



Curriculum Overview 2025-2026

Social Science Department – Psychology

Department	Social Sciences
Head of Department	Miss G Muir
Department Members	Mrs N Sterling, Mrs K Elphick, Miss S Canfield, Mrs D Bryton, Mr G Vigeon.
Accommodation and Resources	S1, S2, S3, S4, T1 - laptop/Chromebook trolleys, a developing 'library' of textbooks, journals and original social science studies.

<u>Curriculum Intent</u>	<p>The Social Sciences department aims to provide a solid foundation for the social scientific understanding of human behaviour. We work to develop lifelong skills and understanding in order for students to appreciate different perspectives and think holistically regarding the reasons why we behave the way that we do.</p> <p>Students are encouraged to achieve through aspirational target grades and departmental intervention. By considering a range of explanations and perspectives, students are able to develop the knowledge and understanding required in the subjects. Students will be able to explain, analyse and evaluate, in each topic area, theories, perspectives and methods. They will be able to apply evidence from relevant studies and cases in their answers to questions to illustrate their breadth of knowledge and detailed understanding.</p> <p>As social scientists we aim to encourage students to question everything and to be able to critically evaluate theories and methods of investigation. These skills encourage students to think critically about the world around them. By introducing students to critique their world around them evokes a passion for studying the Social Sciences further in higher education.</p>
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Curriculum Implementation

Key Stage 4: Psychology 10

What my child will learn in Year 10

Year 10	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Paper 1 - Memory and Research methods	Paper 1 - Memory and Research methods	Paper 1 - Development and Research Methods	Paper 1- Perception and Research Methods.	Paper 1 - Perception and Research Methods.	Paper 2 - Language, thought and Communicati



						on.
Previous knowledge recalled		<p>Review of processes of memory incl. The duration of STM when exploring Murdock's serial position study.</p> <p>Review of hypotheses and variables to develop further the design of research.</p>	<p>Review of research methods to understand the differences between qualitative and quantitative data and where researchers gain data from (which methods).</p>	<p>Knowledge from the Maths curriculum around descriptive statistics - calculating mean, median, mode, range.</p> <p>Review of the differences between nature and nurture explored when discussing early brain development.</p>	<p>Review of differences in sensation and perception, to apply to factors that affect perception.</p>	<p>Review of Piaget's theory from development - when exploring the possible relationship between language and thought.</p> <p>Review of differences between nature and nurture - from the Development topic.</p>
New Knowledge	<p>Processes of memory: encoding (input) storage and retrieval (output)</p> <p>Structures of memory: multi-store model of memory.</p> <p>Formulation of testable hypotheses: null and alternative.</p> <p>Types of variable: independent, dependent and extraneous variables.</p> <p>Research procedures: use of standardised procedures, randomisation, counterbalancing</p> <p>Experimental</p>	<p>Structures of memory: primacy and recency effects in recall - Murdock's serial position curve study.</p> <p>Memory as an active process - the theory of reconstructive memory, Bartlett's War of the Ghosts study, and factors affecting the accuracy of memory.</p> <p>Sampling methods: random, opportunity, systematic, stratified.</p> <p>Ethical considerations: ethical issues</p>	<p>Early brain development incl. The role of nature and nurture.</p> <p>Piaget's stage theory and the development of intelligence.</p> <p>The role of Piaget's theory in education</p> <p>The effects of learning on development - Dweck's mindset theory of learning and learning styles.</p> <p>Case studies - and the strengths and weaknesses of the method.</p> <p>Correlation: understanding of association</p>	<p>Sensation and perception.</p> <p>Visual cues and constancies - monocular and binocular depth cues. Visual illusions.</p> <p>Gibson's direct theory of perception – the influence of nature.</p> <p>Gregory's constructivist theory of perception – the influence of nurture.</p> <p>Descriptive statistics: understand and calculate mean, median, mode and range.</p>	<p>Factors affecting perception: culture, expectation, motivation and emotion.</p> <p>Research procedures</p> <p>Planning and conducting research.</p> <p>Computation - recognising and using expressions in decimal and standard form.</p>	<p>The possible relationship between language and thought - Piaget's theory and the Sapir-Whorf hypothesis.</p> <p>The effect of language and thought on our view of the world.</p> <p>Differences between human and animal communication.</p> <p>Non-verbal communication incl. explanations of non-verbal behaviour.</p>



