



CURIOSITY

COMPASSION

COURAGE



## Curriculum overview

Subject	Psychology	Year group	12 and 13
<p><b>Vision statement:</b></p>	<p>At Landau Forte our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged from their previous key stage learning experiences. Our broad and balanced curriculum is ambitious, coherently planned and sequenced, and will provide the platform for preparing students with the foundations for examination success.</p> <p>Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in university, their career and life:</p> <p><i>'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'</i></p> <p>As well as excellent academic success we aim to ensure our students leave us as polite and well-rounded young adults. Our new core values of Compassion, Courage and Curiosity are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.</p>		
<p><b>Curriculum intent:</b></p>	<p><i>Must include school values (3Cs)</i></p> <p>The vision of the Psychology Department at Landau Forte is that our students will be inquisitive and driven to learn more about human behaviour. They will develop understanding and empathy and they will understand the value of diversity. Our students will be non-judgemental, and will explore how psychology has real life applications relevant to their lives, and the lives of those around them.</p> <p>Our students will develop critical thinking skills that enable them to challenge information presented to them. They will enhance their mathematical skills and their scientific research skills. They will synthesise information, and draw conclusions regarding the strength of arguments. They will learn to pay attention to detail, and within their learning show curiosity, compassion and courage.</p> <p>Common features in psychology lessons are:</p> <ul style="list-style-type: none"> <li>Recap of previous learning</li> <li>Assessments that incorporate research methods</li> <li>Opportunities for extended writing, and modelling of how to do this</li> </ul> <p>Quite simply, we want to be known for our tenacious, conscientious and understanding students, who understand the potential that psychology as an academic discipline carries.</p>		

<b>Threshold Concepts (TCs):</b>	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research TC4: To use issues and debates within psychology to enhance evaluation TC5: To apply knowledge to new scenarios and explain this clearly. TC6: To understand the ethical issues that face participants and researchers in psychology , as well as considering how these can be overcome					
<b>Learner skills:</b>	Critical thinking	Organisation	Collaboration	Adaptability	Oracy	Self-quizzing
<b>Y12</b>	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>Why do humans behave the way they do?</b>					
<b>Big picture questions:</b>	<b>What are the main research methods that psychologists use? How do psychologists from the different approaches see human behaviour? *</b> <i>RM and approaches will be taught parallel to each other</i>	<b>How do biological processes affect human behaviour?</b>	<b>Why do humans change their behaviour in social situations?</b>	<b>Why do we remember some things and forget other things?</b>	<b>How do infants attach to their caregivers and is this important for later development?</b>	<b>What is abnormality? How do psychologists explain and treat mental health disorders?</b>
<b>Content (Linked to TCs):</b>	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research	TC1: To have an appreciation that research will always be flawed (e.g. high control is both a strength and a weakness) TC2: To be able to use descriptive and inferential statistics to draw conclusions TC3: To understand and use the concepts of validity and reliability when evaluating research

