

Term	INTENT	IMPLEMENTATION	IMPACT
	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment opportunities What assessments will be used to measure student progress? Evidence of how well students have learned the intended content.
General	<p>Psychology is a science, and the aim of the curriculum is to equip the students with the appropriate knowledge and skills needed to understand human behaviour. To be able to explain the causes of human behaviour and its subsequent impact on society.</p> <p>The students learn about the underlying psychological principles and apply them in a variety of familiar and unfamiliar contexts. The students learn that scientific evidence is applied to analyse human behaviour.</p> <p>Students are constantly challenged to work collaboratively and think independently when engaging in lesson activities. Through teacher modelling, we encourage our students to demonstrate manners, respect and tolerance to each other. Lesson materials are engaging and promote topical engagements.</p> <p>Content is delivered to students and then exam skills are built throughout the course. The students are introduced to history of psychology and learn about influential psychologists to discuss the different views</p>	<p>Detailed and thorough curriculum planning lies at the heart of what we do in the department. We are committed to a two-year plan of developing our schemes of work. We use all available resources and teaching strategies to ensure that students have a comprehensive knowledge of the specification can go beyond what is taught in lesson.</p> <p>Each topic has examination questions built in to develop knowledge, application and evaluation skills. These are embedded with research methods taught throughout the course so they can understand the scientific principles underlying psychology.</p>	<p>Students will demonstrate that they can conduct research and plan research through being able to achieve their target grades or better on assessments throughout the year. Students will demonstrate resilience in being able to identify not only where they were successful on an assessment but how they can improve. Their ambition to achieve will be shown in an improvement in their assessments over the term of the Psychology course.</p> <p>Students will demonstrate integrity and curiosity by completing extended learning to deadlines. Curiosity will be shown when students complete wider reading tasks around the topics being covered. Students will show ambition and respect through the presentation of their work in books being neat and tidy, as well as demonstrating the progress they have made in Psychology over the year.</p>

Beths Grammar School GCSE Psychology Curriculum Map Exam board AQA

	<p>about human behaviour. We teach our students to consider a range of views, be critical in their thinking, analyse the material given and arrive at a considered conclusion. The resources selected are age appropriate with challenging questions built within the lessons to make them consider their existing knowledge regarding human behaviour.</p> <p>Students will learn the following topics during the two-year course:</p> <ol style="list-style-type: none"> 1. Memory 2. Perception 3. Development 4. Research methods 5. Social influence 6. Language, Thought and Communication 7. Brain and Neuropsychology 8. Psychological problems 		<p>Students will confidently participate in psychological discussion being mindful of and respectful of their peer's opinions. They will be able to do this in an empathetic way by considering all viewpoints and analysing these in their critiques of psychological theory.</p>
<p>Autumn Term 1a Year 10</p>	<p>Intent Why is this taught now?</p> <ul style="list-style-type: none"> • Memory 	<p>Students will learn about the models that are used to explain how and why memories are formed and recalled. The use of revision techniques learnt in the memory topic form an integral part of the psychology GCSE. These are the skills that will be useful in other subjects and in further education.</p> <p>Students will learn the following skills:</p> <ul style="list-style-type: none"> • To correctly use key terms during assessments. • To introduce the concept of outlining and evaluating skills for key named studies. Introduce the concept of PEC /PEEL when evaluating studies. • To introduce key revision strategies to be able to retain and recall information. The use and designing of 	<ul style="list-style-type: none"> • Murdock • Bartlett • Psychology investigations on memory with friends and family participants integrated into classroom teaching. • Interventions if needed at an early stage.

