



**THE BROMFORDS SCHOOL**  
ACHIEVE ENRICH PREPARE

# The Bromfords School

## Science Department – Psychology.

### Intent of Curriculum



The Intent of Science and Psychology at Bromfords is

The intent of Science at Bromfords is the systematic study of the physical and natural world through observations and experimentation. Our intent is to make students scientifically literate in order to make sense of information and to communicate their ideas to contribute to a better and more advanced world.

Achieve:

Students are supported and challenged to think scientifically. To be inquisitive and pose genuine investigative questions. Through problem solving approaches they will use experimental observations to deepen their understanding.

Enrich:

To offer a blend of independent investigation and team working skills to explore and suggest solutions to real world problems. To help students be better members of society through a deeper understanding of how science works, and consequently help students make better life decisions. Enable students to acquire accurate information about the natural world and about society and culture.

Prepare:

To re-visit key skills in real world contexts. Allow students to reflect on the purpose of the topic in the bigger picture of how the world works and future career opportunities. Students are aware of implications of actions through application of real science.

Department: Psychology	Curriculum Map What does Psychology at Bromfords look like?					
Entry KS2	Year 7	Year 8	Year 9	Year 10	Year 11	Post-16
			<p><u>Knowledge:</u> Psychology in Science Unit. Student will cover; Psychology as a Science, The structure and function of the brain and our memory, A Key Study - Murdock (1962), How we learn behaviour and the Nature vs Nurture Debate.</p> <p><u>Skills:</u> Students will develop their comparative and evaluative skills, they will also have an opportunity to develop their debate skills.</p>			<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>• Research Methods in Psychology and the application of these to test theories and concepts in psychology</li> <li>• The Origins of Psychology and Approaches in Psychology, developing an understanding of how the approaches are applied to psychological concepts</li> <li>• Psychopathology – evaluating therapies and treatments for common mental health disorders</li> <li>• Understand how memory works and the cognitive explanations for this</li> <li>• Understand the human need for attachment and the evolutionary benefits of them</li> <li>• Biopsychology – understand structure and function of the nervous system and the symptomatic effect of behaviour</li> <li>• How conformity and obedience impact our society</li> <li>• Understand significant issues and debates within psychology</li> <li>• Why does stress happen, what role does it play in our lives and how can we manage this?</li> <li>• Understand different types of relationships we build throughout our lives and the influence that these have on us</li> </ul>

						<ul style="list-style-type: none"> <li>Understand the explanations for and risks of addiction and ways to reduce addiction</li> </ul> <p><u>Skills:</u>            Analysis, interpretation and evaluation skills.            Application of content to unfamiliar contexts in the modern world around us.            Practical research skills            Mathematical analysis            Designing and conducting studies            Extended writing and evaluative methods</p>
<b>Enrichment, Careers, Real-world Experience.</b>	<p>Careers &amp; Real-World: Psychology develops student's confidence in analysis and evaluation, strengthening their ability to understand the human mind and behaviour. These transferable skills open up a wide range of careers to students, from Psychologists and Psychotherapists, to careers as Social workers, Teachers, Counsellors and Human Resource Managers. The research skills developed throughout the course also allow students to work in roles that are research based, encouraging them to develop their analytical skills further.</p> <p>Our students experience a rich and diverse range of modern behaviours and phenomenon in their studies. Throughout their course they will attend several university trips to explore the courses on offer in Further Education, including apprenticeships and vocational courses.</p> <p>Throughout their time studying Psychology students can experience a number of educational visits.</p>					

