



Psychology Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids



Year 10	Term 1		Term 2		Term 3	
Unit(s)	Perception		Language, thought and communication		Development	
Key Retainable Knowledge & Skills To define the key technical vocabulary Identify and explain how monocular and binocular depth cues allow perception. To apply knowledge of cues to given situations and to explain visual illusions Outline and compare Gregory and Gibson’s theories Begin to evaluate these theories Explain how perception can be influenced by expectation, culture and emotion. Research project To apply knowledge of research methods and prior topics in order to: <ul style="list-style-type: none"> • Design their own research • Justify the reasons for choosing techniques they have • Analyse and interpret data 			To define the key technical vocabulary Explain the difference between language and communication Explain the functions of animal communication and how this differs to human communication Describe and evaluate the Von Frisch bee study Explain Piaget’s theory of language and the Sapir-Whorf hypothesis Begin to evaluate these theories Explain eye contact, body language and personal space and how these are influenced by factors such as gender and culture Discuss whether non-verbal communication is innate or learned Outline and evaluate Yuki’s study of emoticons		To define the key technical vocabulary Identify and explain the function of: <ul style="list-style-type: none"> • Brain stem • Thalamus • Cerebellum • Cortex And how they are influenced by nature and nurture Explain the stages of Piaget’s theory Begin to evaluate Piaget’s theory Explain how Piaget’s theory has influenced the UK education system Explain the difference between a growth and fixed mindset and begin to evaluate the usefulness of this theory Explain how praise and self-efficacy can impact learning Identify and explain the key learning styles and begin to evaluate their usefulness Discuss whether non-verbal communication is innate or learned Outline and evaluate Yuki’s study of emoticons	
	Key Technical Vocabulary Sensation Perception Monocular Binocular Retinal disparity Convergence Height in the plane Occlusion	Relative size Linear perspective Fiction Ambiguous figure Emotion Expectation Culture	Language Communication Verbal communication Non-verbal communication Abstract Schema Linguistic determinism Linguistic relativism Eye contact	Postural echo Open posture Closed posture Personal space Adaptive Serviceable habit Neonatal Social releaser Congenital blindness	Nature Nurture Innate Assimilation Accommodation Egocentrism Conservation Sensori-motor Pre-operational Concrete operational Formal operational Egocentrism Conservation	Readiness Differentiation Growth mindset Kinaesthetic Fixed mindset Praise Self efficacy Visualiser Verbaliser Neuroscience Cognition Rehearsal
Developing Cultural Capital	Develop knowledge of the experiences of people from various backgrounds and cultures – schooled/unschooled, African and tribal and how this may influence their perception of their environment.		Develop knowledge of a variety of cultures and their communication styles. Provide examples from a variety of countries and cultures. Visit to Yorkshire wildlife park.		Develop a knowledge of how to communicate with a variety of people including the sensory deprived, develop a knowledge of sign language	



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			Develop a knowledge of the UK education system and the reasons behind the change in political agendas
Cross-curricular links	Geography – consider the environment of tribal person’s, particularly Amazonians and how this influences perception	Science – Link to Darwin’s theory of evolution and adaptation to the environment	Health and social care – liaise to ensure consistent use of key terms. Link to PIES where this makes sense. Tutor programme/character education – discussion of the logic behind key drivers
Key Assessment	30 mark assessment of depth cues, illusions, key terms, Gregory’s theory and social influence (Y9 content) 30 mark assessment of Gibson’s theory, factors affecting and research methods (Y9 content)	30 mark assessment of animal vs human communication, Piaget and Sapir Whorf (Language) as well as MSM and Bartlett (Memory – Y9 content)	100 mark trial covering social influence (Y9), Memory (Y9), Research methods (Y9) and Development (Y10)