	<p>designs and evaluation of types of experiments: laboratory, field and natural experiments.</p>	<p>and ways of dealing with ethical issues.</p> <p>Self-report techniques: interviews, questionnaires - and observation studies - including evaluation of these.</p>	<p>between two variables and use of scatter diagrams.</p> <p>Quantitative and qualitative data, Primary and secondary data - the differences.</p>	<p>Interpretation and display of quantitative data.</p> <p>Normal distributions and their characteristics.</p>		
<p>Key Knowledge Assessment</p>	<p>Retrieval starters, low-stake quizzes.</p> <p>Memory mid-topic assessment.</p> <p>Focus on small-mark questions: 1 mark, 2 mark, 4 mark questions.</p>	<p>Retrieval starters, low-stake quizzes.</p> <p>Memory end-topic assessment with Research Methods.</p> <p>9 mark questions - Memory.</p>	<p>Retrieval starters, low-stake quizzes.</p> <p>9 mark questions - Development.</p> <p>End of topic assessment - Development and Research methods.</p>	<p>Retrieval starters, low-stake quizzes.</p> <p>9 mark questions - Perception.</p> <p>Mid-topic assessment - Perception and Research Methods.</p>	<p>Retrieval starters, low-stake quizzes.</p> <p>PPE - full Paper 1.</p>	<p>Retrieval starters, low-stake quizzes.</p> <p>9 mark question - Language, thought and communication.</p> <p>End of topic assessment - Language, thought and communication and Research methods.</p>
<p>Links to literacy and numeracy</p>	<p>Analysis of data on the duration of the short-term memory.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Episodic</p> <p>Semantic</p> <p>Procedural</p> <p>Encoded</p> <p>Acoustic</p>	<p>Analysis of research findings from key studies in Memory.</p> <p>Ability to evaluate key theories and studies.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Primacy</p> <p>Recency</p>	<p>Analysis of scatter diagrams to understand relationship between 2 variables.</p> <p>Exploring data - qualitative and quantitative data.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Primary</p>	<p>Interpretation and display of quantitative data.</p> <p>Developing ability to compare and evaluate theories - Gregory and Gibson's theory.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>Monocular</p>	<p>Being able to recognise and use expressions in decimal and standard form; using ratios, fractions and percentages, estimating results, finding arithmetic means and using an appropriate number of significant figures.</p> <p>Development of tier 2 and 3</p>	<p>Being able to evaluate theories - Sapir-Whorf hypothesis in comparison to Piaget's theory.</p> <p>Development of tier 2 and 3 vocabulary:</p> <p>non-verbal communication</p> <p>verbal communication</p> <p>postural echo</p>



