


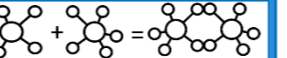








## Swindon Academy Psychology Curriculum Map

The intent of Psychology at Swindon Academy is for pupils to leave school with a sound understanding of the main principles of Psychology. In the first year students study Introductory topics in psychology: learn about conformity, social norms, how the mind remembers and forgets and how children form attachments. Students learn more about the different approaches in psychology and how to design and conduct your own research. Students study different approaches in psychology, Biopsychology, Research methods and Issues and debates in psychology. Students then learn about the fascinating tendencies of human behaviour, with options looking into schizophrenia, Aggression and relationships.

Students will develop essential knowledge and understanding of different areas of the subject and how they relate to each other. To develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods. To develop competence and confidence in a variety of practical, mathematical and problem-solving skills. To develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. To understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.

### Implementation – Rosenshine principles of instruction – please write one or two sentences to describe the implementation for each of the Rosenshine principles below these must be subject specific and observable in lessons.

Daily Review	New Material in Small Steps	Ask Questions	Provide Models	Guide Student Practice	Check Student Understanding	Obtain High Success Rate	Scaffolds for Difficult Tasks	Independent Practice	Weekly and Monthly Review
 <p>Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.</p>	 <p>Our working memory is small, only handling a few bits of information at once. Avoid its overload—present new material in small steps and proceed only when first steps are mastered.</p>	 <p>The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.</p>	 <p>Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud, help to clarify the specific steps involved.</p>	 <p>Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers build in more time for this.</p>	 <p>Less successful teachers merely ask "Are there any questions?" no questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.</p>	 <p>A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.</p>	 <p>Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.</p>	 <p>Independent practice produces "overlearning" - a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.</p>	 <p>The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.</p>
<ul style="list-style-type: none"> <li>• United quizzing</li> <li>• Do now recall quadrants or questions on the board</li> </ul>	<ul style="list-style-type: none"> <li>• Quotes given start sols</li> <li>• Practice developed points and PEELS</li> </ul>	<ul style="list-style-type: none"> <li>• Cold call</li> <li>• Variety of Open and closed questions</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher model visualiser</li> <li>• Walking talking questions</li> </ul>	<ul style="list-style-type: none"> <li>• Use of visualizer good to great/ modelling</li> <li>• Apply tasks every lesson</li> <li>• Key words given to use in L9 answers</li> </ul>	<ul style="list-style-type: none"> <li>• Peer marking against model answers</li> <li>• Challenging individual students on knowledge and understanding whilst circulating</li> </ul>	<ul style="list-style-type: none"> <li>• Re testing questions that are not mastered- QLA</li> <li>• Use of knowledge organisers and revision materials in prep to master content</li> </ul>	<ul style="list-style-type: none"> <li>• Concept maps</li> <li>• Sentence starters and paragraph prompts (writing frames)</li> <li>• Key word lists and linking phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Practice exam questions</li> <li>• Knowledge organiser tests</li> <li>• United Quizzing</li> </ul>	<ul style="list-style-type: none"> <li>• Quizzing</li> <li>• Practice exam questions</li> </ul>

Term	1	2	2	3	3	4	4	5	6	6
Year 12	<b>Social influence</b> Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by		<b>Assessment 2</b> Review and reteach	<b>Memory</b> The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.	<b>Assessment 3</b> Review and reteach	<b>Approaches</b> Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make	<b>Assessment 4</b> Review and reteach	<b>Attachment</b> Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.		<b>Assessment 5</b> Review and reteach

	<p>Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change</p> <p><b>Research methods</b></p> <p>Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations:</p>		<p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p>		<p>inferences about mental processes. The emergence of cognitive neuroscience.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <p><b>Psychopathology</b></p> <p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</p> <p>The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.</p> <p>The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy</p>		<p>Bowlby's theory of maternal deprivation.</p> <p>Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p> <p><b>Issues and Debates</b></p> <p>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity</p>	
--	---	--	---	--	---	--	---	--

Term	1	2	3	4	5
------	---	---	---	---	---

<p><b>Year 13</b></p>	<p><b>Biopsychology</b>          Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.          The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).          The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.          The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts.          The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>	<p><b>Schizophrenia</b>          Classification of schizophrenia.          Positive symptoms of schizophrenia, including hallucinations and delusions.          Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.          Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis.          Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.          Drug therapy: typical and atypical antipsychotics.          Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia.          Token economies as used in the management of schizophrenia.          The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p>	<p><b>Relationships</b>          The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour.          Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.          Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment.          Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases.          Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships.          Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</p>	<p><b>Aggression</b>          Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.          The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression.          Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.          Institutional aggression in the context of prisons: dispositional and situational explanations.          Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming.</p>	<p>Revision</p>	
<i>Mock 1</i>		<i>Mock 2</i>		<i>Mock 3</i>		<i>Mock 4</i>