Year 11	Term 1	Term 2	Term 3
Unit(s)	Brain and neuropsychology	Psychological problems	Revision
Key Retainable Knowledge & Skills	<p>To define the key technical vocabulary</p> <p>Explain the structure and function of the nervous system</p> <p>Label a neuron and synapse, explaining the function of each part</p> <p>Outline the process of fight or flight</p> <p>Outline and evaluate James-Lange theory of emotion</p> <p>Outline and evaluate Hebb’s theory, applying this knowledge to new scenarios</p> <p>Identify and explain the function of the four lobes</p> <p>Explain the term localisation with reference to brain areas</p> <p>Outline and evaluate Penfield/Tulving’s study</p> <p>Explain how the brain may be influenced by trauma/stroke and how scans can assist in identifying this</p>	<p>To define the key technical vocabulary</p> <p>Explain how mental health problems may influence individuals as well as society</p> <p>State the characteristics and diagnostic criteria of depression and addiction</p> <p>Explain and evaluate biological and psychological explanations of depression and addiction</p> <p>Explain and evaluate CBT and antidepressants as a therapy for depression</p> <p>Outline and evaluate Wiles study</p> <p>Explain and evaluate aversion therapy and self-management programmes as therapies for depression</p>	<p>Content as directed by assessments and trials sat throughout the year</p> <p>Key skill development – developing effective evaluation and answering synoptic essay questions.</p>
Key Technical Vocabulary	<p>Autonomic nervous system</p> <p>Central nervous system</p> <p>Peripheral nervous system</p> <p>Somatic nervous system</p> <p>Parasympathetic</p> <p>Sympathetic</p> <p>Arousal</p> <p>Excitatory</p> <p>Terminal buttons</p> <p>Node of Ranvier</p> <p>Plasticity</p> <p>Frontal lobe</p> <p>Parietal lobe</p> <p>Occipital lobe</p> <p>Temporal lobe</p> <p>Interpretive cortex</p>	<p>Unipolar depression</p> <p>Bipolar depression</p> <p>Serotonin</p> <p>Attribution</p> <p>Stable attribution</p> <p>Global attribution</p> <p>Internal attribution</p>	<p>Monozygotic twins</p> <p>Dizygotic twins</p> <p>Social norms</p> <p>Social identity</p> <p>Social learning theory</p> <p>Vicarious reinforcement</p> <p>Classical conditioning</p> <p>Aversion</p>



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	Inhibitory Neurotransmitter Action potential Synaptic transmission Dendrite Axon Nucleus Myelin sheath	Cognitive neuroscience Localisation of function CT scan fMRI scan PET scan Episodic memory Semantic memory	Selective serotonin reuptake inhibitor CBT Learned helplessness Dependence Addiction Substance misuse Substance abuse Hereditary Genetic vulnerability	Neutral stimulus Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response Self help group	
Developing Cultural Capital	Developing empathy for others by understanding how biology can influence behaviour		Developing empathy through understanding the impact that mental health problems have on the individual Developing an understanding of the societal implications of mental health problems including stresses on NHS, social services and policing.		
Cross-curricular links	Biology – liaise with biology to ensure consistency of terminology and explanation PE – use of sporting examples to demonstrate knowledge of Hebb. Refer to commonality of prefixes such as lateral, laterization (Psychology), latissimus dorsi (PE).		Life skills – addiction and mental health covered throughout KS3 and KS4		
Key Assessment	30 mark assessment covering nervous system, neurons, synapses and James Lange (Neuropsychology) as well as conformity and obedience (social influence – Y9 content) 30 mark assessment covering Hebb, localisation (neuropsychology), fight or flight as well as research methods (Y9 content)		100 mark assessment – complete paper 1 75 mark assessment – 75% paper 2 Full psychological problems section.		Assessment as directed by student need and revision priorities