	<p>Duration</p> <p>Capacity</p> <p>Multi-Store Model</p> <p>Null Hypothesis</p> <p>Independent Variable</p> <p>Extraneous Standardised Randomisation</p> <p>Counterbalancing</p>	<p>Serial Reconstructive Interference</p> <p>Validity Ethical issues</p> <p>Self-report techniques</p> <p>Sampling Target population</p> <p>Sample</p>	<p>Secondary</p> <p>Neural Thalamus Cerebellum Cortex</p> <p>Autonomic Sensory Cognition</p> <p>Nature/nurture Assimilation Accommodation</p> <p>Sensorimotor pre-operational concrete operational formal operational conservation</p> <p>Mindset self-efficacy verbalisers Visualisers</p>	<p>Plane perspective relative occlusion Binocular Retinal Disparity Convergence Inference Motion Parallax Illusions Ambiguity</p> <p>Significant Figures Mean Median Mode Range</p> <p>Frequency Tables Bar Charts Histograms Scatter Diagrams</p> <p>Normal distribution</p>	<p>vocabulary: Culture Motivation Expectation Standard Form Ratio Fractions Percentages Arithmetic Means</p>	<p>evolutionary innate neonate sensory deprivation emoticons</p>
Extra-Curricular opportunities	Trips may be proposed to National Psychology Workshops/Exam Prep Sessions as well as visits to local universities to explore their Social Science offers and Conferences.					
Links to careers/aspirations	<p>Within Psychology you are well placed to pursue careers in both arts and scientific fields, depending on your personal interests. There are many options within public and private healthcare, education, mental health support, social work, therapy and counselling. These roles may be advisory, research-led, treatment-led or therapeutic.</p> <p>There are also a number of less typical roles for which psychology can be very beneficial such as jobs in media and advertising industries.</p>					
Links to our Fulston FAMILY values	<p>Fortitude: Psychology is a challenge and requires perseverance and resilience. We encourage students take responsibility for their learning and face setbacks with a growth mindset.</p> <p>Ambition: We encourage students to aim high and to work towards their personal goals. Class Charts is</p>					



used to monitor and celebrate achievements.

Mindful: Psychology is a sensitive subject. Some topics can be a challenge for many students due to personal circumstances. Students are encouraged to be mindful of their peers, to broach topics with sensitivity and tact and create a safe learning environment for everyone.

Integrity: We have high standards for our students and help to instil in them an attitude that they should do what is right at all times.

Leadership: Students are fully encouraged to volunteer as Peer Mentors within the subject area. Students will be invited to represent the school on extra-curricular activities and to apply their knowledge and understanding in the support of their tutor groups. Students will be role models for core British values including tolerance and acceptance.

Young Citizens: Psychology covers a range of topics which can help students to become more aware of the world around them and to be a positive force in other people's lives. Through discussions of social influence, ethical considerations, cultural variation and many more, students can see how they can make a positive impact on their friends, family and wider community.

Key Stage 4: Psychology 11

What my child will learn in Year 11

Year 11	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic Title	Paper 2 - Social influence.	Social influence.	Brain and neuropsychology	Psychological problems	Revision	
Previous knowledge recalled	How to approach 9 mark questions and 'evaluation.'	Review of factors that affect individual's behaviour - reviewing dispositional and social factors discussed when exploring obedience and conformity.	Review of knowledge of the brain explored in development in Year 10 (early brain development).	Review of knowledge on schemas from development topic when exploring psychological explanation of depression (negative schemas and attributions). Review of synaptic transmission from Brain and	Review of Paper 1 and 2 knowledge.	



				neuropsychology topic to explore the use of antidepressant medications - how SSRIs work.		
New Knowledge	<p>Conformity: identification and explanation of how social factors and dispositional factors affect conformity to majority influence.</p> <p>Obedience: Milgram's agency theory of social factors and Adorno's theory / explanation of dispositional factors affecting obedience.</p>	<p>Prosocial behaviour: bystander behaviour and Piliavin's subway study.</p> <p>Crowd and collective behaviour - prosocial and antisocial behaviour in crowds.</p>	<p>Structure and function of the nervous system.</p> <p>Neuron structure and function incl. Hebb's theory of learning and neuronal growth.</p> <p>Structure and function of the brain - incl. Penfield's study of the interpretive cortex.</p> <p>Introduction to neuropsychology - cognitive neuroscience, use of scanning techniques and Tulving's gold memory study.</p>	<p>An introduction to mental health - characteristics of mental health.</p> <p>How the incidence of significant mental health problems changes over time.</p> <p>Effects of significant mental health problems on individuals and society.</p> <p>Depression: Characteristics of clinical depression, theories of depression, interventions or therapies for depression.</p> <p>Characteristics of addiction, theories of addiction, interventions or therapies for addiction.</p>	Review of Paper 1 and Paper 2 knowledge.	
Key Knowledge Assessment	Retrieval activities; cloze; quizzes; exam question practice.	Retrieval activities; cloze; quizzes; exam question practice.	Retrieval activities; cloze; quizzes; exam question practice.	Retrieval activities; cloze; quizzes; exam question practice.	Retrieval activities; cloze; quizzes; exam question practice.	