**Year 12– Intent:** Psychology is an academic subject that enables our students to develop their knowledge of psychological issues, research studies, theories, and models in a range of topic areas. Psychology includes elements of many other disciplines including English Language, Mathematics, Computer Science, Biology, Business Studies, History and Geography. Students develop the higher-level skill of evaluation by looking at strengths, limitations, and other discussion points such as compare and contrast throughout the course. This allows them to understand the complexity of psychological issues and move away from simplistic answers towards more developed discussions. Students use their knowledge and evaluation skills to apply Psychology to real world examples of behaviour and need to be prepared to consider topics in the exams that are not on the specification, a wide range of examples are used in lessons to support them with this.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Research Methods (Unit 2)</p> <p>Learning Intent: Students will develop their critical analysis skills acquire the knowledge and skill to evaluate the validity and quality of research underpinning all subsequent topics/units.</p> <p>Students will demonstrate knowledge and understanding of a range of 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>Rationale: Research Methods equates to 30% of the whole A-level specification. Research Method questions are embedded in all other units and topics. Rather</p>	<p>Scheme of Work: Approaches in Psychology (Unit 2)</p> <p>Learning Intent: Students develop a basic understanding of human development from various perspectives. They will refine their ability to think abstractly, from other points of view and apply this to everyday situations/human behaviour.</p> <p>Rationale: The first part of this unit covers the Origins of Psychology and students are provided with a very interesting overview of how psychology has developed as a science. This is critical as we do not offer GCSE Psychology and so it is likely that this is the first-time students will have studied this topic in any capacity.</p> <p>The rest of the Approaches topic covers the main six</p>	<p>Scheme of Work: Psychopathology (Unit 1)</p> <p>Learning Intent: Students gain knowledge of some of the most common mental health disorders, including anxiety and depression. Students will evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Rationale: Psychopathology (unit one) is taught towards the end of the autumn term. Much of the learning is a progression and development from the approaches topic. This topic is easier to understand, if taught after students have gained an understanding of the biological, cognitive, and behavioural approaches.</p>	<p>Scheme of Work: Memory &amp; Attachment (Unit 1)</p> <p>Learning Intent: Attachment – Develop the required understanding of why humans need attachments and the evolutionary benefits of them. Reflecting upon own attachments. Understanding future impacts of earlier attachments. Analysing impacts of disruption in early attachments.</p> <p>Memory – Utilise conceptual and abstract thinking to build upon the cognitive approach. Understand of how memory works through 2 different models. Students will focus on forgetting and issues with EWT.</p> <p>Rationale: These unit 1 topics allow students to exercise their application of various approaches in understanding these key features of human behaviour.</p>	<p>Scheme of Work: Biopsychology (Unit 2)</p> <p>Learning Intent: Built on from biological approach; getting students to understand the biological basis of human behaviour. This will potentially include a dissection of the brain and will draw links between the structure and function of the nervous system and the symptomatic effect of behaviour.</p> <p>Rationale: The final topic covered is Biopsychology. For some students this can be the most challenging and so it is actually quite motivating for students to know that this is the last topic covered. It is more straightforward than students first believe. Leaving Biopsychology to the end means that students must review their understanding of the Year 1 content.</p>	<p>Scheme of Work: Social Influence (Unit 1)</p> <p>Learning Intent: Students will be required to demonstrate an understanding of conformity, obedience and how this impacts society. Examines key examples throughout history (apartheid, The Suffragettes, MLK etc.). Emphasis placed on personality.</p> <p>Rationale: This final unit 1 topic allow students to exercise their application of various approaches in understanding these key features of human behaviour.</p>

than overwhelming students with the whole of the research methods topic, teaching is delivered in two parts. The year one content will be followed up at the start of year two (year 13).	approaches in psychology. These underpin so many other topics and students are able to see links between the units each time we cover a topic.				
Measuring Impact through: <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	Measuring Impact through: <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	Measuring Impact through: <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	Measuring Impact through: <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	Measuring Impact through: <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	Measuring Impact through: <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>

