



Ellesmere Port Catholic High School: Key Stage 5 Psychology Curriculum



Rationale:

From September 2015, Ellesmere Port Catholic High School will be following the new AQA specification, as the A Level Curriculum becomes even more challenging for pupils, with changes in assessment, examined for the first time in summer 2017. The specification includes some compulsory topics alongside options in Year 13 for psychological study for learners, which have been adhered to in Ellesmere Port Catholic High School's psychology curriculum focus.

The Key Stage 5 Psychology Curriculum at Ellesmere Port Catholic High School seeks to allow pupils to study psychological research, theory and a range of topics and approaches alongside key research methods. The Key Stage 5 Psychology Curriculum at Ellesmere Port Catholic High School allows pupils to gain a developed understanding of the key skills in line with the new specification; AO1 – knowledge and understanding, AO2 – application of knowledge, AO3 – Evaluation. These skills will be extremely beneficial for students who plan to continue their studies at university level.

Key Concepts & Processes

Describing research and theories	Using Evidence to evaluate	Applying knowledge to novel scenarios
Understanding research methods	Designing a piece of research	Recording and interpretation of data
Understanding Ethical Issues	Mathematical Content	Statistical Testing

Year 12 Curriculum – Lesson Time: 9 hours over 2 weeks

Term	Topic	AQA Specification	Research Methods
Autumn Term 1	Social Influence	<u>Types of Conformity</u> <u>Obedience</u> <u>Conformity to Social Roles</u> <u>Explanations for Obedience</u> <u>Resistance to Social Influence</u> <u>Minority Influence & Social Change</u>	<ul style="list-style-type: none"> Types of Experiments Dependent and independent variables (DV, IV) Ethical Issues
Autumn Term 2	Memory	<u>Duration, Capacity & Coding</u> <u>Memory Models</u> <u>Explanations for Forgetting</u> <u>Eye Witness Testimony</u> <u>Cognitive Interview</u>	<ul style="list-style-type: none"> Types of Experiments Dependent and independent variables (DV, IV) Case Studies Ethical Issues
Spring Term 1	Approaches	<u>Behaviourist Approach</u> <u>Social Learning Theory</u> <u>The Cognitive Approach</u> <u>The Biological Approach</u> <u>Biopsychology</u>	<ul style="list-style-type: none"> Types of Experiments Dependent and independent variables (DV, IV) Observations Family & Twin Studies Ethical Issues
Spring Term 2	Attachment	<u>Stages of Attachment</u> <u>Animal Studies</u> <u>Explanations of Attachment</u> <u>Cultural Variations</u> <u>Maternal Deprivation</u> <u>Romanian Orphan Studies</u> <u>Later Relationships</u>	<ul style="list-style-type: none"> Types of Experiments Observations Self-report techniques; questionnaires & interviews Ethical Issues Correlations

Summer Term 1	Psychopathology	<u>Definitions of abnormality</u> <u>Characteristics of phobias,</u> <u>depression & OCD</u> <u>Explanation & Treatment of</u> <u>Phobias, Depression & OCD</u>	<ul style="list-style-type: none"> • Types of Experiments • Observations • Self-report techniques; questionnaires & interviews • Ethical Issues • Family & Twin Studies • Statistical testing – The Sign Test
Summer Term 2 – A Level Content	Approaches & Biopsychology	<u>The Psychodynamic Approach</u> <u>The Humanistic Approach</u>	<ul style="list-style-type: none"> • Types of Experiments • Case Studies • Self-report techniques; questionnaires & interviews • Ethical Issues • Neuroimaging

Year 13 Curriculum – Lesson Time: 9 hours over 2 weeks

Term	Topic	AQA Specification	Research Methods
Autumn Term 1	Biopsychology Issues & Debates	Localisation of function in the brain Plasticity and functional recovery Split brain research Brain scanning techniques Biological rhythms Endogenous pacemakers and exogenous zeitgebers <u>Gender and culture bias</u> <u>Free will and determinism</u>	<ul style="list-style-type: none"> • Types of Experiments • Case Studies • Self-report techniques; questionnaires & interviews • Ethical Issues • Neuroimaging

