



Prince William School

Psychology Curriculum Overview



Why Teach Psychology?

- Psychology promotes a better understanding of mental health.
- Psychology helps to develop an understanding of scientific theory, use of mathematics and research skills.
- Psychology gives an understanding of human behaviours in a variety of contexts.
- Psychology helps students to learn and develop a range of transferable skills that would be useful in higher education as well as careers and professions.

Disciplinary Big Ideas

Students make progress in psychology through working on the following skills:

	Knowledge of concepts, theories, studies, methods, and ethics.	Students will have a growing knowledge of psychological terms that can be used to outline, explain, and evaluate psychological research.
	Application of knowledge to a range of contexts.	Students will be able to apply psychological research to fictional and factual behaviours. Students will be able to apply theories to both explain, manage, and treat behaviour.
	Evaluation of psychology theory and methods.	Students will be able to assess, discuss and evaluate psychological theories and studies, taking the usefulness, validity, and reliability into account.
	Analysis and interpretation of research data and mathematical content.	Students will be able to analyse and interpret data in a range of contexts from real and fictional studies. Students will also be able to appropriately display and report on research findings. Analysis can be used to determine the significance of research and draw appropriate conclusions.
	Design psychological investigations and justify choices of method	Students will be able to plan, design and justify a range of psychological research using appropriate methods in line with research aims.

Substantive Big Ideas

Psychology offers students the opportunity to learn about broad aspects of human behaviour as well as the main psychological approaches that underpin research. This is particularly suited to those who wish to enter professions that require a grasp of human behaviour and development. The substantive big ideas are based around main elements of human behaviour.

	Social Psychology	Focuses on how people's thoughts, feelings, beliefs, intentions, and goals are defined within a social context by the real or imagined interactions with others.
	Cognitive Psychology	Looks at how people think and learn using internal mental processes that take place, such as memory, language, perception.
	Developmental Psychology	The study of how humans grow, change, and adapt, with a focus on early childhood and how this can affect human behaviour.
	Biopsychology	Emphasises the study of biological mechanisms of behaviour and mental processes that affect how we think and act.
	Abnormal Psychology	Focuses on unusual patterns of behaviour, emotion, and thought, which could possibly be understood as a mental disorder, and how these can be explained and treated.
	Research Methods	Emphasises the main methods used in fields of psychology to study, analyse, interpret, and draw conclusions on human behaviour.
	Issues, debates, and approaches	Broader, abstract concepts in psychology and general schools of thought that psychologists follow and need to consider when conducting research.

Learning for Life and Careers

Employability skills

Literacy, Numeracy/ICT, Research, Analysis, Creativity, Leadership, Organisation, Resilience, Initiative, Communication.

Linking the curriculum to careers

Developmental psychology could lead to careers in education, behavioural therapy, adolescent development specialist, developmental psychologist, early year specialist and social work.

Forensic psychology lends itself to policing, working within the wider criminal justice system, forensic psychologist working within prisons. Abnormal psychology has routes into counselling, psychiatry, nursing, research psychologist, social work, neuropsychologist.

Encounters with employers

Extra-curricular trips to the Old Bailey Crown Court may offer interactions with those in the Criminal Justice System, as well as visiting talks from those within the justice system such as police detectives, prison officers and district judges.

Further trips to visit lecturers and experts in their field within psychology.

Examples of qualification pathways

Psychologist- Bachelor's Degree, Master's Degree, Accredited doctorate programme, including placements and thesis, application for license through the British Psychological Society.



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Psychology Curriculum Map – Topics by Term