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Year 12	Term 1		Term 2			Term 3	
Unit(s) – As outlined in 39 week plans	Research methods	Social influence	Approaches/Issues and debates	Memory	Biopsychology	Biopsychology	Attachment
Key Retainable Knowledge & Skills	<p>To define the key technical vocabulary</p> <p>Design and evaluate the following types of research:</p> <ul style="list-style-type: none"> Experiments Observations Correlations Case studies Questionnaires Interviews <p>Make recommendations of how to improve the:</p> <ul style="list-style-type: none"> Validity Reliability Generalisability <p>Of research</p> <p>To analyse data using a range of descriptive and inferential statistics, justifying the choice of method.</p> <p>To explain the features of science while analysing psychology’s contribution</p> <p>To apply all knowledge to unseen and infamous psychological studies</p>	<p>To define the key technical vocabulary</p> <p>Explain the different types of conformity and the factors affecting it</p> <p>Outline and evaluate informational and normative explanations of conformity with reference to Asch.</p> <p>Explain and evaluate Zimbardo’s study</p> <p>Outline and evaluate situational (Milgram) and dispositional (Adorno) explanations of obedience</p> <p>Explain and evaluate Milgram’s study of obedience</p> <p>Explain how social and dispositional factors can encourage resistance of social control</p> <p>Explain the process of social change</p> <p>Outline and evaluate how a minority can influence a majority</p>	<p>To define the key technical vocabulary</p> <p>To outline and evaluate the main assumptions and research methods of:</p> <ul style="list-style-type: none"> Biological approach Behaviourism Social learning theory Cognitive approach Psychodynamic approach Humanistic approach <p>To compare multiple approaches using issues and debates and their methods</p> <p>To outline the key debates, discussing the strengths and limitations of each side:</p> <ul style="list-style-type: none"> Determinism - free will Holism – reductionism Idiographic – nomothetic Nature – nurture 	<p>To define the key technical vocabulary</p> <p>Outline and evaluate the multi-store and working memory models of memory</p> <p>Explain each type of long term memory</p> <p>Outline and evaluate the reasons why people forget</p> <p>Explain how memory can be distorted, the impact of this on eye witness testimony and how modern policing techniques can improve this.</p>	<p>To define the key technical vocabulary</p> <p>Identify different types of neuron</p> <p>Label the structure and explain the function of a neuron and a synapse</p> <p>Explain the process of synaptic transmission</p> <p>Explain the function of the endocrine system with reference to at least three glands</p> <p>Outline how the endocrine and nervous system work together to produce the fight or flight response</p>	<p>To define the key technical vocabulary</p> <p>Discuss the concept of localisation with reference to key areas</p> <p>Outline and evaluate split brain research, drawing conclusions on what this shows about localisation</p> <p>Discuss plasticity of the brain in response to learning as well as functional recovery.</p> <p>Outline and evaluate infradian, circadian and ultradian rhythms and how they are influenced by endogenous pacemakers and exogenous zeitgebers</p>	<p>To define the key technical vocabulary</p> <p>Explain the features of infant-caregiver interactions</p> <p>Explain Schaffer’s stages of attachment</p> <p>Discuss the role of the father within child rearing practices</p> <p>Outline and evaluate learning theory and Bowlby’s theory of attachment</p> <p>Outline and evaluate Lorenz and Harlow’s studies, discussing what they show about attachment</p> <p>Outline and evaluate various studies into attachment including Ainsworth and Van Ijzendoorn</p> <p>Discuss the impact of early disruption to attachment on later relationships with reference to Bowlby’s maternal deprivation</p>
Key Technical Vocabulary	Lab experiment Field experiment Natural experiment Correlation Correlation co-efficient Case study Causality Cause and effect	Compliance Internalisation Identification Conformity Social norms Social roles Obedience Agentic state	Monozygotic Dizygotic Concordance Genotype Phenotype Biochemical Operant conditioning Positive reinforcement	Sensory register Short term memory Long term memory Rehearsal Decay Displacement Encoding Capacity	Autonomic nervous system Central nervous system Peripheral nervous system Somatic nervous system	Plasticity Frontal lobe Parietal lobe Occipital lobe Temporal lobe Localisation of function Lateralisation Corpus callosum	Interactional synchrony Reciprocity Discriminate Indiscriminate Monotropy Critical period Internal working model Imprinting



