



## Curriculum Map 2023-24



### Psychology

<p>September – October (before half term)</p>	<p><b>Approaches:</b></p> <p>Origins of Psychology</p> <ul style="list-style-type: none"> <li>- Wundt</li> <li>- Introspection</li> <li>- Emergence of psychology as a science</li> </ul> <p>Learning Approaches</p> <ul style="list-style-type: none"> <li>- The behaviourist approaches</li> <li>- Classical conditioning</li> <li>- Operant conditioning</li> <li>- Types of reinforcement</li> <li>- Social learning theory</li> </ul> <p>Cognitive approach</p> <ul style="list-style-type: none"> <li>- As the study of internal mental processes</li> <li>- The role of the schema</li> <li>- Use of theoretical and computer models</li> <li>- The emergence of cognitive neuroscience</li> </ul> <p>The biological approach</p> <ul style="list-style-type: none"> <li>- The influence of genes, biological structures and neurochemistry on behaviour</li> <li>- Genotype and phenotypes</li> <li>- Genetic basis of behaviour</li> <li>- Evolution and behaviour</li> </ul> <p>Biopsychology</p> <ul style="list-style-type: none"> <li>- The divisions of the nervous system</li> <li>- Structure and function of sensory, relay and motor neurons</li> <li>- Synaptic transmissions</li> <li>- Endocrine system, glands and hormones</li> </ul>	<p>BLP</p> <ul style="list-style-type: none"> <li>- Collaborate effectively (working in groups to find research)</li> <li>- Question and delve (debates)</li> <li>- Plan ahead (planning essays at home)</li> <li>- Review rethink rewrite (students will get their essays back and perform green pen action)</li> <li>- Make links (between theory, research and real life situations e.g. James Bulger case)</li> <li>- Gather resources (finding research)</li> <li>- Distil, boil it down (reading journal articles and condensing it down into their own words)</li> <li>- 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)</li> </ul>
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	- Fight or flight response	
October (after half term) – December	<p><b><u>Social Influence</u></b></p> <p>Types of Conformity</p> <ul style="list-style-type: none"> <li>- Internalisation</li> <li>- Identification</li> <li>- Compliance</li> </ul> <p>Explanations for conformity</p> <ul style="list-style-type: none"> <li>- Informational social influence</li> <li>- Normative social influence</li> </ul> <p>Variables affecting conformity</p> <ul style="list-style-type: none"> <li>- Asch lines study</li> <li>- Including group size</li> <li>- Unanimity</li> <li>- Task difficulty</li> </ul> <p>Conformity to social roles</p> <ul style="list-style-type: none"> <li>- Zimbardo Stanford prison study.</li> </ul> <p>Situational factors in obedience</p> <ul style="list-style-type: none"> <li>- Proximity</li> <li>- Location</li> <li>- Uniform Evaluations of Milgram’s research including ethical issues.</li> </ul> <p>Explanations for obedience</p> <ul style="list-style-type: none"> <li>- Agentic state</li> <li>- Legitimacy of authority</li> <li>- The authoritarian personality</li> </ul> <p>Resistance to social influence</p> <ul style="list-style-type: none"> <li>- Social support</li> <li>- Locus of control</li> </ul> <p>Minority influence</p> <ul style="list-style-type: none"> <li>- Moscovici</li> <li>- Power of minority influence</li> <li>- Consistency</li> <li>- Commitment</li> <li>- Flexibility</li> </ul> <p>Social influence process in social change</p> <ul style="list-style-type: none"> <li>- Cognitive conflict</li> <li>- Snowball effect</li> <li>- The augmentation principle</li> <li>- Consistency of position.</li> </ul>	
January – February (half term)	<b><u>Memory</u></b>	

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

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

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

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

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



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