		<p>The nature nurture debate Holism and reductionism Idiographic and nomothetic approaches Ethical implications of research</p>	
Autumn Term 2	Cognition and Development	<p>Piaget's theory of cognitive development Piaget's stages of intellectual development Vygotsky's theory of cognitive development Baillargeon's explanation of infant abilities Selman's levels of perspective taking Theory of mind The mirror neuron system</p>	<ul style="list-style-type: none"> • Types of Experiments • Observations • Ethical Issues
Spring Term 1	Schizophrenia	<p>Classification and diagnosis of schizophrenia Biological explanations for schizophrenia Psychological explanations for schizophrenia Biological therapies for schizophrenia Psychological therapies for schizophrenia The interactionist approach to schizophrenia</p>	<ul style="list-style-type: none"> • Types of Experiments • Case Studies • Self-report techniques; questionnaires & interviews • Ethical Issues • Neuroimaging

Spring Term 2	Forensic Psychology	Offender profiling Biological explanations of offending Psychological explanations of offending Dealing with offending behaviour	<ul style="list-style-type: none"> • Types of Experiments • Analysing data for correlations • Case Studies • Self-report techniques; questionnaires & interviews • Ethical Issues • Neuroimaging
Summer Term 1 & 2	Yr 13 Research Methods and Statistical Testing <u>Exam Practice</u>	<u>Application of research methods to novel scenarios</u> <u>Design a study</u> <u>Analyse a study/findings/data</u> <u>Reporting psychological investigations</u> <u>Features of science</u>	<ul style="list-style-type: none"> • Reliability • Validity • Content analysis • Statistical testing

Curriculum Topic – Teaching ideas

Teachers need to cover all items within each topic in the Key Stage 5 Curriculum. Teachers should make sure that assessment points are met within the topic but have flexibility as regards their teaching methods within each topic. Teachers should also include regular opportunities for low stakes testing and recall activities.

Year 12

Topic & Approx. Number of Lessons	Key Question(s)	Lesson Topic Content	Assessment	Memory Retrieval/Oracy – suggested activities	Home learning
<p>Social Influence</p> <p>20 lessons</p>	<p>Why do people conform and what are the different types of conformity?</p> <p>Why do people readily obey?</p> <p>What theories can account for/explain obedience?</p> <p>Why are some people able to resist the pressure to conform/obey?</p> <p>How is social change brought about?</p>	<p><u>Types of Conformity</u></p> <p><u>Obedience – Milgram & Milgram’s Variations</u></p> <p><u>Conformity to Social Roles - Zimbardo</u></p> <p><u>Explanations for Obedience – Agentic State/legitimate authority/the authoritarian personality</u></p> <p><u>Resistance to Social Influence – social support/locus of control</u></p> <p><u>Minority Influence & Social Change</u></p>	<p>Baseline test of mathematical concepts</p> <p>12 mark essay questions</p> <p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>End of unit Exam paper</p> <p>Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Free recall</p> <p>Gap fill</p> <p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p> <p>Just a minute</p> <p>Talking chips</p> <p>Articulate</p>	<p>12 mark essay questions</p> <p>Exampro questions</p> <p>Flipped learning</p>

<p>Memory</p> <p>20 lessons</p>	<p>How much information can we store and for how long?</p> <p>How do we store memories? – models of memory</p> <p>Why do we forget things?</p> <p>How is eyewitness testimony affected by leading questions/anxiety?</p> <p>What is the cognitive interview?</p>	<p><u>Duration, Capacity & Coding</u></p> <p><u>Memory Models – The Multistore Model of Memory/The Working Memory Model</u></p> <p><u>Types of Long Term Memory</u></p> <p><u>Explanations for Forgetting – Interference/Retrieval Failure</u></p> <p><u>Eye Witness Testimony – Leading questions Anxiety & EWT Cognitive Interview</u></p>	<p>12 mark essay questions</p> <p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>End of unit Exam paper</p> <p>Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Free recall</p> <p>Recall with picture prompts</p> <p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p> <p>Just a minute</p> <p>Talking chips</p> <p>Articulate</p>	<p>12 mark essay questions</p> <p>Exampro questions</p> <ul style="list-style-type: none"> • Flipped learning
<p>Approaches</p> <p>18 lessons</p>	<p>Can behaviour be learnt/conditioned from the environment? What can we learn from animal experiments about human behaviour?</p> <p>How do role models affect learning?</p>	<p><u>The Origins of Psychology</u></p> <p><u>Behaviourist Approach – Classical and operant conditioning (animal experiments)</u></p> <p><u>Social Learning Theory – Bandura’s Bobo Doll Study</u></p>	<p>12 mark essay questions</p> <p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>End of unit Exam paper</p>	<p>Free recall</p> <p>Gap fill</p> <p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p>	<p>12 mark essay questions</p> <p>Exampro questions</p> <ul style="list-style-type: none"> • Flipped learning

