

## **Progression Map – GCSE Psychology**

### **Curriculum Intent**

The secondary curriculum at Bradford Academy intends to:

- Develop individuals who are respectful, responsible and resilient and encourage them to be a shining light in their community.
- Ensure that learners develop knowledge and skills that lead to academic success and future opportunities.
- Create a culture of reading by maximising opportunities to read and broaden vocabulary during the school day and at home.
- Provide a breadth of subjects and experiences so that every individual can find and nurture their strengths and talents.
- Be ambitious for all our learners by carefully planning for excellent achievement.
- Make use of a sound evidence base to ensure that lessons and teaching techniques are effective.

The GCSE psychology curriculum intends to:

Develop curious, reflective and analytical learners who understand human behaviour and mental processes. Students will build scientific knowledge and evaluative skills, preparing them for further study and real-world application. A strong emphasis is placed on research methods, critical thinking, extended writing and application to unfamiliar contexts.

|                      |         | By the end of<br>Year 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | By the end of<br>Year 11                                                                                                                                                                                                                                                                                                                                                                                              |
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| Knowledge and Skills | Paper 1 | <p><b>Developmental psychology</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Early brain development (neurons, synaptic pruning)</li> <li>• Piaget's stages (sensorimotor, pre-operational, concrete operational, formal operational)</li> <li>• Role of nature vs nurture</li> <li>• Dweck's mindset theory</li> <li>• Application to education and learning</li> </ul> <p><b>Memory</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Multi-store model (Atkinson &amp; Shiffrin)</li> <li>• Types of memory (episodic, semantic, procedural)</li> <li>• Retrieval cues and forgetting</li> <li>• Reconstruction theory (Bartlett)</li> <li>• Factors affecting eyewitness testimony</li> </ul> <p><b>Psychological problems</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Characteristics of depression and addiction</li> <li>• Biological explanations (genetics, neurotransmitters)</li> <li>• Psychological explanations (CBT model, learning theory)</li> <li>• Treatments (CBT, drug therapy)</li> <li>• Evaluation of treatments and ethical considerations</li> </ul> <p><b>The brain and neuropsychology</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Structure and function of the brain (cerebral cortex, hemispheres)</li> <li>• Localisation of function</li> <li>• Nervous system (CNS, PNS)</li> <li>• Neurons and synapses</li> <li>• Effects of brain damage</li> </ul> <p><b>Social influences</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Conformity (Asch)</li> <li>• Obedience (Milgram)</li> </ul> | <p><b>Social influences</b></p> <ul style="list-style-type: none"> <li>• Minority influence (Moscovici)</li> <li>• Situational vs dispositional factors</li> <li>• Ethical issues in social research</li> </ul> <p><b>Paper 1 recap</b></p> <ul style="list-style-type: none"> <li>• Developmental psychology</li> <li>• Memory</li> <li>• Psychological problems</li> <li>• The brain and neuropsychology</li> </ul> |

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| <b>Paper 2</b>          |                                                                                                                                                                                                                                                                                                                                                                                                      | <p><b>Criminal psychology</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Theories of criminal behaviour (biological, personality, social learning)</li> <li>• Eysenck's personality theory</li> <li>• Role of upbringing and environment</li> <li>• Treatment of offenders (rehabilitation vs punishment)</li> </ul> <p><b>Sleep and dreaming</b><br/>Students will explore:</p> <ul style="list-style-type: none"> <li>• Functions, features and benefits of sleep (sleep stages, REM, sleep cycle)</li> <li>• Internal and external influences on sleep (circadian rhythms, melatonin, light/zeitgebers)</li> <li>• Sleep disorders (insomnia, narcolepsy) – characteristics and explanations</li> <li>• Theories of dreaming (Freud: manifest/latent content, dreamwork)</li> <li>• Activation synthesis theory (Hobson &amp; McCarley)</li> <li>• Key studies: Freud (1909) Little Hans, Siffre (1975) cave study</li> </ul> |
| <b>Research methods</b> | <p>Students will explore throughout the year:</p> <ul style="list-style-type: none"> <li>• Experimental design (independent measures, repeated measures, matched pairs)</li> <li>• Variables (IV, DV, extraneous variables)</li> <li>• Sampling methods (random, stratified, volunteer)</li> <li>• Research methods (experiments, observations, questionnaires, interviews, case studies)</li> </ul> | <p>Students will explore throughout the year:</p> <ul style="list-style-type: none"> <li>• Research methods (experiments, observations, questionnaires, interviews, case studies)</li> <li>• Data analysis (mean, median, mode, graphs and tables)</li> <li>• Reliability, validity and generalisability</li> <li>• Ethical issues (consent, deception, confidentiality, right to withdraw, protection from harm)</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

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|  | <b>Assessment</b>                     | <ul style="list-style-type: none"> <li>• Work towards paper 1 – Foundations of psychology (50%)</li> <li>• Ongoing retrieval practice using quizzes in class and recall.</li> <li>• Mock examinations throughout the year based on topics completed in a cumulative way.</li> <li>• Picture recall tasks for tricky topics.</li> <li>• Assessment after each Key Study.</li> </ul>                             | <ul style="list-style-type: none"> <li>• Work towards paper 2 – Applications of psychology (50%)</li> <li>• Ongoing retrieval practice using quizzes in class and recall.</li> <li>• Mock examinations throughout the year based on topics completed in a cumulative way.</li> <li>• Picture recall tasks for tricky topics.</li> <li>• Assessment after each Key Study.</li> </ul>                                                        |
|  | <b>Knowledge and Skills Revisited</b> | <p>Knowledge will be revisited throughout the year through low stakes testing and mock assessments that work in a cumulative way.</p> <ul style="list-style-type: none"> <li>• Secure knowledge of key theories and terminology</li> <li>• Structured 6–9-mark responses using scaffolds</li> <li>• Basic application to familiar scenarios</li> <li>• Guided evaluation (strengths and weaknesses)</li> </ul> | <p>Knowledge will continue to be revisited throughout the year through low stakes testing and mock assessments that work in a cumulative way.</p> <ul style="list-style-type: none"> <li>• Confident application to unfamiliar contexts</li> <li>• Developed 9-mark evaluation with clear judgement</li> <li>• Integration of research methods into all topics</li> <li>• Independent extended writing with precise terminology</li> </ul> |
|  | <b>Homework</b>                       | <ul style="list-style-type: none"> <li>• Weekly homework set which is paper-based and linked to current topic content</li> <li>• Homework will include recall questions and short-answer exam questions to support retrieval practice and application of knowledge</li> </ul>                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                            |