	Mid-topic assessment: Social influence and Research Methods.	PPE - Paper 1.	End of topic assessment - Brain and Neuropsychology and Research Methods.	End of topic assessment - End of topic assessment - Psychological problems and Research methods. Mock - Paper 2.	Paper 1 and 2 External examinations.	
Links to literacy and numeracy	Skill of evaluation and analysis - evaluating role of social factors or dispositional factors in obedience. Development of tier 2 and 3 vocabulary: Dispositional factors Conformity Majority influence Anonymity Agency Obedience Authority Proximity	Skill of evaluation and analysis - evaluating role of social factors or dispositional factors in prosocial and collective behaviour. Development of tier 2 and 3 vocabulary: Authoritarian Bystander Intervention Prosocial Antisocial Identification Morality	Evaluating use of scanning techniques. Development of tier 3 vocabulary: Neuropsychology Peripheral Somatic Autonomic Synaptic transmission Reuptake Neurotransmitters Excitation Inhibition Neuronal Frontal Temporal Parietal Occipital Cerebellum Localisation Somatosensory Auditory interpretive cortex	Developing evaluation skills - evaluating different explanations of psychological problems and interventions or therapies. Development of tier 3 vocabulary: social stigma unipolar bipolar serotonin schemas attributions reductionist holistic dependence syndrome hereditary genetic vulnerability Aversion	Making synoptic links between topics/knowledge. Review of mathematical skills in Research Methods. Review of important skills: evaluation - evaluating key theories and studies.	



			neuroscience neurological			
Extra-Curricular opportunities	Trips may be proposed to National Psychology Workshops/Exam Prep Sessions as well as visits to local universities to explore their Social Science offers and Conferences.					
Links to careers/aspirations	<p>Within Psychology you are well placed to pursue careers in both arts and scientific fields, depending on your personal interests. There are many options within public and private healthcare, education, mental health support, social work, therapy and counselling. These roles may be advisory, research-led, treatment-led or therapeutic.</p> <p>There are also a number of less typical roles for which psychology can be very beneficial such as jobs in media and advertising industries.</p>					
Links to our Fulston FAMILY values	<p>Fortitude: Psychology is a challenge and requires perseverance and resilience. We encourage students take responsibility for their learning and face setbacks with a growth mindset.</p> <p>Ambition: We encourage students to aim high and to work towards their personal goals. Class Charts is used to monitor and celebrate achievements.</p> <p>Mindful: Psychology is a sensitive subject. Some topics can be a challenge for many students due to personal circumstances. Students are encouraged to be mindful of their peers, to broach topics with sensitivity and tact and create a safe learning environment for everyone.</p> <p>Integrity: We have high standards for our students and help to instil in them an attitude that they should do what is right at all times.</p> <p>Leadership: Students are fully encouraged to volunteer as Peer Mentors within the subject area. Students will be invited to represent the school on extra-curricular activities and to apply their knowledge and understanding in the support of their tutor groups. Students will be role models for core British values including tolerance and acceptance.</p> <p>Young Citizens: Psychology covers a range of topics which can help students to become more aware of the world around them and to be a positive force in other people's lives. Through discussions of social influence, ethical considerations, cultural variation and many more, students can see how they can make a positive impact on their friends, family and wider community.</p>					

Key Stage 5: Psychology

What my child will learn in Year 12

Year 12	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Research methods and	Attachment and	Research methods and	Memory and	Social influence and Research	Research



