

KAA Curriculum Overview		GCSE Psychology (KS4)	Year 10	EOY Exam	Sequencing and Progression				
<p>Rationale Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.</p> <p>Psychology at KAA aims to develop student's knowledge and understanding of the human mind and its functions. Students at KAA enjoy a wide range of topics from scientific research, how the brain and mind works, how we are influenced by others and learn to conform. Students explore a wide range of topics and learn to apply these explanations within real examples. Students are taught to use subject specific knowledge to construct well informed and balanced arguments with logical chains of reasoning. Students engage with a plethora of shorter answer questions demonstrating understanding and mathematical skill, alongside logically constructed extended answers.</p> <p>Psychology seeks causal, scientific explanations for human thought and behaviour so that we can create positive, compassionate people who understand, rather than condemn the behaviour of others. The Y10 curriculum will develop students' knowledge further to aid them in understanding themselves and others around them, to inform their responses to human behaviour.</p>				<p><i>What content and skills will be assessed in the EOY exam?</i></p> <p>AQA – Psychology GCSE Paper 1: Cognition and Behaviour</p> <ul style="list-style-type: none"> • Memory • Perception • Development • Research methods <p>Paper2: Social context and behaviour</p> <ul style="list-style-type: none"> • Social influence • Language, thought and communication • Brain and Neuropsychology • Psychological problems <p>Both papers contain a combination of the following types of question:</p> <ul style="list-style-type: none"> • Multiple-choice • Short answer written • Essay (9 marks maximum) • Mathematical <p>Previous exam papers can be found here.</p>		<p><i>How does this year build on what they've learnt last year?</i></p>		<p><i>How will it benefit them as they move forward next year?</i></p> <p>Lessons will focus on: Subject specific vocabulary and key skills that they will need such as essay writing, application and evaluation skills.</p>	
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2			
Link to MTP Overview	Neuropsychology - Topic Booklet	RM- Topic Booklet	Memory - Topic Booklet	SI- Topic Booklet		Development - Topic Booklet			
Topic studied & Fertile Question	Neuropsychology	Research Methods	Memory	Social influence	Revision for EOY Exams	Development			
Adjustments following last assessments / evaluation.	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills • Exam protocol – BUG the exam Question [Box, Command word, Underline Keywords – Revise Q as you write. • Application 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills • Developing on PEA, 'However' Essay Qs. • Application Qs. • Different factors 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills • Essay practice 	<ul style="list-style-type: none"> • Revision for End of year exams • Essay practice • Short answer application practice 	<p>70% knowledge tests per week to assess pre-reading – Focus on AO1 and AO3</p> <ul style="list-style-type: none"> • Short answer exam questions every other week to assess AO2 skills • Essay practice 			

Key knowledge and skills students need to have gained by the end of the unit

- Structure and function of the nervous system (Somatic and autonomic)/ Fight or flight

[The James – Lange theory of emotion]

- Neuron structure and function (3 types of neurons, synaptic transmission, excitation and inhibition)

[Hebb’s theory of learning and neuronal growth]

- Structure and function of the brain (Frontal, temporal, parietal and occipital lobe & cerebellum)

[Penfield’s study of the interpretive cortex]

- An introduction to neuropsychology – how the structures and functions relates to behaviour and cognition.

[Tulving’s ‘gold’ memory study]

How neurological damage e.g. stroke can affect motor abilities and behaviour

- Formulation of testable hypotheses (Null, alternative)
- Types of variables (IV/ DV and extraneous variables)
- Sampling methods (Random, opportunity, systematic and stratified & target populations)

AO3 of each sampling method and principles of sampling.

- Designing Research, Qualitative and Quantitative methods:
- The experimental method (designs, and groups – AO3 of each experimental design.
- Types of experiment (Lab, Field and Natural)
- Interviews
- Questionnaires
- Case studies
- Observations

AO3 of each research method and suitability.

Correlation (Scatter diagrams/ relationships between two variables)
 Research procedures (Standardisation, randomisation and EV controlling)
 Planning and conducting research (Reliability and Validity of methods and designs)
 Ethical considerations & guidelines

- Process of memory (encoding, storage and retrieval)
- Different types of memory (Episodic, semantic and procedural)
- Structures of memory (MSM, DCC, Primacy and recency effect)

[Murdock’s serial position curve study]

- Memory as an active process

The theory of reconstructive memory

Bartlett’s War of the Ghosts Study

Factors affecting the accuracy of memory (interference context and false memories]

- Conformity – Social factors (Group size, anonymity and task difficulty. Dispositional factors (personality and expertise)
- [Asch’s study of conformity]**
- Obedience (Milgram’s agency theory of social factors - agency, authority, culture and proximity.
 - Dispositional factors

[Adorno’s theory of the Authoritarian personality]

- Prosocial behaviour (Bystander behaviour, identification, social factors and dispositional factors.

[Piliavin’s subway study]

- Crowd and Collective behaviour (Prosocial and antisocial behaviour + Social factors and dispositional factors affect collective behaviour.

- Early brain development (Brain development, neural structures in the womb, brain stem, thalamus, cerebellum and cortex, autonomic functions, sensory processing, movement and cognition)

- Nature and Nurture

Piaget’s stage theory and the development of intelligence + role in education

[Piaget’s theory of Cognitive development – assimilation and accommodation]

- 4 stages of development
- Reducation of egocentricity and development on conservation.

[Mc Garrigle and Donaldson’s naughty teddy study, Hughes, Policeman doll study]

- The effects of learning development
- Dweck’s Mind-set theory of learning (Fixed and growth mind-set. Praise and self-efficacy.

- Learning styles including verbalisers

- Willingham’s Learning Theory and his criticism of learning styles.

	Key Skills: <ul style="list-style-type: none"> - How to outline a study in Psychology? - How to outline a theory in Psychology? - PEA Paragraphs 	Key skills: <ul style="list-style-type: none"> - Scatter diagrams - Ratios - Fractions - % - Estimates - Mean, median, mode and range - Interpretation of frequency tables/ bar charts/ histograms/ correlations - Normal distribution 	Key skills: <ul style="list-style-type: none"> - Scatter diagrams - Ratios - Fractions 	Key skills: <ul style="list-style-type: none"> - Essay practice - Application of psychological problems to mental illness and treatment scenarios - 		
How is understanding assessed at the end of the unit?	<ul style="list-style-type: none"> ● End of topic assessment 	<ul style="list-style-type: none"> ● Mock Exams 	<ul style="list-style-type: none"> ● End of topic assessment 	<ul style="list-style-type: none"> ● End of topic assessment 	<ul style="list-style-type: none"> ● End of topic assessment 	<ul style="list-style-type: none"> ● End of topic assessment