



St. Cuthbert's Curriculum Mapping

Intent:

- The curriculum at St Cuthbert's provides ambitious educational opportunities for all members of our community. The curriculum equips our students with the knowledge, skills and personal characteristics they need to flourish as literate, articulate, global citizens, who fulfil our Catholic Mission to bring about the Common Good.
- The Specialisms at St Cuthbert's offer an enriching experience where individual passions are discovered and nurtured within a culture of excellence.
- The mission of the psychology department is to engage all students in a scientific journey to acquire knowledge regarding the brain and human behaviour. Achieved, through the delivery of a challenging yet engaging curriculum which is designed to contribute to the development of each student as a whole individual; with a keen awareness of human behaviour in preparation for their GCSE which they can apply to their roles in the wider community beyond the classroom.

Biological	Cognitive	Social	Developmental	Individual differences	Debates in psychology	Contributions	Interrelationships	Studies	Research methods
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		AUTUMN		SPRING		SUMMER	
Theme		Introduction to psychology – What, how and why	Memory – How human memory works	Social Psychology - How people behave in society	Neuropsychology - How the human brain functions	Developmental Psychology - How we develop from birth to adulthood	Research methods 2 – Data analysis
Year 10	Knowledge	<ul style="list-style-type: none"> What is psychology Careers in Psychology Disciplines in Psychology Designing psychological research Hypothesis Methods of sampling 	<ul style="list-style-type: none"> Skills for life and careers Structure and processes of memory Features of short-term and long-term memory Multi-store Model of Memory Key Study – Peterson and Peterson Retrograde and anterograde amnesia Bartlett's theory of reconstructive memory Key Study – Bartlett 	<ul style="list-style-type: none"> Skills for life and careers Key terms Factors affecting bystander intervention Key study – Piliavin et al Factors affecting conformity to a majority influence Key study – Haney, Banks and Zimbardo Factors affecting obedience to an authority figure Ethical Issues 	<ul style="list-style-type: none"> Skills for life and careers The structure and function of the brain Lateralisation of function in the hemisphere Key study - Sperry Neurons and synapses Neurological damage Key Study – Damasio Issues and debates – Psychology over time Types of research methods 	<ul style="list-style-type: none"> Skills for life and careers Early Brain development The role of education and intelligence, Piaget's theory of development Key Study – Piaget Effects of learning on development – Dweck's theory Key Study – Gunderson 	<ul style="list-style-type: none"> Skills for life and careers Undertake arithmetic calculations Measures of central tendency and dispersion Ratio, percentages and fractions Normal distribution Use of data to create graphical representations



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			<ul style="list-style-type: none"> • Research and experimental Design • Issues of reliability and validity • Issues and debates – Reductionism and holism 	<ul style="list-style-type: none"> • Preventing blind obedience • Behaviour of crowds • Issues and debates – Social and cultural issues 		<ul style="list-style-type: none"> • Willingham's learning theory • Issues and debates – Morality 	<ul style="list-style-type: none"> • and interpret graphs
Skills	Throughout all themes students are constant developing AO1 (knowledge) through identifying, stating, describing and explaining. This then naturally progresses to AO2 (applying) through using their AO1 knowledge to answer scenario based questions. A cumulation of both AO's is taught in AO3, in every theme students explore issues and debates, this then results in essay-style questions where students analyse, evaluate or assess.						
Rationale	Students begin this course with no prior knowledge on psychology, however essential skills such as literacy and maths have been taught in Key Stage 3, and some content covered in Science. Students will explore the rigorous, academic and scientific nature of how psychologists learn and what they do. Students will understand the worth and need for psychology in our modern world. Students will explore a range of research methods, all of which will be built on in future	First, and foremost this allows students to begin to understand how their memory works, this will aid in revision for this GCSE and others. This topic allows students to see and apply psychology with something they use every day for learning, their memory. Through cognitive psychology, students will understand the complexity of the brain. Students need a sound basis of knowledge on schemas in order to access their future learning on developmental psychology. This topic will also allow students to	This topic allows students to begin to explore group behaviour in psychology. This will broaden their knowledge of disciplines within psychology in order to develop knowledge acquired for synoptic GCSE questions. Throughout this topic, students will begin to understand some of the key influences on human behaviour, this is important to support future learning on aspects of psychology incorporating individual differences.	Students will begin to embed their transferrable skills to a different discipline of psychology, through the teaching of neuropsychology students will begin to understand the broad nature of influences on human behaviour. Knowledge will be extended in future learning in developmental, psychological problems and criminal psychology.	In this unit previous knowledge on schemas is deepened and developed within the context of child development. Students will begin to understand the cyclical nature of GCSE psychology, that all learning is linked and transferable to many disciplines of psychology.	This work is a continuation from previous Research Methods. 10% of the examination is based on Key Stage 3 maths, this is an opportunity to identify gaps in student knowledge in preparation for Year 11. An in-depth understanding of research methods allows students to develop their skills of evaluation, through understanding the nature of psychological experiments. Students will end their first year of the course with a	