	Attachment.	Approaches.	Clinical Psychology and Mental Health.	Social influence.	Methods.	Methods.
Previous knowledge recalled	<p><i>Prior knowledge from Science curriculum and GCSE Psychology students - experiments, hypotheses.</i></p>	<p>Use of research methods content to evaluate approaches - discussing psychological experiments that are grounded by the approach and the evaluation of the research method.</p> <p>Review of Types of attachment to explore cultural variations in attachment.</p>	<p>Review of the behavioural approach, cognitive approach and biological approach and apply these to the Clinical Psychology and Mental health topic, when explaining phobias, OCD and depression.</p>	<p>Review of Psychological studies including Milgram and Asch explored when discussing experiments in the Research Methods topic.</p> <p><i>GCSE curriculum lays foundation for the A-level curriculum for the Memory topic - GCSE students explored the multi-store model and explanations for forgetting. GCSE curriculum explores conformity and Asch's study and Milgram's study.</i></p>	<p>Review of obedience to build on through exploring dispositional explanation of obedience.</p> <p>Review of features of science explored when evaluating approaches in Psychology.</p>	<p>Review of Research Methods from term 1 on variables, sampling, design, scientific processes to engage in designing their own studies.</p>
New Knowledge	<p>Research Methods:</p> <p>Experimental method - types of experiments, experimental designs. Variables; manipulation and control of variables. Control: random allocation, counterbalancing, randomisation, standardisation, control groups. Demand characteristics and investigator effects.</p> <p>Scientific processes: aims, hypotheses, sampling, ethics.</p> <p>Experimental</p>	<p>Attachment:</p> <p>Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships.</p> <p>Approaches:</p> <p>Learning approaches: the behaviourist approach and social learning theory.</p>	<p>Clinical Psychology and Mental Health:</p> <p>Definitions in the field of mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and OCD.</p> <p>The behavioural approach to explaining and treating phobias.</p> <p>The cognitive approach to explaining and treating depression.</p> <p>The biological approach to explaining and</p>	<p>Memory:</p> <p>The multistore model of memory. Features of each store.</p> <p>The working memory model. Features of the model.</p> <p>Explanations for forgetting - interference and retrieval failure.</p> <p>Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion and anxiety; the use of cognitive interview.</p>	<p>Social influence:</p> <p>Dispositional explanation - Authoritarian personality.</p> <p>Explanations of resistance to social influence - social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>Research Methods:</p> <p>Distributions.</p> <p>Pilot studies and the aims of piloting; role of</p>	<p>Designing a study:</p> <p>Review of Research methods.</p>



	<p>method - observational techniques, design and method.</p> <p>Case studies.</p> <p>Attachment:</p> <p>Introduction to types of attachment, animal studies of attachment.</p> <p>Explanations of attachment: learning theory and Bowlby's monotropic theory.</p> <p>Ainsworth's Strange Situation. Types of attachment.</p>	<p>The cognitive approach and cognitive neuroscience.</p> <p>The psychodynamic approach.</p> <p>Humanistic psychology.</p> <p>Comparison of approaches.</p>	<p>treating OCD.</p> <p>Research Methods:</p> <p>Validity and reliability.</p> <p>Experimental method: correlations, analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p>Research methods: content analysis.</p> <p>Self-report techniques: questionnaires, interviews.</p> <p>Types of data: quantitative and qualitative data. Primary and secondary data including meta-analysis.</p> <p>Descriptive statistics: measures of central tendency.</p> <p>Presentation and display of quantitative data.</p>	<p>Social influence:</p> <p>Types of conformity.</p> <p>Explanations for conformity and variables affect conformity, as investigated by Asch.</p> <p>Explanations for obedience: agentic state and legitimacy of authority. Situational variables affecting obedience as investigated by Milgram.</p>	<p>peer review in scientific process.</p> <p>The implications of psychological research for the economy.</p> <p>Feature of science.</p> <p>Reporting psychological investigations.</p> <p>Levels of measurement: nominal, ordinal and interval.</p> <p>Probability, significance and the sign test.</p> <p>Inferential statistics - test and factors affecting choice of test.</p> <p>Probability and significance: errors.</p>	
Key Knowledge Assessment	<p>Summative assessment at end of term using past exam questions on Research Methods and Attachment.</p> <p>16 mark questions - introduction to paragraph</p>	<p>16 mark questions - Approaches and Attachment.</p> <p>Summative assessment at end of term using past exam questions on Research Methods, Attachment,</p>	<p>16 mark questions - Clinical Psychology and Mental Health.</p> <p>Summative assessment at end of term using past exam questions on Research Methods and</p>	<p>16 mark questions - Memory and Social influence.</p> <p>Summative assessment at end of term using past exam questions on Memory, Social influence and Research</p>	<p>16 mark questions - Social influence.</p> <p>Summative assessment at end of term using past exam questions on Social influence and Research Methods.</p>	PPE examination on Paper 1.