	<p>How do we explain behaviour from a cognitive point of view? Are we born to behave in a certain way? Is behaviour inherited?</p>	<p><u>The Cognitive Approach – Schema/Theoretical & Computer Models</u> <u>The Biological Approach – Genetics/ Genotype & Phenotype/Evolution</u> <u>Biopsychology – the nervous system and the endocrine system/neurons and synaptic transmission</u></p>	<p>Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Just a minute Talking chips Fan N Pick</p>	
<p>Attachment 24 lessons</p>	<p>What is attachment, how is it formed and how can we measure it? What stages of attachment do infants go through? What can we learn about attachment from animal studies? How does attachment vary between cultures? How do problems with attachment affect people in later life?</p>	<p><u>Introduction to Attachment and the primary caregiver</u> <u>Schaffer & Emerson’s Stages of Attachment</u> <u>Animal Studies – Harlow & Lorenz</u> <u>Learning theory of Attachment</u> <u>Bowlby’s Monotropic Theory</u> <u>The Strange Situation</u> <u>Cultural Variations</u> <u>Maternal Deprivation</u> <u>Romanian Orphan Studies</u> <u>Attachment and Later Relationships</u></p>	<p>12 mark essay questions Free recall tests Timed essays and Exampro questions End of unit Exam paper</p> <p>Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Free recall Recall with picture prompts Mini-whiteboard quizzes Think, pair, share Just a minute Talking chips Fan N Pick</p>	<p>12 mark essay questions Exampro questions Flipped learning Attachment ‘Egg’ Project</p>

<p>Psychopathology</p> <p>22 lessons</p>	<p>How do we define abnormality? What are the characteristics of some mental health problems – phobias/ depression/OCD? How do we explain and treat phobias/ depression/OCD?</p>	<p><u>Definitions of abnormality</u> – <u>Statistical Deviation/Deviation from social norms/Failure to function adequately/deviation from ideal mental health</u> <u>Characteristics of phobias, depression & OCD</u> <u>Behavioural approach to explaining and treating phobias, Cognitive approach to explaining and treating depression</u> <u>Biological approach to explaining and treating OCD</u></p>	<p>12 mark essay questions</p> <p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>End of unit Exam paper</p> <p>Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Free recall</p> <p>Gap fill</p> <p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p> <p>Just a minute</p> <p>Talking chips</p> <p>Fan N Pick</p>	<p>12 mark essay questions</p> <p>Exampro questions</p> <p>Flipped learning</p>
<p>Research Methods Recap and Revision</p>	<p>How do we conduct research? What ethical issues may arise? What are the different research methods? How do we select and group participants?</p>	<p>Types of Experiments Dependent and independent variables (DV, IV) Case Studies <u>Ethical Issues</u> Observations Self-report techniques; questionnaires & interviews</p>	<p>12 mark essay questions</p> <p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>Applying knowledge to novel scenarios/ Understanding research</p>	<p>Free recall</p> <p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p> <p>Just a minute</p> <p>Talking chips</p>	<p>12 mark essay questions</p> <p>Exampro questions</p> <p>Flipped learning</p>

		Correlations Statistical testing – The Sign Test	methods/ Understanding Ethical Issues Recording and interpretation of data Mathematical Content Statistical Testing AS EXAM	Fan N Pick	
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Year 13