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		<p>topics as an understanding of how psychologists design studies is essential to developing in-depth skills of evaluation.</p> <p>Previous Links: Within this introductory unit links are made to Skills for Life when discussing careers and further education in psychology. Students will also apply Key Stage 3 learning in science and maths.</p> <p>Future Links: This links to all learning in Psychology, this unit gives students a foundation to explore psychology.</p>	<p>explore extended writing skills and to continue to develop on these in the future</p> <p>Previous Links: Research methods explored in Unit 1</p> <p>Future Links: Schemas within developmental psychology. Cognitive psychology aspects within perception Psychological problems. Criminal psychology.</p>	<p>Previous Links: Research methods explored in Unit 1</p> <p>Future Links: Social influences on psychological problems. Social influences on criminal behaviour</p>	<p>Previous Links: Research methods explored in Unit 1 Key stage 3 science, neurons, the brain and synaptic transmission.</p> <p>Future Links: Developmental psychology Psychological problems Criminal psychology</p>	<p>Previous Links: Research methods explored in Unit 1. Neuropsychology</p> <p>Future Links: Developmental psychology Psychological problems Criminal psychology</p>	<p>breadth of disciplines within psychology and an understanding of both the maths and research methods content, fully prepared to embark on their year 11 journey with a strong foundational knowledge.</p> <p>Research Methods links to all aspects of learning within psychology.</p>
	<p>Cultural Capital</p>	<p>Students will understand a range of career paths open to them, to reflect on their contribution in the wider world, and the worth and need for psychology.</p>	<p>Learn about historical amnesia patients, recommended reading; Oliver Sacks; The man who mistook his wife for a hat</p>	<p>Zimbardo documentary. Look at key local events such as the Bradford Riots and why they occurred</p>	<p>Participate in research to examine their own brain dominance.</p>	<p>Complete personality testing to look at their own motivational framework</p>	<p>Opportunity to conduct data analysis on their own research and draw conclusions.</p>



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		Opportunity to design and carry out their own piece of psychological work, this will link to future studies and careers in psychology.					
	Theme	Perception- How do you interpret the world around you?	Psychological Problems - How psychological problems affect people	Criminal Psychology - Why do people become criminals?	Revision	Revision	Revision
Year 11	Knowledge	<ul style="list-style-type: none"> Skills for life and careers Understand examples of, and the reasons for, monocular and binocular depth cues. Key Study: Haber & Levin Understand the Direct Theory of Perception (Gibson, 1996) as an explanation of sensation and perception, including strengths and weaknesses of the theory. Understand the Constructivist Theory of 	<ul style="list-style-type: none"> Skills for life and careers Understand the symptoms and features of 2 mental health problems How the incidences of mental health problems changes over time How mental health affects individuals and society The influence of genes Key study – Caspi et al Cognitive theory Learning theory CBT as treatment Drug therapy as treatment Key study – Young Issues and debates – nature and nurture 	<ul style="list-style-type: none"> Skills for life and careers Learning theory as an explanation of criminality Bandura's social learning theory Key study – Bandura, Ross and Ross Biological explanations of criminality Effects of punishment on recidivism Treatments to rehabilitate and reduce criminal behaviour Key study – Charlton et al 	Build on and consolidate Year 10 to 11 knowledge and skills. Be exam ready by revising independently and plugging the gaps of any missing knowledge. Attend all revision sessions and practice past exam papers.		