	/structure.	Approaches.	Clinical Psychology and Mental Health.	Methods.		
Links to literacy and numeracy	<p>Exploration of command words including 'outline' 'evaluate' and 'discuss.'</p> <p>Analysing findings from research - coming to conclusions based on data.</p>	<p>Development of key skills in outlining and evaluating theories.</p> <p>Reviewing data on types of attachment and data on variations in attachment around the world.</p>	<p>Exploring statistical infrequencies - analysing distribution charts.</p> <p>Engaging in mathematical skills including measures of central tendency and presentation of quantitative data - how to draw graphs.</p> <p>Being able to engage in skill of application to apply approaches knowledge to explaining psychological conditions.</p>	<p>Exploring data in regards to the capacity and duration of memory stores. Exploring research findings and coming to conclusions based on the findings.</p> <p>Being able to weigh up which factors affect the accuracy of memory and what factors have the greatest impact on forgetting.</p>	<p>Exploring distribution charts, and engaging in inferential statistics - being able to complete the sign test and being able to be aware of factors that affect choice of test.</p> <p>Being able to weigh up whether situational or dispositional factors affect obedience.</p>	<p>Being able to engage in completing a Psychological report on a chosen topic - engaging in key aspects of the report.</p> <p>Being able to review findings from the research methods project, analysing the data to come to a conclusion.</p>
Extra-Curricular opportunities	Trips are proposed to National Psychology Workshops/Exam Prep Sessions as well as visits to local universities to explore their Social Science offers and Conferences.					
Links to careers/aspirations	<p>With Psychology, you're well placed to pursue careers in both arts and scientific fields, depending on your personal interests. There are many options within public and private healthcare, education, mental health support, social work, therapy and counselling. These roles may be advisory, research-led, treatment-led or therapeutic.</p> <p>There are also a number of less typical roles for which psychology can be very beneficial such as jobs in media and advertising industries.</p>					
Links to our Fulston FAMILY values	<p>Fortitude: Psychology is a challenge and requires perseverance and resilience. We encourage students take responsibility for their learning and face setbacks with a growth mindset.</p> <p>Ambition: We encourage students to aim high and to work towards their personal goals. Class Charts is used to monitor and celebrate achievements.</p> <p>Mindful: Psychology is a sensitive subject. Topics such as Attachment and Psychopathology can be a challenge for many students due to personal circumstances. Students are encouraged to be mindful of their peers, to broach topics with sensitivity and tact and create a safe learning environment for everyone.</p> <p>Integrity: We have high standards for our students and help to instil in them an attitude that they should do what is right at all times.</p>					



Leadership: Students are fully encouraged to volunteer as Peer Mentors within the subject area. Students will be invited to represent the school on extra-curricular activities and to apply their knowledge and understanding in the support of their tutor groups in 6th Form assemblies. Students will be role models for core British values including tolerance and acceptance.