	Social Psychology	Cognitive Psychology	Developmental Psychology	Biopsychology	Abnormal Psychology	Research Methods	Issues, Debates and Approaches	
	Year 12				Year 13			
Autumn 1	Social Influence <ul style="list-style-type: none"> Types and Explanations of Conformity Explanations of obedience Research into social influence (Asch, Zimbardo, Milgram) Resistance of social influence Use of social influence to create social change 				Biopsychology The brain <ul style="list-style-type: none"> Localisation Lateralisation Plasticity Investigating the brain Biological Rhythms <ul style="list-style-type: none"> Circadian Infradian Ultradian Research Methods <ul style="list-style-type: none"> Types of Validity and Reliability Levels of Measurement Statistical Testing Features of Science 			
	Research Methods <ul style="list-style-type: none"> Ethics Experimental design Control of variables 							
Autumn 2	Memory <ul style="list-style-type: none"> Models of Memory (Multi-store model, Working memory model) Types of long-term memory Forgetting (Interference, Retrieval Failure) Eyewitness Testimony (Misleading information, anxiety, cognitive interview) 				Issues and Debates Bias <ul style="list-style-type: none"> Gender bias Cultural bias Ethical implications Debates <ul style="list-style-type: none"> Free will vs determinism Holism vs reductionism Idiographic vs nomothetic Application of debates to previous content. 			
	Research Methods <ul style="list-style-type: none"> Types of experimental methods Sampling methods Pilot studies 							
Spring 1	Attachment <ul style="list-style-type: none"> Caregiver infant interaction (interactional synchrony, role of the father) Animal studies into attachment (Harlow, Lorenz) Theories of attachment (Learning theory, Bowlby's monotropic theory) Assessing Attachment (Strange Situation, cultural variations of attachment) Influence of Attachment (Maternal deprivation, institutionalisation, influence on later relationships) 				Relationships <ul style="list-style-type: none"> Evolutionary Explanations for partner preferences Factors affecting romantic relationships <ul style="list-style-type: none"> Physical attraction Filter theory Similarity Theories of romantic psychology <ul style="list-style-type: none"> Social Exchange Theory Equity Theory Investment Model Duck's relationship breakdown model Virtual Relationships Parasocial Relationships 			



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Psychology Curriculum Map – Topics by Term



Social Psychology



Cognitive Psychology



Developmental Psychology



Biopsychology



Abnormal Psychology



Research Methods



Issues, Debates and Approaches

Year 12

Year 13

Spring 2

Psychopathology

- Definitions of abnormality
- Deviation from social norms, deviation from ideal mental health, statistical infrequency, failure to function adequately
- Characteristics of mental health disorders (phobias, depression, OCD)
 - Emotional
 - Cognitive
 - Behavioural

Phobias

- Behaviourist explanation of acquisition of phobias
- Behaviourist treatments for phobias

Research Methods

- Correlations
- Types of Data
- Mathematical Content

Forensic Profiling

- Top-down
- Bottom-up

Theories of Criminality

- Biological theories (atavism, genetic, neural)
- Eysenck's criminal personality
- Cognitive explanations
- Differential association
- Psychodynamic explanations

Dealing with criminal behaviour

- Custodial Sentencing
- Anger Management
- Behaviour Modification
- Restorative Justice

Summer 1

Psychopathology

OCD

- Biological explanations of OCD (genetic, neural)
- Biological Treatments of OCD (drug therapies)

Depression

- Characteristics (emotional, behavioural, cognitive)
- Cognitive explanations of depression (Beck, Ellis)

Research Methods

- Peer Review
- Types of Validity and Reliability
- Significance and Probability

Revision

Summer 2

Approaches

- Origins of Psychology Wundt
- Learning Approaches
 - Behaviourism
 - Social Learning Theory
 - Cognitive Approach
- Biological Approach
 - Nervous systems
 - Neurons and synapses
- Psychodynamic Approach
- Humanistic Approach
- Comparison of Approaches

Research Methods

- Features of Science
- Levels of Measurement
- Statistical Testing

Revision



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Psychology Curriculum Map – Substantive Knowledge Progression