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	<p>Overt Covert Naturalistic Reliability Validity Ecological validity Face validity Temporal validity Inter-rater reliability Test-retest Paradigm Replicability Objectivity Falsifiability Demand characteristics Bias Generalisability Inferential statistics Standard deviation Self-report Quantitative Qualitative Primary data Secondary data</p>	<p>Autonomous state Agentic shift McCarthyism Dispositional Authoritarian personality Locus of control Social cryptomnesia</p>	<p>Negative reinforcement Classical conditioning Neutral stimulus Unconditioned stimulus Conditioned stimulus Conditioned stimulus Conditioned response Vicarious reinforcement Model Observational learning Schema Computational model Information processing model Machine reductionism Id Ego Superego Conscious Unconscious Denial Displacement Repression Self actualisation Congruence Incongruence Determinism Nomothetic Idiographic Holism Reduction</p>	<p>Duration Proactive interference Retroactive interference Episodic Semantic Procedural Central executive Phonological loop Phonological store Articulatory control loop Visuo-spatial sketchpad Episodic buffer</p>	<p>Parasympathetic Sympathetic Excitatory post synaptic potential Inhibitory post synaptic potential Neurotransmitter Action potential Synaptic transmission Dendrite Axon Nucleus Myelin sheath Terminal buttons Node of Ranvier</p>	<p>Sensorimotor Plasticity Functional recovery Axon sprouting Homologous CT scan fMRI scan PET scan EEG ERP Endogenous zeitgeber Endogenous pacemaker Infradian Circadian Ultradian</p>	<p>Secure Insecure avoidant Insecure resistant Cupboard love Primary reinforcer Secondary reinforcer Neutral stimulus Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response</p>
Opportunities for Reading		Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets
Developing Cultural Capital		Developing knowledge of key historical events – The Holocaust and McCarthyism	Developing knowledge of how collectivist and individualistic cultures differ in their behaviour.	Developing knowledge of the justice system and vulnerability of eye witness testimony		Joint Biology/Psychology brain dissection	Developing an understanding of how social parenting norms differ between cultures and how these may influence adult behaviour
Cross Curricular Links (Authentic Connections)	Science – focus on scientific method. Comparing Psychology to 'hard' sciences.. Provide a number of examples from hard sciences to display features of science	RE – links with the ethics of how to treat humans covered in GCSE RE. History – Links to American history with McCarthyism, International history with The Holocaust and British history	RE – Psychodynamic approach also covered in Philosophy topic of A Level RE. Concept of determinism and free will also discussed.	Health and Social Care – links to intellectual development and schemas.	Biology – Build on knowledge of neurons, synapse and nervous system from GCSE (label but not explain processes). Synaptic transmission covered in more detail		Health and Social Care – Influence of maternal deprivation on the development of a child (PIES)



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		with the suffragettes. Greater political links associated with contemporary politics such as Brexit	PE – Links with PE and behaviourism/SLT. Emphasise difference in key terms e.g role model in Psychology but significant other in PE. Utilise PE examples to consolidate knowledge Health and social care – SLT and how this can influence the PIES development of a child. Maslow and links to development within Humanism.		in A Level Biology – ion channels etc		
Key assessment	20 mark research methods assessment End of topic assessment	16 mark essays as indicated in SOWs End of topic assessment	16 mark essays as indicated in SOWs End of topic assessment	Trial – RM and social influence 16 mark essays as indicated in SOWs End of topic assessment	Trial – RM and social influence 16 mark essays as indicated in SOWs End of topic assessment	Trial – RM, approaches, memory and Social influence 16 mark essays as indicated in SOWs	Trial – RM, approaches, memory and Social influence 16 mark essays as indicated in SOWs

Year 13	Term 1		Term 2			Term 3
Unit(s) – As outlined in 39 week plans	Psychopathology Schizophrenia	Year 1 recap Addiction	Schizophrenia	Gender	Revision	Revision
Key Retainable Knowledge & Skills	Define key technical vocabulary Outline behavioural, emotional and cognitive characteristics of: <ul style="list-style-type: none"> OCD – COMT, SERT, neural correlates Depression – Beck and Ellis Outline and evaluate explanations and treatments of : <ul style="list-style-type: none"> OCD – Drug therapy Depression – CBT 	Define key technical vocabulary Outline and evaluate the following approaches whilst applying their knowledge of them to know scenarios: <ul style="list-style-type: none"> Cognitive Psychodynamic Humanistic Consolidate knowledge of biological processes: <ul style="list-style-type: none"> Neurons Synaptic transmission Scans Biological rhythms 	Define key technical vocabulary Outline and evaluate the following explanations of schizophrenia, applying this knowledge to new scenarios: <ul style="list-style-type: none"> Psychological Interactionist Outline and evaluate the following treatments of schizophrenia, applying this knowledge to new scenarios: <ul style="list-style-type: none"> Drug therapy CBT Token economy Interactionist 	Define key technical vocabulary Explain the difference between sex and gender Outline and evaluate Bem Sex Role Inventory as a measure of androgyny Outline and evaluate the following explanations of gender, applying this knowledge to new scenarios: <ul style="list-style-type: none"> Chromosomes and hormones Kohlberg’s cognitive theory 	Consolidate knowledge of issues in psychology: <ul style="list-style-type: none"> Gender bias, Cultural bias Consolidate knowledge of key debates in Psychology, making links to key specification areas: <ul style="list-style-type: none"> Nature-nurture Idiographic-nomothetic Free will-determinism Reductionism-Free will 	As directed by student need.



