Subject Curriculum Information Pack



KS3 Curriculum Intent





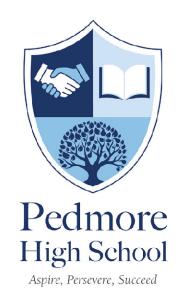




The psychology GCSE offers students an opportunity to learn about key concepts in modern psychology. As a subject, it is highly relevant. The study of psychology contributes to an improved knowledge of self and others. It encourages students to

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



Curriculum Assessment Map: Year 10 Psychology



	Autumn Term	Spring Term	Summer Term
Topic	MEMORY PERCEPTION	 RESEARCH METHODS DATA HANDLING DEVELOPMENT 	DEVELOPMENT SOCIAL INFLUENCE
End points	MEMORY: PROCESSES OF MEMORY, STRUCTURES OF MEMORY, MEMORY AS AN ACTIVE PROCESS 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	RESEARCH METHODS: HYPOTHESES AND TYPES OF VARIABLE, SAMPLING METHODS, DESIGNING RESEARCH, CORRELATION, RESEARCH PROCEDURES, PLANNING AND CONDUCTING RESEARCH, ETHICAL CONSIDERTIONS DATA HANDLING: QUANTITATIVE AND QUALITATIVE DATA, PRIMARY AND SECONDARY DATA, COMPUTATION AND DESCRIPTIVE STATISTICS, INTERPRETATION AND DISPLAY OF QUANTITATIVE DATA, NORMAL DISTRIBUTIONS DEVELOPMENT: EARLY BRAIN DEVELOPMENT, PIAGET'S THEORY, THE EFFECTS OF LEARNING ON DEVELOPMENT	DEVELOPMENT: EARLY BRAIN DEVELOPMENT, PIAGET'S THEORY, THE EFFECTS OF LEARNING ON DEVELOPMENT SOCIAL INFLUENCE: CONFORMITY, OBEDIENCE, PROSOCIAL BEHAVIOUR, CROWD AND COLLECTIVE BEHAVIOUR
Formal (summative) Assessment	END OF TOPIC ASSESSMENTS: - MEMORY - PERCEPTION	END OF TOPIC ASSESSMENTS: - RESEARCH METHODS - DATA HANDLING - DEVELOPMENT	END OF TOPIC ASSESSMENTS: • DEVELOPMENT END OF YEAR ASSESSMENT
Knowledge Organiser Booklet	- Pages 1-2: "Learning Mat – Memory" - Page 3: "Learning Mat Perception"	- Pages 6-7: "Learning mat: Research Methods" - Page 4: "Development Learning Mat"	- Page 4: "Development Learning Mat" - Page 5: "Learning mat – social influence"

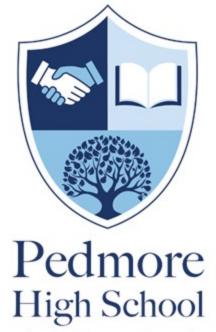
Year 11 Curriculum Assessment Map





Curriculum Assessment Map: Year 11 Psychology

	Autumn Term	Spring Term	Summer Term
Торіс	 PSYCHOLOGICAL PROBLEMS BRAIN AND NEUROPSYCHOLOGY 	LANGUAGE, THOUGHT AND COMMUNICATION RETRIEVAL – MEMORY – PERCEPTION – DEVELOPMENT – RESEARCH METHODS	RETRIEVAL – DEVELOPMENT - SOCIAL INFLUENCE – PSYCHOLOGICAL PROBLEMS – BRAIN AND NEUROPSYCHOLOGY
End Points	PSYCHOLOGICAL PROBLEMS: BRAIN AND NEUROPSYCHOLOGY: STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM, NEURON STRUCTURE AND FUNCTION, STRUCTURE AND FUNCTION OF THE BRAIN, AN INTRODUCTION TO NEUROPSYCHOLOGY	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 MEMORY: PROCESSES OF MEMORY, STRUCTURES OF MEMORY, MEMORY AS AN ACTIVE PROCESS 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	DEVELOPMENT: EARLY BRAIN DEVELOPMENT, PIAGET'S THEORY, THE EFFECTS OF LEARNING ON DEVELOPMENT SOCIAL INFLUENCE: CONFORMITY, OBEDIENCE, PROSOCIAL BEHAVIOUR, CROWD AND COLLECTIVE BEHAVIOUR PSYCHOLOGICAL PROBLEMS: BRAIN AND NEUROPSYCHOLOGY: STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM, NEURON STRUCTURE AND FUNCTION, STRUCTURE AND FUNCTION OF THE BRAIN, AN INTRODUCTION TO NEUROPSYCHOLOGY
Formal (summative) Assessment	END OF TOPIC ASSESSMENTS: - PSYCHOLOGICAL PROBLEMS - BRAIN AND NEUROPSYCHOLOGY	END OF TOPIC ASSESSMENTS: - LANGUAGE, THOUGHT AND COMMUNICATION	GCSE EXAMINATIONS PAPER 1 AND 2
Knowledge Organiser Booklet	 Pages 1-2: "Learning Mat – Psychological Problems" Page 9: "Brain and neuropsychology" 	- Page 8: "Language, thought and communication"	



Aspire, Persevere, Succeed