		Year 12		Year 13
	Social Psychology	<ul style="list-style-type: none"> Studies of social influence, Asch, Zimbardo, Milgram Explanations of Conformity Explanations of Obedience Resisting social influence 	<ul style="list-style-type: none"> Minority influence Factors affecting social change Learning Approaches: behaviourism and SLT 	<ul style="list-style-type: none"> Eysenck's theory of criminal personality. Token economies to manage SZ. SLT of gender development Differential association theory of criminality. Token economies to manage criminality.
	Cognitive Psychology	<ul style="list-style-type: none"> Features of memory Models of memory: MSM and WMM Types of LTM Explanations for forgetting 	<ul style="list-style-type: none"> Factors affecting EWT and improving EWT Cognitive Approach: Role of Schema Explanation and Treatment of Depression 	<ul style="list-style-type: none"> Cognitive explanations of SZ: cognitive distortions. Cognitive treatments for SZ: CBT Cognitive explanations of gender: gender schema theory, Kohlberg's theory. Cognitive explanations of criminality: cognitive distortions, Kohlberg's theory Anger management for criminality
	Developmental Psychology	<ul style="list-style-type: none"> Attachment figures and interaction Explanations of attachment Assessing Attachment Consequences of attachment Psychodynamic approach: role of the unconscious. 		<ul style="list-style-type: none"> Relationship formation Theories of relationships and breakdowns Virtual relationships
	Biopsychology	<ul style="list-style-type: none"> Biological Approach: evolution, genetics, brain chemistry. Explanation and Treatment of OCD Nervous and endocrine system Neurons and synaptic transmission 		<ul style="list-style-type: none"> The brain: localisation, lateralisation Biological rhythms: circadian, infradian, ultradian Biological explanations of SZ: neural and genetic. Biological treatments of SZ: typical and atypical drug therapy. Biological explanations of gender development: chromosomes and hormones. Atypical gender development Biological explanations of forensic: genetic, neural, atavistic form
	Abnormal Psychology	<ul style="list-style-type: none"> Definitions of abnormality Characteristics of OCD, Depression and Phobias 		<ul style="list-style-type: none"> Diagnosis and classification of schizophrenia. Interactionist explanation of schizophrenia. Parasocial relationships Criminal profiling: top down and bottom up profiling.
	Research Methods	<ul style="list-style-type: none"> Experimental Method Types of research Methods Sampling Ethics Types of data Statistical testing Peer Review 	<ul style="list-style-type: none"> Content analysis Types of reliability and validity Statistical testing Probability and significance Features of science Reporting psychological investigations 	<ul style="list-style-type: none"> Year 12 content is reviewed as part of year 13 lessons with exam practice and consolidation
	Issues, debates, and Approaches	<ul style="list-style-type: none"> Origins of psychology Emergence of psychology as a science Learning approaches Biological approach Cognitive approach Psychodynamic approach Humanistic approach Comparison of approaches 		<ul style="list-style-type: none"> Gender bias Culture bias Free will vs determinism Nature vs nurture Reductionism vs holism Idiographic and the nomothetic approach Ethical implications of research



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Psychology Curriculum Map – Disciplinary Knowledge Progression



	Year 12	Year 13
 Knowledge	Students will be able to define, outline and explain psychological key concepts such as classical and operant conditioning and schemas and how they explain human behaviour. Students will be able to develop their explanation with relevant examples as well as psychological studies that have tested theories, such as Asch, Ainsworth, and Milgram.	Students will be able to define, outline and explain more complex psychological concepts such as the interactionist approach and determinism to develop their explanation of human behaviour. Students will be able to demonstrate their knowledge through reference to psychological research.
 Application	Students will be able to apply their knowledge to exam style questions and to stem scenarios to explain the behaviour presented. Students will be able to make explicit links between the scenario and psychological theory.	Students will be able apply greater breadth and depth of knowledge to exam style questions and to stem scenarios to explicitly explain links between theories and the behaviour presented in the question.
 Evaluation	Students will be able to evaluate psychological research (theories and studies) by using GRAVE criteria as well as considering how research can be used to support and challenge the research. As they develop their knowledge of research methods, students will also be able to evaluate the methodology of studies. Students will be able to use the PEEL structure to develop their evaluation.	Students will be able to evaluate psychological research (theories and studies) by using the broader, more complex evaluation ideas such as the issues and debates as well as making comparisons between theories from different approaches and schools of thought. Students will continue to evaluate using GRAVE, methodology and research, but will be able to draw on more specific examples of validity (face, temporal, population) and reliability (inter-rater, test-retest), continuing to use the PEEL structure. Students may also be able to explain effective counterarguments using the PEEEL structure.
 Mathematical Content	Students will be able to infer conclusions from descriptive statistics, tables, and graphs. Students will be able to plot and present quantitative data in a suitable graph. Students will be able to convert data to/ from decimals, percentages, and fractions. Students will be able to calculate the sign test.	Students will be able to select and justify appropriate inferential tests. Students will be able to determine significance using the appropriate significance level, and critical value. Students will be able to report significance correctly, including level of significance, calculated/ critical values, and df/ n.
 Design	Students will be able to identify and explain different types of designs and methods, including types of experiment, observation, and self-report. Students will be able to identify and explain different methods of sampling. Students will be able to operationalise variables and identify extraneous variables and explain why these need to be controlled.	Students will be able to explain how to conduct a content analysis as well as how to assess for reliability and validity in different research designs. Students will be able to design a study by selecting and explaining how to conduct their methods of choice as well as justify why that type of method/ design has been selected.