Young Citizens: Psychology covers a range of topics which can help students to become more aware of the world around them and to be a positive force in other people's lives. Through discussions of social influence, ethical considerations, cultural variation and many more, students can see how they can make a positive impact on their friends, family and wider community,



Key Stage 5: Psychology

What my child will learn in Year 13

Year 13	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit Title	Issues and Debates & Biopsychology	Biopsychology & Schizophrenia	Schizophrenia & Gender	Gender & Aggression	Exam season	Exam Season
Previous knowledge recalled	<p>Reviewing from the Approaches topic cognitive neuroscience to support understanding of ways of studying the brain.</p> <p>Review of approaches when exploring Issues and Debates.</p>	<p>Review of the Biological approach when exploring the genetic basis of schizophrenia and role of hormones (Neural correlates of schizophrenia).</p> <p>Review of research methods and reliability and validity to explore the issues in diagnosis and classification.</p>	<p>Review of the cognitive approach when exploring cognitive explanations of schizophrenia (psychological explanations for schizophrenia) and psychological therapies.</p> <p>Review of the biological approach the Clinical Psychology and Mental health topic when exploring biological therapies for schizophrenia.</p> <p>Review of the behavioural approach when exploring management of schizophrenia - reviewing token economy systems.</p>	<p>Reviewing the biological approach when exploring the role of chromosomes and hormones in sex and gender, and when exploring neural and hormonal mechanisms in aggression.</p> <p>Review of the psychodynamic approach and social learning theory when exploring other explanations of gender development - including the oedipus and electra complex, identification and modelling and mediational processes, as well as when exploring psychological explanations of aggression.</p> <p>Review of social influence and the dispositional explanation when exploring institutional aggression in the context of prisons.</p>	<p>Review of all topics for external examinations:</p> <p>Paper 1</p> <p>Paper 2</p> <p>Paper 3</p>	



<p>New Knowledge</p>	<p>Biopsychology:</p> <p>The divisions of the nervous system: central and peripheral.</p> <p>The structure and function of neurons, the process of synaptic transmission.</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response: role of adrenaline.</p> <p>Ways of studying the brain: scanning techniques.</p> <p>Issues and debates in Psychology:</p> <p>Gender and culture in Psychology - universality and bias.</p> <p>Free will and determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate; the interactionist approach.</p> <p>Holism and reductionism.</p>	<p>Biopsychology:</p> <p>Localisation and function of the brain. Plasticity and functional recovery of the brain after trauma.</p> <p>Ways of studying the brain: scanning techniques.</p> <p>Schizophrenia:</p> <p>Positive and negative symptoms of schizophrenia. Issues in diagnosis.</p> <p>Biological explanation for schizophrenia - genetics and neural correlates, incl. Dopamine hypothesis.</p>	<p>Schizophrenia:</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations.</p> <p>Drug therapy - typical and atypical antipsychotics.</p> <p>Cognitive behaviour therapy and family therapy as treatments for schizophrenia.</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia.</p> <p>Gender:</p> <p>The role of chromosomes and hormones in biological sex. Diversity in sex development.</p> <p>Gender identities. How gender has been measured using the Bem Sex Role inventory.</p> <p>Biological and cognitive explanations of gender development.</p>	<p>Gender:</p> <p>Social learning theory applied to gender development. The influence of culture and media on gender roles.</p> <p>Gender incongruence: biological and social/cultural explanations.</p> <p>Aggression:</p> <p>Neural and hormonal mechanisms in aggression. Genetic factors in aggression.</p> <p>The ethological explanation of aggression. Evolutionary explanations of human aggression.</p> <p>Social psychological explanations of human aggression.</p> <p>Institutional aggression in the context of prisons.</p> <p>Media influences on aggression. The role of desensitisation, disinhibition and cognitive priming.</p>	<p>Review of topics across Paper 1, 2 and 3 - based on identified gaps in learning.</p>	
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	<p>Idiographic and nomothetic approaches to psychological investigation.</p> <p>Social sensitivity in psychological research.</p>					
<p>Key Knowledge Assessment</p>	<p>16 mark questions on Issues and Debates & Biopsychology.</p> <p>Summative assessment at end of term using past exam questions on Research Methods and Issues Debates.</p>	<p>16 mark questions on Biopsychology & Schizophrenia.</p> <p>Summative assessment at end of term using past exam questions on Research Methods and Biopsychology.</p>	<p>16 mark questions on Schizophrenia & gender.</p> <p>Summative assessment at end of term using past exam questions on Research Methods and Schizophrenia.</p>	<p>16 mark questions on Gender & aggression.</p> <p>Summative assessment at end of term using past exam questions on Research Methods, Gender and aggression.</p>	<p>A-level exams commence.</p>	<p>A-Level exams</p>



