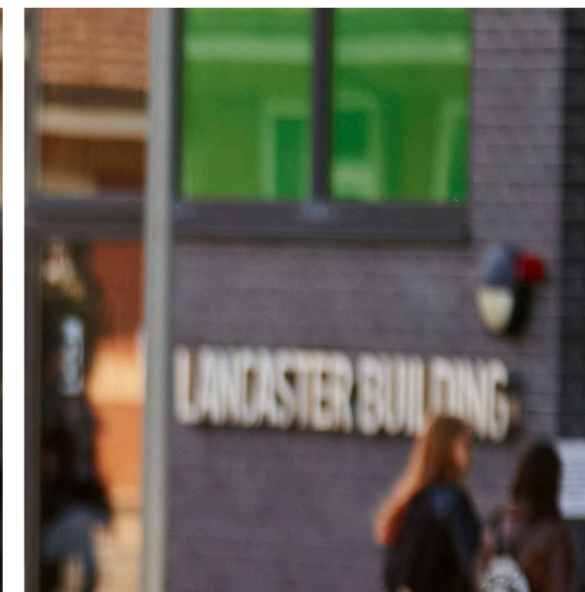


Curriculum Map

Social Sciences

Curriculum Rational:

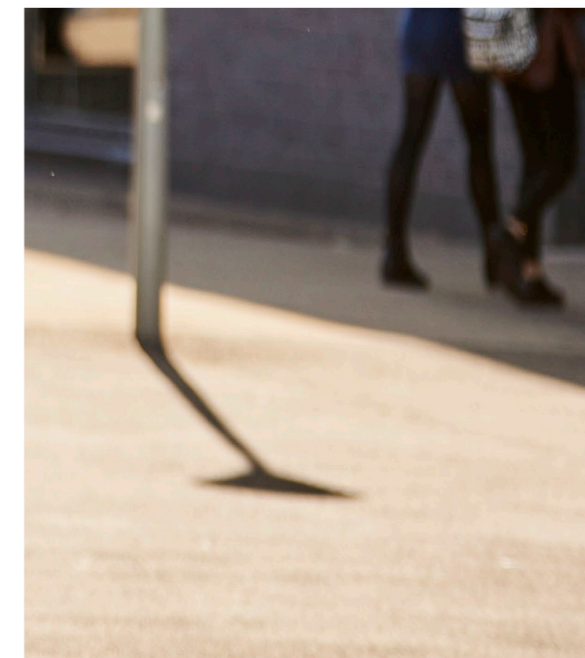
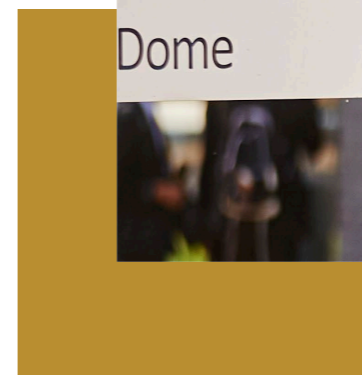
*“Under extreme heat or pressure, **GOLD** is malleable and its’ shape can be manipulated. However, regardless of such adversities, the **VALUE** of gold always increases.”*



1. Develop an engaging, safe and **stimulating environment** for all pupils to learn.

2. Students should gain **valuable skills** that enhance the love and logic behind the subjects i.e. critical and independent skills. Such skills should be **transferrable** to everyday life beyond the classrooms.

