAGE, THOUGHT AND COMMUNICATION 	<p>GCSE EXAMINATIONS PAPER 1 AND 2</p>
Knowledge Organiser Booklet	<ul style="list-style-type: none"> - Pages 1-2: "Learning Mat – Psychological Problems" - Page 9: "Brain and neuropsychology" 	<ul style="list-style-type: none"> - Page 8: "Language, thought and communication" 	



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