Beths Grammar School GCSE Psychology Curriculum Map Exam board AQA

		flashcards, mind maps, knowledge organisers, exam questions with mark schemes	
Autumn Term 1B	Intent Why is this taught now?	Sensation and Perception, Visual cues and constancies, Gibson's Direct Theory, Visual Illusions, Gregory's Constructivist theory, factors affecting perception (emotion, expectation, motivation, culture). This topic is centred around the difference between sensation and perception. Students will learn to understand perception is something that is constructed and therefore influenced by a variety of factors. Knowing that the accuracy of our perceptions is affected by our culture, motivations, emotions and expectations is invaluable. Students will learn the following skills: <ul style="list-style-type: none"> To develop how key psychology terminology is a fundamental factor of this course and how use it correctly during assessments. To introduce the concept of outlining and evaluating skills for key named theories. To understand the difference between a theory and a study. To develop key revision strategies to be able to retain and recall information, like the strategies used in the previous module. 	<ul style="list-style-type: none"> End of topic assessment (25 marks) Multi-store model Short questions assessment (9 marks) Gibson/Gregory Bruner Gilchrist Psychology interventions; such as 1-1 conversations, selected exam questions, feedback and examining studying techniques as well as weekly look at the notes An awareness of how perception is a vital part of functioning in society.
	<ul style="list-style-type: none"> Perception 		
Spring Term 2A	Intent Why is this taught now?	Formulation of testable hypotheses, types of variable, sampling methods, designing research, correlation, research procedures, planning and conducting research, ethical considerations, quantitative and qualitative data, primary and secondary data, computation, descriptive statistics, interpretation/display of data and normal distributions. Psychologists employ a range of methods to study the human mind. They also use various statistical methods to analyse the data they gather. Students will learn about the strengths and weaknesses of these methods and statistical tools. They will also begin to appreciate the importance of critically evaluating studies and claims about psychological phenomena. The students will learn the following skills:	<ul style="list-style-type: none"> End of Unit Test Perception Data questions Experimental design Learn the importance of BPS and the ethical guidelines.
	<ul style="list-style-type: none"> Research methods 		

Beths Grammar School GCSE Psychology Curriculum Map Exam board AQA

		<ul style="list-style-type: none"> To develop the skills to answer real life scenario questions. to develop mathematical skills required for GCSE psychology. To develop retrieval techniques for previously taught topics 	
Spring Term 2B	<p>Intent Why is this taught now?</p> <ul style="list-style-type: none"> Development 	<p>Early brain development, Piaget's stage theory and the development of intelligence, The role of Piaget's theory in education, The effects of learning on development. As part of this topic on child development, students will learn about the stages that children go through as they grow. This includes becoming familiar with some of the ways in which learning affects child development. Students will have occasion to reflect on their own attitudes to learning. This is a chance to recognise the ways in which these attitudes influence their own achievements in education.</p> <p>The students will learn the following skills:</p> <ul style="list-style-type: none"> To develop and understanding of psychological theories and how studies can support or disprove theories. Student to apply the knowledge of learning to their own attitudes towards learning. Growth mindset etc For students to develop and understand how the brain grows and how different sections are responsible for different actions. 	<ul style="list-style-type: none"> End of unit Test. Research Methods Piaget Naughty Teddy Police doll study
	<p>Intent Why is this taught now?</p> <ul style="list-style-type: none"> Social Influence 	<p>Conformity, Obedience, Prosocial Behaviour, Crowd and collective behaviour. Students will learn the importance of conformity and obedience in humans. They will also learn about the negative outcomes of conformity and obedience, with examples from history and psychology experiments. This is an opportunity for students to consider their role in society and how their own actions are influenced by other people.</p> <p>The students will learn the following skills:</p> <ul style="list-style-type: none"> Students will develop an understanding how humans conform in society. 	<ul style="list-style-type: none"> End of unit Test: Development Willingham Asch's Students to apply knowledge to help make sense of history and other social issues. E.g. bullying, peer pressure. Psychology Interventions
Summer Term 3A			

Beths Grammar School GCSE Psychology Curriculum Map Exam board AQA

		<ul style="list-style-type: none"> • Students will identify the difference between social and dispositional factors linked to social influence. • Students will continue to develop their evaluation skills when looking at the strengths and weaknesses of psychology experiments. 	
<p>Summer Term 3B</p>	<p>Intent Why is this taught now?</p>	<p>To get the best results possible, the students will focus on the following:</p> <ul style="list-style-type: none"> • To produce high quality revision materials and to identify the most effective type of revision for everyone. • Students can read exam questions carefully and answer them appropriately. • Students are confident in answering A02 and A03 style questions through lots of exam practice and high-quality feedback on how to improve. 	
	<ul style="list-style-type: none"> • Social Influence and Revision 		