Topic & Approx. Number of Lessons	Key Question(s)	Lesson Topic Content	Assessment	Memory Retrieval/Oracy – suggested activities	Home learning
Approaches and Comparison of approaches 8 lessons (Summer Term)	How would Freud explain our behaviour from a psychodynamic perspective? How do unconscious instincts affect our behaviour? Are we self-determining? Can we achieve self-actualisation?	<u>The Psychodynamic Approach</u> <u>The Humanistic Approach</u> <u>Comparison of Approaches</u>	16 mark essay questions Free recall tests Timed essays and Exampro questions Describing research and theories/ Using Evidence to evaluate/ Designing a piece of research	Free recall Mini-whiteboard quizzes Think, pair, share Talking chips Fan N Pick	16 mark essay questions Exampro questions • Flipped learning
Issues & Debates 14 lessons	Is psychology biased? Do we have free will? Are we born or made?	Gender and culture bias Free will and determinism The nature nurture debate	16 mark essay questions	Free recall Gap fill	16 mark essay questions

	<p>Can we study a person as a whole?</p> <p>Should we use a generic or a personalised approach when dealing with people?</p>	<p>Holism and reductionism</p> <p>Idiographic and nomothetic approaches</p> <p>Ethical implications of research</p>	<p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>End of unit Exam paper</p> <p>Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p> <p>Just a minute</p> <p>Talking chips</p> <p>Fan N Pick</p>	<p>Exampro questions</p> <ul style="list-style-type: none"> Flipped learning
Cognition and Development	<p>What do the key researchers say about how children develop and learn?</p> <p>What is meant by 'theory of mind'?</p> <p>How does the mirror neuron system affect our behaviour?</p>	<p>Piaget's theory of cognitive development</p> <p>Piaget's stages of intellectual development</p> <p>Vygotsky's theory of cognitive development</p> <p>Baillargeon's explanation of infant abilities</p> <p>Selman's levels of perspective taking</p> <p>Theory of mind</p>	<p>16 mark essay questions</p> <p>Free recall tests</p> <p>Timed essays and Exampro questions</p> <p>End of unit Exam paper</p>	<p>Free recall</p> <p>Recall with picture prompts</p> <p>Mini-whiteboard quizzes</p> <p>Think, pair, share</p> <p>Just a minute</p>	<p>16 mark essay questions</p> <p>Exampro questions</p> <p>Flipped learning</p>

		The mirror neuron system	Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues	Talking chips Fan N Pick	
Schizophrenia	How do we diagnose schizophrenia? – What are the characteristics? How do we explain and treat schizophrenia?	Classification and diagnosis of schizophrenia Biological explanations for schizophrenia Psychological explanations for schizophrenia Biological therapies for schizophrenia Psychological therapies for schizophrenia The interactionist approach to schizophrenia	16 mark essay questions Free recall tests Timed essays and Exampro questions End of unit Exam paper Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues	Free recall Gap fill Mini-whiteboard quizzes Think, pair, share Just a minute Talking chips Fan N Pick	16 mark essay questions Exampro questions <ul style="list-style-type: none"> Flipped learning

Forensic Psychology	<p>How can we build a profile of a serial killer? Are criminals born or made? Why do people offend? How should we deal with offenders?</p>	<p>Offender profiling Biological explanations of offending – Atavistic form/genetic and neural explanations Psychological explanations of offending – Eysenck’s theory/ cognitive explanations/ differential association theory/ psychodynamic explanations Dealing with offending behaviour</p>	<p>16 mark essay questions Free recall tests Timed essays and Exampro questions End of unit Exam paper Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues</p>	<p>Free recall Gap fill Mini-whiteboard quizzes Think, pair, share Just a minute Talking chips Fan N Pick</p>	<p>16 mark essay questions Exampro questions <ul style="list-style-type: none"> Flipped learning </p>
Research Methods and Statistical Testing	<p>Why do we use statistical testing in psychology? Which test do we need to use and why?</p>	<p><u>Reliability</u> <u>Validity</u> <u>Content analysis</u> <u>Statistical testing</u> <u>Application of research methods to novel scenarios</u> <u>Design a study</u></p>	<p>16 mark essay questions Free recall tests Timed essays and Exampro questions</p>	<p>Free recall Gap fill Mini-whiteboard quizzes Think, pair, share</p>	<p>16 mark essay questions Exampro questions <ul style="list-style-type: none"> Flipped learning </p>

		<u>Analyse a study/findings/data</u> <u>Reporting psychological investigations</u> <u>Features of science</u>	End of unit Exam paper Describing research and theories/ Using Evidence to evaluate/ Applying knowledge to novel scenarios/ Understanding research methods/ Understanding Ethical Issues	Just a minute Talking chips Fan N Pick	
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Assessment & Marking

The Psychology Department seeks to make assessment meaningful to pupils and will challenge learners and allow all pupils to take ownership of their progress within psychology lessons.