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	<p>TC5: To apply knowledge to new scenarios and explain this clearly.</p> <p>TC6: To understand the ethical issues that face participants and researchers in psychology, as well as considering how these can be overcome</p>	<p>TC4: To use issues and debates within psychology to enhance evaluation</p> <p>TC5: To apply knowledge to new scenarios and explain this clearly.</p> <p>TC6: To understand the ethical issues that face participants and researchers in psychology, as well as considering how these can be overcome</p>	<p>TC4: To use issues and debates within psychology to enhance evaluation</p> <p>TC5: To apply knowledge to new scenarios and explain this clearly.</p> <p>TC6: To understand the ethical issues that face participants and researchers in psychology, as well as considering how these can be overcome</p>	<p>TC4: To use issues and debates within psychology to enhance evaluation</p> <p>TC5: To apply knowledge to new scenarios and explain this clearly.</p> <p>TC6: To understand the ethical issues that face participants and researchers in psychology, as well as considering how these can be overcome</p>	<p>TC4: To use issues and debates within psychology to enhance evaluation</p> <p>TC5: To apply knowledge to new scenarios and explain this clearly.</p> <p>TC6: To understand the ethical issues that face participants and researchers in psychology, as well as considering how these can be overcome</p>	<p>TC4: To use issues and debates within psychology to enhance evaluation</p> <p>TC5: To apply knowledge to new scenarios and explain this clearly.</p> <p>TC6: To understand the ethical issues that face participants and researchers in psychology, as well as considering how these can be overcome</p>
<p><b>Key vocabulary:</b></p>	<p>Skew Meta-analysis Inferential Descriptive <u>Approaches</u> Structuralism, Introspection, Science, Positive reinforcement, Negative reinforcement, Punishment, Association, Neutral stimulus, Unconditioned stimulus, Vicarious reinforcement, Mediational processes, Identification, Reciprocal determinism, Internal mental processes, Schema, Computer model, Theoretical Model, Inference, Cognitive neuroscience, Genotype, Phenotype, Adaptive, Biological determinism, Unconscious, Id, Ego, Superego, Defence mechanisms, Psychosexual stages, Erogenous zone, Fixation, Free will, Self-actualisation, Congruence, Conditions of worth, Client centred therapy, Hierarchy of needs</p>	<p>Endocrine system, sensory neuron, relay neuron, motor neuron, Summation, Excitation, Inhibition, fight or flight, Adrenaline, Peripheral, Frontal lobe, Occipital lobe, Parietal lobe, Temporal lobe, Localisation, Lateralisation, Contralateral, Ipsilateral, Hemisphere, Synaptic connections, synaptic pruning, spontaneous recovery, neurorehabilitation, denervation supersensitivity, Temporal resolution, Spatial resolution, Circadian rhythm, Endogenous pacemakers, Exogenous zeitgebers, Infradian rhythm, Ultradian rhythm</p>	<p>Normative Informational</p>	<p>Proactive Retroactive</p>	<p>Reciprocity Interactional Synchrony</p>	<p>Association Reinforcement</p>

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<b>Assessment:</b>	RM assessment	Biopsychology assessment Approaches assessment	Social Influence assessment Academy PPE (TBC)	Memory assessment	Attachment assessment Psychopathology assessment	Academy PPE (TBC)
<b>Key/Historical misconceptions in this unit:</b>	Students muddle up reliability (consistency) and validity (accuracy). Sometimes students write about measures of central tendency and measures of dispersion as if they are the same thing, and in statistics, sometimes students propose the chi-squared tests for correlations, when in fact it would be used to test for a difference / association.	In biopsychology, students sometimes write about synaptic transmission and say that neurotransmitters fire, when in fact they don't – neurons fire, and neurotransmitters may alter the charge during the process of summation.	Students sometimes mix up obedience and conformity which unfortunately can result in 0 marks on an essay. Also, sometimes they answer questions about explanations for conformity as if they'd been asked to outline and evaluate the work of Asch, which would be relevant only as evaluation.	Students sometimes confuse the MSM and the WMM. Also, sometimes retrieval failure is explained as remembering, when in fact, it should be explained as forgetting.	Students sometimes answer questions about research into caregiver-infant interactions using any study of attachment, when really they should focus on reciprocity and interactional synchrony and research related to these.	Students sometimes muddle explanations and treatments and struggle to distinguish between emotional, cognitive and behavioural explanations of mental health disorders. Also, sometimes they give irrelevant examples e.g. standing too close for definitions of abnormality when really they should use a mental health disorder.
<b>Sequencing:</b>	<b>We have chosen to sequence the year 12 curriculum like this because... students need to know the research methods before they can criticise research. Biopsychology and Approaches also offers a gentle introduction into essay writing, and this is solidified when studying later topics such as attachment.</b>					

Y13	Term 1 Aug-Oct	Term 2 Nov-Dec	Term 3 Jan-Feb	Term 4 Mar-Apr	Term 5 Apr-May	Term 6 Jun-Jul
<b>The Big Question</b>	<b>Why do humans behave the way they do?</b>					
<b>Big picture questions:</b>	<b>What are the main issues and debates within psychology?</b>	<b>How do humans form and maintain romantic relationships? Has this</b>	<b>How is schizophrenia diagnosed and treated?</b>	<b>Why do people offend and how can this be dealt with?</b>	<b>REVISION!</b>	