3. Have **consistent, routine** and **purposeful** approach in **assessing** students.



AQA GCSE Psychology – YEAR 10 - 2022-23

Autumn Term (13 WEEKS)	Topics + Content Dissect + Rational	Spring Term (12 weeks)	Topics + Content Dissect + Rational	Summer Term (8 weeks)	Topics + Content Dissect + Rational
<p>Paper 1 = Research Methods Paper 2 = Brain and Neuropsychology</p> <p>Core Skills and Assessment Objectives:</p> <ul style="list-style-type: none"> • Research skills • Application and synopsis • Exam technique, including key terms to use for evaluation • Analysis investigation methods • Reading and literacy • Numeracy <p>Enrichment/ life work skills:</p> <ul style="list-style-type: none"> • Paired / group tasks • Brain dissection • Conducting observations of behaviour • Case studies of patients e.g. Phineas Gage <p>Homework: Practice summarising AO1 knowledge into bite-size chunks for low-stake questions and part of essays. Learning essay skills. Building story boards for key studies</p> <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Do Nows • OneDrive folder • AO3 acronyms e.g. DREEEMS and GRENADE • Key Term Bingo • A3 worksheets • PLCs • Knowledge organisers <p>Assessments:</p> <ul style="list-style-type: none"> • Baseline diagnosis test • Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i> <p>Opportunity for feedback:</p> <ul style="list-style-type: none"> • Live marking • Green pen marking + model answers <p>SIMS Data Snapshots: N/A</p>	<p>1. Research Methods: Form knowledge of the foundations of psychology as a 'science' and basis of <i>application</i> and <i>evaluation</i> of research of other topics.</p> <p>Ability to conduct research & assess strengths and limitations of different methods</p> <ul style="list-style-type: none"> ➤ Articulate features of science when researching 'human behaviour' ➤ Learn how societal change have come about following psychological research, for example the importance of how Milgram's shock experiment increased our understanding of obedience to authority, with needing to break ethical issues. <p>2. Brain & Neuropsychology: Structure and function of brain, nervous system and neurons, & introduction to neuropsychology – Student recap KS3 & 4 knowledge from Biology.</p> <p>Resources are differentiated to suit the needs of all students – for example pictorial representation of the brain which students can colour code and annotate around [lesson 1: localisation of brain function].</p> <ul style="list-style-type: none"> ➤ Research methods knowledge will be consistently tested during evaluations of key studies/theories via questioning & modelling ➤ Multiple visual resources are shared with students to give them an insight into <i>Neurosurgery</i> i.e. dissection of brain and case studies. 	<p>Paper 1 = Memory Paper 1 = Development</p> <p>Core Skills and Assessment Objectives:</p> <ul style="list-style-type: none"> • Research skills • Application and synopsis • Exam technique • Analysis investigation methods • Reading and literacy • Numeracy <p>Enrichment/ life work skills:</p> <ul style="list-style-type: none"> • Paired / group tasks • Organisation of notes • Case studies of patients e.g. HM and Clive Wearing <p>Homework: Practice summarising AO1 knowledge into bite-size chunks for low-stake questions and part of essays. Learning essay skills</p> <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Do Nows • OneDrive folder • AO3 acronyms e.g. DREEEMS and GRENADE • Key Term Bingo • A3 worksheets e.g. drawing the MSM • PLCs • Knowledge organisers <p>Assessments:</p> <ul style="list-style-type: none"> • 50 mark assessment on two topics following x-mas break • Mini tests – containing MCQs and short answers – testing AO1, AO2, AO3 - <i>Teacher Assessed</i> <p>Opportunity for feedback:</p> <ul style="list-style-type: none"> • Live marking • Lesson dedicated to feedback from large tests • Lessons dedicated to structuring essays • Green pen marking + model answers <p>SIMS Data Snapshots: 3rd February 2023 - based on teacher marked assessments</p>	<p>1. Memory: Following knowledge of brain structure, students now learn about its' processes such as encoding, storage retrieval.</p> <p>Students then expand on the following topics:</p> <ul style="list-style-type: none"> • Key theories and key studies • Memory as an active process • Accuracy of memory <p>Students become salient to the biases and the faulty processes of human memory.</p> <ul style="list-style-type: none"> ➤ Student engage in debates about the validity of research e.g. Godden and Baddeley, and whether the methods of research collection is appropriate i.e. analysing sample bias ➤ Links to societal matters and criminal justice system are made whilst evaluating how knowledge from these sub-topics can be implemented to make society better (part of evaluation skills). <p>2. Development: Journey of the structure and processes of the brain from infancy into adulthood.</p> <p>Important links are made between research methods, brain and neuropsychology and memory</p> <ul style="list-style-type: none"> • Impact of nature/ nurture on brain development an therefore on behaviour. • Storage of schemas <ul style="list-style-type: none"> ➤ Students compare their own experiences as children and share common cultural practices. 	<p>Paper 2 = Psychological Problems</p> <p>Core Skills and Assessment Objectives:</p> <ul style="list-style-type: none"> • Research skills • Application and synopsis • Exam technique • Analysis investigation methods • Reading and literacy • Numeracy <p>Enrichment/ life work skills:</p> <ul style="list-style-type: none"> • Paired / group tasks • Organisation of notes <p>Homework: Practice summarising AO1 knowledge into bite-size chunks for low-stake questions and part of essays. Learning essay skills</p> <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Do Nows • OneDrive folder • AO3 acronyms e.g. DREEEMS and GRENADE • Key Term Bingo • A3 worksheets e.g. drawing the MSM • PLCs • Knowledge organisers <p>Assessments:</p> <ul style="list-style-type: none"> • End of topic tests – up to 25 marks • Mini tests – containing MCQs and short answers – testing AO1, AO2, AO3 - <i>Teacher Assessed</i> • Summer PPE – to test on 4 topics <p>Opportunity for feedback:</p> <ul style="list-style-type: none"> • Live marking • Green pen marking + model answers <p>SIMS Data Snapshots: 13th July 2023 - Based on teacher marked assessments</p>	<p>1. Psychological Problems: By now students have learn 4 key areas of psychology which will be used consistently to criticise more abstract topics.</p> <p>In psychopathology, students learn about the symptoms, cause and treatments to depression and addiction.</p> <ul style="list-style-type: none"> ➤ Class discussion and task involve students using knowledge from previously learnt topics to explain mental health problems e.g. how depression is caused by lack of serotonin ➤ Transfer of previously learnt skills onto improving society e.g. treating mental health problems and the impact it has on individual and society.