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		<p>Perception (Gregory, 1970) as an explanation of sensation and perception, including strengths and weaknesses of the theory</p> <ul style="list-style-type: none"> Understand the effects of motivation, culture, emotion and expectation on perceptual set Key Study: Carmichael, Hogan & Walter 					
Skills	Throughout all themes students are constant developing AO1 (knowledge) through identifying, stating, describing and explaining. This then naturally progresses to AO2 (applying) through using their AO1 knowledge to answer scenario based questions. A cumulation of both AO's is taught in AO3, in every theme students explore issues and debates, this then results in essay-style questions where students analyse, evaluate or assess.						
Rationale	<p>This unit is taught at the beginning of Year 11 as it provides opportunities to revisit all learning on cognitive psychology and deepen understanding on the nature of cognitive psychology as this is a focus for the last two units.</p>	<p><i>This unit is saved for Year 11 due to some of the content requiring both maturity and sensitivity.</i></p> <p>At this point of the Year students begin to feel the pressures of exam stress, this unit helps student to understand how to look after their own emotional wellbeing as well as that</p>	<p><i>This unit is saved for Year 11 due to some of the content requiring both maturity and sensitivity.</i></p> <p>Within this unit we explore the nature, nurture debate further from the previous topic, this unit and the previous are best taught in</p>	<p>PREPARATION FOR THEIR GCSE</p> <p><u>Careers</u></p> <p>Post-GCSE students will explore the specification for AQA A-Level psychology, this is the content delivered at Rochdale sixth form.</p> <p>Visiting speaker from Rochdale sixth-form to deliver a taster session.</p> <p>Talks from psychologists in a variety of fields.</p> <p>Participate and contribute to whole-school careers event.</p>			



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		<p>Previous Links: Research methods explored in Unit 1 and 6. Neuropsychology. Memory</p> <p>Future Links: Psychological Problems</p>	<p>of those around them. This unit re-visits the nature/nurture debate previously explored in Year 10.</p> <p>Previous Links: Research methods explored in Unit 1 and 6. Neuropsychology and social psychology</p> <p>Future Links: Psychological Problems</p>	<p>succession, due to the links in learning.</p> <p>Previous Links: Research methods explored in Unit 1 and 6. Neuropsychology, social psychology, developmental psychology, psychological problems</p> <p>Future Links: Psychological Problems</p>				
	<p>Cultural Capital</p>	<p>Explore some famous artwork that uses visual illusions.</p>	<p>Visiting speaker from Kooth</p>	<p>Look at famous criminal cases in the history of the UK. Dr Harold Shipman</p>				

	<p>Enrichment Opportunities</p> <ul style="list-style-type: none"> ❖ Educational visit to London/Edinburgh ❖ Psychology Live! At Disneyland Paris ❖ Psychology Lunch time club ❖ Guest speakers ❖ Psychology club ❖ Enrichment board in classroom with recommended reading, watching and activities <p><i>Enrichment within psychology is important as it supports Cultural Capital and brings learning to life, whenever opportunities are able, these will be sought and implemented</i></p>
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	<p>PSHE</p>	<ul style="list-style-type: none"> ❖ Relationships- Time spent looking at family influences when studying nature/nurture debates, importance of family in developmental psychology, social influences through role models ❖ Well-being- Mental health awareness, symptoms, causes and treatments for depression and addiction. Focus on 'Healthy brains' diet and wellbeing ❖ Wider world- Enterprise; designing their own psychological study. Their role and responsibilities in the wider world as people can influence the behaviour and beliefs of others.
	<p>Preparing for life in modern Britain</p>	<ul style="list-style-type: none"> ❖ Use of ICT through independent learning tasks – Supporting students computer literacy ❖ Awareness of issues such as authority, bystander effect, mental health, child development, changes in medicine, their role and how these have changed over time
	<p>COVID Catch-up</p>	<ul style="list-style-type: none"> ❖ Maths skills are to become a key focus, maths component of this course is KS3 maths skills, this may be affected by COVID, audit maths knowledge ❖ Prior knowledge from Key Stage 3 science may be affected by COVID ❖ Literacy Skills – Constantly recap and use subject specific words, written skills of explaining and evaluation to be constantly practised
	<p>Literate and Articulate</p>	<ul style="list-style-type: none"> ❖ Where possible students are given opportunities to read key studies in their original format. ❖ Students are encourage to 'write and speak' like a psychologist. ❖ Time spent modelling exam technique to teach appropriate styles of writing ❖ Use of BUG for reading exam questions
	<p>Skills for life/Careers</p>	<ul style="list-style-type: none"> ❖ Each topic will start with an introductory lesson exploring careers in this field of psychology, including qualifications, skills and salary. ❖ References to careers are constantly made when sharing lesson objectives