


Psychology Department – Year 11

 Shirley High Curriculum Map	<i>Intent: To build on knowledge developed in year 10 and continue to develop essential knowledge of various psychological theories and studies. To further develop student's ability to think critically and analytically about psychological concepts, and apply their knowledge to real-world events and situations. To prepare exam strategies and independence in order to succeed in exams and continue to develop students' passion and enthusiasm for psychology that will lead to further study at A-Level.</i>					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Language, thought and communication	Language, thought and communication/ Brain and neuropsychology	Brain and neuropsychology/ Psychological problems	Psychological problems/ Revision	Revision	Exams
Why Now?	Language Thought and Communication is the first Y11 unit to be taught. It helps students to draw upon knowledge of Piaget previously covered in year 10.	Brain and Neuropsychology also needs to be taught after Development because it builds on early brain development. Students cover neurons and the synapse in biology in year 11, so it will be advantageous for when they cover it in another subject and will help them revise and revisit it.	Psychological Problems is ideal to be delivered at the end of year 11 as it requires a level of maturity to approach the topic.			
Fundamental Concepts	The possible 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,	Structure and function of the nervous system, Neuron structure and function, Structure and function of the brain, An introduction to neuropsychology, cognitive neuroscience, scanning techniques and Tulving's 'gold' memory study.	An introduction to mental health, How the incidence of significant mental health problems changes over time, 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 and interventions or therapies for addiction.			
Students will...	<p>Within this unit, students will explore the relationship between language and thought and how this can affect our view of the world. They will study Piaget's theory of language (the idea that language depends on thought) and learn The Sapir-Whorf hypothesis (the idea that thinking depends on language).</p> <p>Students will explore the differences between human and animal communication, the limited functions of animal communication and will learn Von Frisch's bee study.</p> <p>They will look at non-verbal communication and explanations of non-verbal behaviour, using Darwin's theory of evolution to explain how non-verbal communication evolved and adapted. Students will explore evidence that non-verbal behaviour is innate (e.g. in neonates and the sensory deprived) and evidence that non-verbal behaviour is learned (Yuki's study of emoticons).</p>	<p>In the brain and neuropsychology unit, students will explore the structure and function of the nervous system and learn about the fight or flight response. They will explore neuron structure and function and learn about synaptic transmission and Hebb's theory of learning and neuronal growth. Students will learn about various brain structures and their basic functions. They will acquire knowledge of Penfield's study of the interpretive cortex.</p> <p>Students will be introduced to the concept of cognitive neuroscience and learn how the structure and function of the brain relate to behaviour and cognition. They will learn about the use of scanning techniques (CT, PET and fMRI scans) to identify brain functioning and explore Tulving's 'gold' memory study. They will gain a basic understanding of how neurological damage, e.g. stroke or injury can affect motor abilities and behaviour.</p>	<p>For the final unit of the GCSE Psychology course, students will be introduced to mental health and how the incidence of mental health problems changes over time. They will look at the effects of significant mental health problems on individuals (e.g. damage to relationships, difficulties coping with day to day life, negative impact on physical wellbeing) and the effects on society (e.g. need for more social care, increased crime rates and implications for the economy).</p> <p>Students will learn characteristics of clinical depression (exploring differences between unipolar depression, bipolar depression and sadness and will learn about the use of International Classification of Diseases in diagnosing unipolar depression). They will explore biological and psychological explanations of depression and learn interventions or therapies for depression. Finally, students will learn characteristics of addiction, theories of addiction and interventions or therapies for addiction.</p>	<p>Students will practise exam skills by answering exam questions in timed conditions and will receive thorough feedback. Students will do teacher assessed, self assessed and peer assessed work using past papers and exam questions. Students will work with the teacher and their peers to develop revision techniques and will engage in revision sessions.</p>	<p>Students will practise exam skills by answering exam questions in timed conditions and will receive thorough feedback. Students will do teacher assessed, self assessed and peer assessed work using past papers and exam questions. Students will work with the teacher and their peers to develop revision techniques and will engage in revision sessions.</p>	
Language for Life (Key terms/Vocabulary)	Piaget's Theory Sapir-Whorf Hypothesis Variation in recall of events Variation in recognition of colours Round Dance Waggle Dance Functions of Animal Communication Plan ahead Discuss future events Productivity Multiple channels Verbal Communication Non-verbal Communication Eye Contact Regulating flow of conversation Signalling attraction Expressing emotion Body Language Open posture Closed posture Postural echo Touch Personal Space Culture Status Gender Darwin's evolutionary theory Serviceable Habits Yuki's study of emoticons	Central Nervous System Peripheral Nervous System Somatic Nervous System Autonomic Nervous System Fight/Flight Response James-Lange theory of emotion Sensory Neuron Relay Neuron Motor Neuron Synaptic transmission Excitation Inhibition Hebb's theory of learning and neuronal growth Frontal Lobe Temporal Lobe Parietal Lobe Occipital Lobe Cerebellum Motor Area Somatosensory Area Visual Area Auditory Area Broca's Area Wernicke's Area Penfield's study of the interpretive cortex Cognitive neuroscience CT Scan PET Scan fMRI Scan Tulving's 'gold' memory study	Characteristics of Mental Health Cultural variations in beliefs Increased challenges of modern living Increased recognition of the nature of mental health problems Lessening of social stigma Individual effects of mental health problems Social effects of mental health problems Sadness Unipolar depression Bipolar depression Serotonin Antidepressants Negative Schemas Attributions CBT Substance misuse Substance abuse Addiction Dependence Hereditary factors Genetic vulnerability Peer influence Aversion therapy Self-management programmes Reductionist Holistic			

<p>Extended writing Opportunities</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements. They will do so in timed conditions.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements. They will do so in timed conditions.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements. They will do so in timed conditions.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements. They will do so in timed conditions.</p>		
<p>Maths Across the Curriculum</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages.</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages.</p>		
<p>Links to careers/aspirations</p>	<p>Speech and learning, Education, Work with animals.</p>	<p>Neuroscience and Medical Professions, Neuropsychology,</p>	<p>Therapy (including psychotherapy), Psychological Well-being Practitioner, Clinical Psychology, Psychiatry,</p>			
<p>Cultural Capital</p>	<p>The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.</p> <p>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.</p> <p>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Piaget (a Swiss Psychologist known for his research on child development) and Asch (a Polish-American Gestalt psychologist and pioneer in social psychology).</p> <p>Students learn about the Sapir-Whorf hypothesis, which is the idea that the particular language an individual speaks influences the way they think about reality. This can help students with their understanding of others and day to day interactions, empowering them to navigate and thrive in a culturally diverse society.</p>	<p>The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.</p> <p>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour.</p> <p>Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Piaget (a Swiss Psychologist known for his research on child development) and Asch (a Polish-American Gestalt psychologist and pioneer in social psychology).</p> <p>Students learn about the Sapir-Whorf hypothesis, which is the idea that the particular language an individual speaks influences the way they think about reality. 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<p>Practical Application of Skills</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>		

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