<p>Links to literacy and numeracy</p>	<p>Developing evaluation skills through debating issues in Psychology.</p> <p>Developing understanding of physiological indicators during the fight and flight response - exploring data to how our body responds.</p> <p>Development of tier 2 and 3 vocabulary.</p>	<p>Analysing data from scanning techniques - when studying the brain.</p> <p>Exploring data and trends in genetic similarity and probability of sharing schizophrenia.</p> <p>Developing evaluation skills by exploring the issues in diagnosis and classification of schizophrenia.</p> <p>Development of tier 2 and 3 vocabulary.</p>	<p>Developing evaluation skills in the ways of explaining and treating schizophrenia, and explaining gender.</p> <p>Exploring inventory from the BRSI - to understand how androgyny is measured.</p> <p>Development of tier 2 and 3 vocabulary.</p>	<p>Analysing data and understanding correlations about neural and hormonal mechanisms in aggression. Analysing data in regards to the role of genes in aggression.</p> <p>Developing skill in outlining and evaluating different explanations of aggression.</p> <p>Development of tier 2 and 3 vocabulary.</p>	<p>Review of numeracy and literacy skills developed across the curriculum.</p>	<p>Review of numeracy and literacy skills developed across the curriculum.</p>
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Extra-Curricular opportunities	Trips are proposed to National Psychology Workshops/Exam Prep Sessions as well as visits to local universities to explore their Social Science offers and Conferences.
Links to careers/ aspirations	<p>With psychology, you're well placed to pursue careers in both arts and scientific fields, depending on your personal interests. There are many options within public and private healthcare, education, mental health support, social work, therapy and counselling. These roles may be advisory, research-led, treatment-led or therapeutic.</p> <p>There are also a number of less typical roles for which psychology can be very beneficial such as jobs in media and advertising industries.</p>
Links to our Fulston FAMILY values	<p>Fortitude: Psychology is a challenge and requires perseverance and resilience. We encourage students take responsibility for their learning and face setbacks with a growth mindset.</p> <p>Ambition: We encourage students to aim high and to work towards their personal goals. Class Charts is used to monitor and celebrate achievements.</p> <p>Mindful: Psychology is a sensitive subject. Topics such as Attachment and Psychopathology can be a challenge for many students due to personal circumstances. Students are encouraged to be mindful of their peers, to broach topics with sensitivity and tact and create a safe learning environment for everyone.</p> <p>Integrity: We have high standards for our students and help to instil in them an attitude that they should do what is right at all times.</p> <p>Leadership: Students are fully encouraged to volunteer as Peer Mentors within the subject area. Students will be invited to represent the school on extra-curricular activities and to apply their knowledge and understanding in the support of their tutor groups in 6th Form assemblies. Students will be role models for core British values including tolerance and acceptance.</p> <p>Young Citizens: Psychology covers a range of topics which can help students to become more aware of the world around them and to be a positive force in other people's lives. Through discussions of social influence, ethical considerations, cultural variation and many more, students can see how they can make a positive impact on their friends, family and wider community.</p>