The assessment at Key Stage 5 for psychology seeks to focus upon all key theories, concepts and skills over two years in order to allow pupils to be fully prepared for the A Level examinations. All assessments will be completed on paper/exam style booklets and kept in school in each student's progress folder. Comprehensive feedback sheets will be provided along with MAD time for pupils to reflect upon their work.

Marking will include a variety of self, peer and teacher assessment and teachers exemplar answers will be provided to ensure that when pupils are revising that they have a full-marks answer to revise from.

Make a Difference (MAD) time will be given to all pupils to ensure that their files and their assessed work is of the appropriate standard.

All work will be marked in accordance with the success criteria provided to the pupils in lessons.

Assessment Statutory Guidelines: Ofsted

In line with Ofsted Guidelines (published May 2019, for first use September 2019) marking and assessment are inspected by Ofsted and expected to be as follows:

- This EIF seeks to put a single, joined-up educational conversation at the heart of inspection. It is built around the connectedness of curriculum, teaching, assessment and standards within the 'quality of education' judgement. As a result, the inspection methodology for this judgement is structured to ensure that inspectors are able to gather evidence of how a school's activities to deliver a high-quality education for its pupils connect and work together to achieve the highest possible standards.
- [Ofsted will ensure] Teachers use assessment to check pupils' understanding in order to inform teaching, and to help pupils embed and use knowledge fluently and develop their understanding, and not simply memorise disconnected facts
- When used effectively, assessment helps pupils to embed knowledge and use it fluently, and assists teachers in producing clear next steps for pupils. However, assessment is too often carried out in a way that creates unnecessary burdens for

staff and pupils. It is therefore important that leaders and teachers understand its limitations and avoid misuse and overuse.

- Inspectors will therefore evaluate how assessment is used in the school to support the teaching of the curriculum, but not substantially increase teachers' workloads by necessitating too much one-to-one teaching or overly demanding programmes that are almost impossible to deliver without lowering expectations of some pupils.
- [Ofsted say] Teachers and leaders use assessment well, for example to help pupils embed and use knowledge fluently, or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.
- [Ofsted want to ensure that assessment is not] overly burdensome. It is unhelpful in determining what children know, understand and can do.
- Assessment should be used to; “embed and use knowledge fluently and flexibly, to evaluate the application of skills, or to check understanding to inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff and students.” (In order to be a Good school)
- If assessment is “weak” then “teaching fails to meet students’ needs.”

IN TERMS OF MARKING:

- Ofsted do NOT specify the type, volume or frequency of marking and feedback (p.15 EIF Inspection Handbook)
- Inspectors will **not** use work scrutiny to evaluate teachers' marking. Inspectors will connect work scrutiny to lesson visits and, where at all possible, conversations with pupils and staff. (p.27 EIF Inspection Handbook)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif>, accessed 10.7.19

Home learning Rationale

The aims of Ellesmere Port Catholic High School's Psychology Department's Home learning Policy and Setting is to allow children to be given the chance to consolidate what has been learnt at school and allow pupils to work at different rates due to ability and needs. Home learning is to increase a pupil's confidence and enjoyment in learning and to give parents opportunities to encourage, express approval and, in general, relate positively to the learning of the child. The Psychology Department also seeks for pupils to develop long-term habits of independent learning and that home learning activities are relevant to 21st Century learning, incorporating literacy, numeracy and interactive use of technology such as websites and podcasts, where appropriate.

In Ellesmere Port Catholic High School's Psychology Department, home learning is an essential aspect to independent and autonomous learning, allowing pupils to expand and develop upon their understanding of topics covered in class.

Key Stage 5

At key stage 5, pupils are further encouraged to complete independent learning tasks that will support their in-class learning; this learning will support their studies at A Level and allow them to develop their understanding further in order to successfully answer the examination questions. Home learning also consists of practise essay-based questions in order to further develop pupils' understanding of the demands of the exam and the requirements at A Level. Wider-reading booklets and research papers are provided to pupils in order to ensure that they have a deeper understanding of the units studied, and to further prepare them for university when this skill is required of them.