Prince William School Psychology Vocabulary



Disciplinary Vocabulary

Command Words	Identify, Define, Describe, Outline, Explain, Apply, Justify, Evaluate, Discuss
Mathematical vocabulary	Calculate, Significance, Probability, Critical Values,
Psychology Terminology	Research, studies, theories, validity, reliability, implication, application, generalisability,

Substantive Vocabulary by Topic

Year 12

Year 13

Social Influence	Memory	Attachment	Psychopathology	Approaches	Biopsychology	Issues and Debates	Forensic	Schizophrenia	Relationships
Normative social influence	Coding	Reciprocity	Abnormality	Introspection	Nervous system	Gender bias (alpha/ beta)	Profiling	Positive/ Negative Symptoms	Sexual selection
Informational social influence	Capacity	Interactional synchrony	Deviation	Learning approaches	Neurons/ synapses	Androcentrism	Atavism / markers	Symptom overlap	Partner preferences
Internalisation	Duration	Animal research	Statistical infrequency	Stimulus- response links	Excitation/ inhibition	Universality	Concordance	Comorbid	Self-disclosure
Conformity	Semantic	Learning theory	Behavioural, emotional, cognitive	Schedules of reinforcement	Endocrine system	Cultural relativism	Extraversion/ neuroticism	Neural correlate	Matching hypothesis
Social roles	Episodic	Critical period	Two-process model	Imitation and observation	Fight/ flight	Biological/ environmental/ psychic	Immediate gratification	Polygenic	Filter theory
Obedience	Procedural	Internal working model	Classical conditioning	Vicarious reinforcement	Localisation	Hard/ soft determinism	Moral reasoning	Dopamine	Social demography
Situational	Multi-store model	Monotropy	Operant conditioning	Mediational processes	Lateralisation	Free will	Distortions	Family dysfunction	Social exchange
Dispositional	Working memory	Strange situation	Counterconditioning	Cognition	Plasticity	Causal explanations	Differential association	Dysfunctional thoughts	Equity
Agentic state	Interference	Types of attachment	Negative triad	Schema	Functional recovery	Levels of explanation	Recidivism	Typical/ atypical	Investments (intrinsic/ extrinsic)
Autonomous	Retrieval failure	Cultural variations	Cognitive distortions	Inference	Split-brain	Biological reductionism	Prisonisation	Family therapy	Absence of gating
Legitimate Authority	Cognitive interview	Meta-analysis	Irrational thoughts	Cognitive neuroscience	Temporal resolution	Environmental reductionism	Retribution	Interactionism	Virtual relationships
Locus of control	Cues	Imposed etic	ABCDE	Machine reductionism	Spatial resolution	Holism	Rehabilitation	Diathesis-stress model	Parasocial
Dissenter	Anxiety	Maternal deprivation	Genetics	Evolution	Rhythms	Idiographic	Deterrence	Delusion	Absorption- addiction
Augmentation principle	Leading questions	Influence on relationships	Neural	Genotype/ phenotype	Endogenous pacemakers	Nomothetic	Behaviour modification	Hallucination	Attachment theory
Social change	Post-event discussion	Stranger/ separation anxiety	Candidate genes	Neurochemistry	Exogenous zeitgebers	Ethical implications	Anger management	Speech poverty	Comparisons
Resistance to social influence	Eye-witness testimony	Insecure avoidant/ resistant	Drug therapy	Unconscious	Circadian	Social sensitivity	Restorative justice	Avolition	Comparison with alternatives
Variables	Artificial tasks	Secure	Placebo	Self-actualisation	Infradian/ ultradian				Intra-physic