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		changed with the onset of virtual relationships?				
	Issues and debates and relationships will be run parallel to each other					
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<b>Key vocabulary:</b>	<p>Nature</p> <p>Nurture</p> <p>Idiographic</p> <p>Nomothetic</p>	<p>Anisogamy, Inter-sexual, Intra-sexual, Adaptive, Cuckoldry, Heterocentric, Self-disclosure, Social penetration theory, Onion model, Reciprocity, Halo effect, Matching hypothesis, Social demography, Similarity in attitudes, Complementarity, Field of availables, Field of desirables, Temporal validity, Sampling, Bargaining, Commitment,</p>	<p>Schizophrenia, Positive symptom, Negative symptom, Reliability, Validity, Co-morbidity, Symptom overlap, PCM1 gene variant, Polygenic, Genetic mutation, Microenvironment Genetic counselling, Neural correlates, Dopamine hypothesis, Hyperdopaminergia, Hypodopaminergia, Ventricular enlargement, Expressed emotion, Schizophrenogenic mother, Double-bind theory, Dysfunctional thought processing, Failure of</p>	<p>Restorative</p> <p>Distortion</p>		

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		<p>Institutionalisation, Comparison level, Comparison level for alternatives, Minimax principle, Benevolents, Entitleds, Equitables, Perceived, Equity, Satisfaction, Comparison level for alternatives, Investment (intrinsic/extrinsic), Commitment, Intra-psychic, Dyadic, Social, Grave-dressing, Sudden death, Linear, Absence of gating, Hyperpersonal model, Boom and bust phenomenon, Strangers on a train effect, Reduced cues theory, Parasocial, Entertainment-social, Intense-personal, Borderline-pathological, Attachment theory, Absorption-addiction model</p>	<p>metarepresentation, Failure of central control, Word salad, Formal thought disorder, Typical antipsychotics, Atypical antipsychotics, Tardive dyskinesia, Reality testing, Positive self-talk, Cognitive restructuring, Coping strategy enhancement, Education, Problem-solving, Therapeutic alliance, Relapse, Medicine compliance, Operant conditioning, Skinnerian principles, Primary reinforcer, Secondary reinforcer, Diathesis-stress model, Multidisciplinary approach, Treatment fallacy</p>			
<b>Assessment:</b>	PPE (TBC)	<p>Issues and debates assessment Relationships assessment</p>	<p>Schizophrenia assessment</p>	<p>Forensic psychology assessment Academy PPE (TBC)</p>	<p>External: Paper 1 (TBC)</p>	<p>External: Paper 2 (TBC) External: Paper 3 (TBC)</p>
<b>Key/Historical misconceptions in this unit:</b>	<p>Students sometimes write about the 'nurture' debate, without recognising that it is one side of a bigger debate (nature-nurture) and that even more</p>	<p>Sometimes students confuse the three models of the maintenance of romantic relationships, and also fail to point out that in an evolutionary</p>	<p>Students sometimes outline separate sides of the nature nurture debate separately, without talking about the interaction between them. Students</p>	<p>Students don't often add much detail about the psychological effects of custodial sentencing beyond what they know from Zimbardo. In cognitive explanations,</p>		

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	important is the interaction between nature and nurture.	explanation of courtship, the reason behaviours are adaptive are that people who don't have them don't pass on their genes before they die, and therefore the trait isn't bred into the population.	sometimes don't explain biological explanations in enough detail, so it's important not just to rote learn content. Reductionism is sometimes used in evaluation when it isn't appropriate.	sometimes level of moral reasoning is omitted (or, there are lengthy explanations of the Heniz dilemma, when really the relevant point is that the offending is at the pre-conventional level of development).		
<b>Sequencing:</b>	<b>We have chosen to sequence the year 13 curriculum like this because... Later topics topics are harder to access and build on the skills that the students have learned in Y12. The issues and debates topic then enhances previously learned topics, and cements the i&amp;d understanding that students have built during the approaches topic at the start of Y12.</b>					