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	<p>Identify and explain the main positive and negative symptoms of schizophrenia</p> <p>Discuss the reliability and validity of diagnosing schizophrenia.</p> <p>Outline and evaluate the biological explanations of schizophrenia, applying this knowledge to new scenarios</p>	<p>Outline and evaluate the influence of the following risk factors, applying this knowledge to new scenarios:</p> <ul style="list-style-type: none"> Genes Stress Personality Peers Family <p>Outline and evaluate the following explanations of smoking applying this knowledge to new scenarios:</p> <ul style="list-style-type: none"> Learning Neurochemical <p>Outline and evaluate the following explanations of gambling, applying this knowledge to new scenarios:</p> <ul style="list-style-type: none"> Learning Cognitive <p>Outline and evaluate the following approaches to treatment:</p> <ul style="list-style-type: none"> Drug therapy Aversion therapy Covert sensitisation CBT <p>Outline and evaluate TPB and Prochaska as models of behavioural change</p>		<ul style="list-style-type: none"> Gender schema theory Social learning theory Psychoanalytical explanation <p>Outline the symptoms and causes of the following atypical disorders, applying this knowledge to new scenarios:</p> <ul style="list-style-type: none"> Klinefelter syndrome Turner syndrome Gender dysphoria <p>Evaluate biological and social explanations of gender dysphoria.</p>	<p>Applying research methods knowledge to scenario based STEM</p>		
<p>Key Technical Vocabulary</p>	<p>Cultural relativism Obsession Compulsion Orbitofrontal cortex COMT SERT Negative triad Cognitive bias Mustabatory thinking Activating event</p>	<p>Dependency Tolerance Cellular tolerance Metabolic tolerance Withdrawal Neuroticism Psychoticism Extraversion DRD2 allele Observational learning</p>	<p>Hallucinations Delusions Speech poverty Avolition Neural correlates Hyoerdopaminergia Hypodopaminergia Schizophrenogenic Typical antipsychotics Atypical antipsychotics</p>	<p>Sex Gender Androgyny Atypical Oestrogen Testosterone Oxytocin Chromosome Gender identity Gender stability</p>	<p>Alpha bias Beta bias Nature Heredity Nativist Nurture Empiricist Idiographic Nomothetic Free will</p>		



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	Selective serotonin reuptake inhibitors Benzodiazepines	Role model Upregulation Downregulation Desensitisation Cognitive bias Attributional bias Gamblers fallacy Positive reinforcement Negative reinforcement Agonist Antagonist Counterconditioning Contemplation Precontemplation Action Maintenance Relapse Initiation Subjective norms Attitude Perceived behavioural control	Token economy	Gender constancy Gender schema In-group Out-group Observational learning Imitation Vicarious reinforcement Oedipus complex Electra complex Identification Internalisation Gender dysphoria Adrenal hyperplasia	Determinism Environmental determinism Psychic determinism Biological determinism Reductionism Holism Free will Interactionism		
Opportunities for Reading	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets			
Developing Cultural Capital	Develop knowledge of culturally bound disorders e.g. Koro Develop an understanding of different societal norms	Discussion of how habits and addictions vary between cultures.	Develop an understanding of how problematic universal classification system may be when applied equally to all cultures	Consideration of how gender varies between cultures including tribal societies			
Cross Curricular Links (Authentic Connections)				Health and social care – links to Piaget and schema development PE – links to use of same sex role models in Sport.			
Key assessment	Trial covering Y12 content – RM, approaches, social influence and attachment 16 mark essays as planned into SOW End of topic assessment	Trial covering Y12 content – RM, approaches, social influence and attachment 16 mark essays as planned into SOW End of topic assessment	Complete paper 1-3 trial 16 mark essays as planned into SOW	Complete paper 1-3 trial 16 mark essays as planned into SOW End of topic assessment	Complete paper 1-3 trial 16 mark essays as student need suggests		