**Year 13– Intent:** Psychology is an academic subject that enables our students to develop their knowledge of psychological issues, research studies, theories, and models in a range of topic areas. Psychology includes elements of many other disciplines including English Language, Mathematics, Computer Science, Biology, Business Studies, History and Geography. Students will further consolidate the higher-level skill of evaluation by looking at strengths, limitations, and other discussion points such as compare and contrast throughout their second year of the course. This allows them to understand the complexity of psychological issues and become more consistent in developed discussions. Students use their knowledge and evaluation skills to apply Psychology to real world examples of behaviour and need to be prepared to consider topics in the exams that are not on the specification, a wide range of examples are used in lessons to support them with this. In this year, a consistent focus will be put on the skills required to answer the different exam style questions in order to prepare students for their final examinations.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Scheme of Work: Issues &amp; Debates in Psychology (Unit 3)</p> <p>Learning Intent: To understand significant issues &amp; debates that are consistent across all areas of psychology. This will bring together AO3 elements from all topics. Debates are including but not limited to, Gender bias, Nature – Nurture, Freewill and determinism, research validity and ethical concerns in relation to research and its findings. In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate.</p> <p>Rationale:</p>	<p>Scheme of Work: Option 2 – Stress (Unit 3)</p> <p>Learning Intent: Students will learn about the role, sources and physiology of stress. They will develop and understanding of how we measure stress and the individual differences within stress. Students will also look at ways of managing and coping with stress.</p> <p>Rationale: This unit will be one that supports our students not only within psychology but can also be applied to their time in sixth form and then moving forward into their future careers. It will allow students to consider not only others relationship with stress, but also their own. Further allowing students to have a better understanding of why they</p>	<p>Scheme of Work: Option 1 – Relationships (Unit 3)</p> <p>Learning Intent: Students will learn about the evolutionary explanations for relationships, including the relationship between sexual selection and human reproductive behaviour. This will include looking at the factors that affect and the theories of romantic relationships. Other examples of relationships will include looking at virtual relationships and parasocial relationships.</p> <p>Rationale: Relationships was chosen as this topic builds on what students have already learnt in attachment in year 1, it is also very useful for any students thinking of applied careers in which Psychology may not be a primary qualification. This topic can also help students to understand the relationships</p>	<p>Scheme of Work: Option 3 – Addiction (Unit 3)</p> <p>Learning Intent: Students will learn about explanations for addiction and the risk factors involved with certain addictions, such as gambling and nicotine. Students will also develop their understanding of ways to reduce addiction and Prochaska’s six stage model of behaviour change.</p> <p>Rationale: This unit allows students to develop their ability to apply their understanding of psychology to current and real-world examples. This unit also builds on students understanding from previous topics, particularly Approaches to Psychology, to help them understand behavioural links to addiction.</p>	<p>Scheme of Work: Biopsychology (Unit 2)</p> <p>Learning Intent: The final topic covered is Biopsychology. For some students this can be the most challenging and so it is actually quite motivating for students to know that this is the last topic covered. It is more straightforward than students first believe.</p> <p>Rationale: Leaving Biopsychology to the end means that students must review their understanding of the Year 1 part learned in Year 12. This understanding is the basis for the Year 2 elements.</p>	<p>Scheme of Work: Revision and Preparation for end of year Examinations</p> <p>Learning Intent: During this term students will develop their revision skills and ability to retain information. Students will continue to build on the exam skills that they have developed throughout the course to prepare them for their end of year Exams.</p> <p>Rationale: Allowing students time to revisit areas of challenge and practice their exams skills will develop their confidence in answering questions in their final Exams but will also help them to develop the skills they need should they wish to pursue further education.</p>

<p>The Issues and Debates unit is covered first, reviewing the flipped learning carried out over the summer holidays. Issues and debates can be developed and explored in all other topic units. It is important to cover this early on in year 13. It is difficult for students to get an understanding of this topic before completing year 12. Hence why it is best taught at the start of year 13, when students already have a good understanding of other units.</p>	<p>feel stressed and the techniques that can be used to manage these in different situations.</p>	<p>they and others build throughout their lives</p>			
<p>Measuring Impact through:</p> <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	<p>Measuring Impact through:</p> <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	<p>Measuring Impact through:</p> <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	<p>Measuring Impact through:</p> <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	<p>Measuring Impact through:</p> <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>	<p>Measuring Impact through:</p> <ul style="list-style-type: none"> <li>• <i>Internal tests involving all types of question.</i></li> <li>• <i>Homework concentrating on opportunities to show flair and depth of understanding</i></li> </ul>