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<p>Autumn Term 1a Year 11</p>	<p><u>Intent</u> Why is this taught now?</p> <ul style="list-style-type: none"> • Language thought and communication. 	<p>Relationship between language and thought. The effect of language and thought on our view of the world, differences between human and animal communication, non-verbal communication, explanations of non-verbal behaviour. One of the central questions of this topic is how language affects our thoughts and vice a versa. Students will learn about different theories on language and non-verbal communication. They will learn that there are differences across culture. They will also begin to appreciate that these differences cannot be explained in terms of either nature or nurture but that the two are intertwined. This understanding will help students appreciate the diversity and complexity of human interactions. The students will learn the following skills:</p> <ul style="list-style-type: none"> • To develop an understanding how animals and humans communicate. • To develop a deeper understanding of the nature V nurture debate, linked to verbal and non-verbal communication. • To outline and evaluate a field study using nonhumans as participants 	<ul style="list-style-type: none"> • Sapir- Whorf • Von Frisch • Darwin Theory • Yuki • End of unit test on Darwin theory as well as the key studies
<p>Autumn Term 1B</p>	<p><u>Intent</u> Why is this taught now?</p> <ul style="list-style-type: none"> • Neuropsychology 	<p>Structure and function of the nervous system, neuron structure and function, structure and function of the brain, an introduction to neuropsychology. The brain' main structures</p>	<ul style="list-style-type: none"> • Students understand reasons for their own and others behaviour related to brain

Beths Grammar School GCSE Psychology Curriculum Map Exam board AQA

		<p>and their functions are covered in this topic. Students will learn about transmission of information within the brain and about various brain imaging techniques. They will be introduced to the concept of brain plasticity. Students will begin to appreciate that with learning come corresponding changes within the brain. This complements other topics touching on the idea that humans can change and develop psychologically.</p> <p>The students will learn the following skills:</p> <ul style="list-style-type: none"> • To develop a deeper understanding how specific parts of the brain control different functions and process in the brain. • To develop an understanding how medical science is shaping psychology thinking of the brain. • To learn how the body reacts to stress and how the students can manage their own stress levels in the future 	<p>activity and this can link to illness such as dementia</p> <ul style="list-style-type: none"> • James Lange • Hebb Theory • Penfield
<p>Spring Term 2A</p>	<p>Intent Why is this taught now?</p> <ul style="list-style-type: none"> • Neuropsychology and Psychological problems 	<p>Effects of significant mental health problems on individuals and society, characteristics of clinical depression, theories of depression, interventions or therapies for depression, characteristics of addiction, theories of addiction, interventions or therapies for addiction.</p> <p>The students will learn the following skills:</p> <ul style="list-style-type: none"> • They will develop a deep understanding of mental health and addictions and the impact on society and individuals • They will be able to evaluate attitudes towards mental health and addictions in different cultures. • To develop an understanding how twin studies are useful for supporting biological theories for addiction 	<ul style="list-style-type: none"> • End of unit test on Hebb theory including key studies • Tulving’s study • Wiles CBT
<p>Spring Term 2B</p>	<p>Intent Why is this taught now?</p>	<p>The final topic deals with two common mental health problems: depression and addiction. Students will learn about biological</p>	<ul style="list-style-type: none"> • End of unit Test

Beths Grammar School GCSE Psychology Curriculum Map Exam board AQA

	<ul style="list-style-type: none"> Psychological problems 	<p>and psychological explanations for both. They will also learn about some of the treatments available. While studying this topic, students will have an opportunity to learn about how mental health problems affect both the individual and society. They will also have a chance to reflect on how people are affected by the social stigma that surrounds mental health; and how this stigma can be lessened.</p>	<ul style="list-style-type: none"> Kaij's study Understand empathy, compassion, support peers, reduce stigma attached to mental health and addiction. Revision conference with other local schools
<p>Summer Term 3A</p>	<p>Intent Why is this taught now?</p>	<ul style="list-style-type: none"> To continue to develop revision strategies, use of past papers/mark schemes in preparation for the final exam To use memory strategies (from unit 1) and use them effectively in revising for their final exam 	<p>Both papers are 1hr 45 minutes long, and have 100 marks, with the same weighting of assessment objectives on each paper.</p> <p>Each topic (including Research Methods) has a separate section worth 25 marks; 4 on each paper.</p> <p>Questions are a mix of multiple choice, short answer and extended writing answers. The available past paper set had quite a few 5-, 6- and 9-mark questions spread around the papers.</p>
	<p>Revision and Final examination</p>		
<p>Summer Term 3B</p>	<p>Intent Why is this taught now?</p>		<p>Paper 1 Formal Exam Paper 2 Formal Exam</p>