AQA GCSE Psychology – YEAR 11 - 2022-23

Autumn Term (13 WEEKS)	Topics + Content Dissect + Rational	Spring Term (12 weeks)	Topics + Content Dissect + Rational	Summer Term (8 weeks)	Topics + Content Dissect + Rational
<p>Paper 1 = Perception Paper 2 = Social Influence</p> <p>Core Skills and Assessment Objectives:</p> <ul style="list-style-type: none"> • Research skills • Application and synopsis • Exam technique, including key terms to use for evaluation • Analysis investigation methods • Reading and literacy • Numeracy <p>Enrichment/ life work skills:</p> <ul style="list-style-type: none"> • Paired / group tasks • Conducting observations of behaviour • Case studies of patients e.g. Kitty Genovese for Bystander Effect <p>Homework: Practice summarising AO1 knowledge into bite-size chunks for low-stake questions and part of essays. Learning essay skills</p> <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Do Nows • OneDrive folder • AO3 acronyms e.g. DREEEMS and GRENADE • Key Term Bingo • A3 worksheets • PLCs • Knowledge organisers <p>Assessments:</p> <ul style="list-style-type: none"> • PPE1 assessments • Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i> <p>Opportunity for feedback:</p> <ul style="list-style-type: none"> • Live marking • Green pen marking + model answers <p>SIMS Data Snapshots: 2nd December 2023 - Based on PPE1 Data</p>	<p>1. Social Influence: In year 11, the focus shifts from teaching almost tangible topics to teaching abstract topics.</p> <p>As students should have now experienced a full year of Psychology and reached an appropriate cognitive development level, Social influence allows people to explore societal laws, such as conformity, obedience and antisocial behaviour, in great detail.</p> <ul style="list-style-type: none"> ➤ Students use research methods knowledge to evaluate key studies such as Asch and Piliavin. ➤ Class experiment on Asch recreated. <p>2. Perception: Students explore different types of visual illusions and two key theories of how perceptions are formed.</p> <p>The reason why Perception is taught now is because students would've warmed up to the subject once again and as they have PPE1 they should have started revising for them; allowing for facilitated understanding of this topic.</p> <ul style="list-style-type: none"> ➤ Students take part in independent activities e.g. practical application of perception, which ties in with AO2/AO3 ➤ To enhance topic understanding, most lessons contain examples or illustrations of concepts e.g. using a pen close to nose to illustrate convergence as a binocular depth cue. ➤ Lesson resources modified with images and videos to help students understand. This included printing worksheets. 	<p>Paper 2 = Social Influence</p> <p>Core Skills and Assessment Objectives:</p> <ul style="list-style-type: none"> • Research skills • Application and synopsis • Exam technique, including key terms to use for evaluation • Analysis investigation methods • Reading and literacy • Numeracy <p>Enrichment/ life work skills:</p> <ul style="list-style-type: none"> • Paired / group tasks • Conducting observations of behaviour • Case studies of patients e.g. Kitty Genovese for Bystander Effect <p>Homework: Practice summarising AO1 knowledge into bite-size chunks for low-stake questions and part of essays. Learning essay skills</p> <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Do Nows • OneDrive folder • AO3 acronyms e.g. DREEEMS and GRENADE • Key Term Bingo • A3 worksheets • PLCs • Knowledge organisers <p>Assessments:</p> <ul style="list-style-type: none"> • PPE2 assessments • Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i> <p>Opportunity for feedback:</p> <ul style="list-style-type: none"> • Live marking • Green pen marking + model answers <p>SIMS Data Snapshots: 24th March 2023 - Based on PPE2 Data</p>	<p>1. Language, Thought and Communication: In this topic, students revisit topics that they've learnt in year 10. For example from Development, they'd need to apply Piaget's theory and the nature/nurture debate to the development of language.</p> <ul style="list-style-type: none"> ➤ During discussions, students are introduced to inter and intra cultural differences in the way that non-verbal communication is used to convey information. For example, whilst watching kathakali (an ancient Indian dance form) students have to interpret what story is being portrayed through the art form. A comparison is also made to more modern music videos such as Sia's Elastic Heart. <p>2. Revision for Summer External Exams</p>	<p>Paper 2 = Social Influence</p> <p>Core Skills and Assessment Objectives:</p> <ul style="list-style-type: none"> • Research skills • Application and synopsis • Exam technique, including key terms to use for evaluation • Analysis investigation methods • Reading and literacy • Numeracy <p>Enrichment/ life work skills:</p> <ul style="list-style-type: none"> • Paired / group tasks • Conducting observations of behaviour • Case studies of patients e.g. Kitty Genovese for Bystander Effect <p>Homework: Practice summarising AO1 knowledge into bite-size chunks for low-stake questions and part of essays. Learning essay skills</p> <p>Revisiting, revising, remembering opportunities:</p> <ul style="list-style-type: none"> • Do Nows • OneDrive folder • AO3 acronyms e.g. DREEEMS and GRENADE • Key Term Bingo • A3 worksheets • PLCs • Knowledge organisers <p>Assessments:</p> <ul style="list-style-type: none"> • Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i> <p>Opportunity for feedback:</p> <ul style="list-style-type: none"> • Live marking • Green pen marking + model answers <p>SIMS Data Snapshots: N/A</p>	<p>Revision and Summer External Exam</p> <p>Paper 1 – 19.05.23 (pm) Paper 2 – 26.05.23 (pm)</p>