

GCSE Psychology Curriculum Intent

The curriculum intent for GCSE Psychology centers on developing critical thinkers through a highly interdisciplinary approach. It bridges the gap between the Sciences (utilising biological models and the scientific method), and the Humanities (exploring social, moral, ethical, and cultural concepts) to explain complex human behaviour

Our ambitious aims

By the end of their time with us at Gloucester Academy, our students will be able to:

- Students will be equipped with the appropriate knowledge and skills needed to understand and explain the causes of human behaviour and its subsequent impact on society.
- Deepen their awareness and appreciation for the attitudes, skills and processes required to be successful in a career in Psychology.
- Study Psychology post-16 at the best colleges, going onto study at Russell Group universities and use this knowledge to have a fulfilling and successful career.

Big ideas

The study of Psychology enables our students to discover how the human mind dictates and influences our behaviour, from communication and memory to thought and emotion. A key aim of our course is to support students to develop skills that will help them in their future education, work life, family life and as a valuable member of society. We look at many ways in which psychology can be used to help people, including ourselves

Concept	Definition	Rationale
Human Behaviour	The way people think, feel and act in response to internal factors, other people and their environment. Human behaviour can be influenced by biological, cognitive, social, developmental and environmental factors.	Understanding human behaviour is at the heart of Psychology . Students explore why people behave differently in different situations and how behaviour can be explained by different psychological perspectives.
Psychological Theorists	Psychological theorists are researchers who have developed ideas and explanations about how people think, feel, learn, and behave. Their theories are supported by research and form the foundation of modern psychology.	Studying psychological theorists helps students understand how psychological knowledge has developed over time and how different explanations can be compared and evaluated. It encourages critical thinking and enables students to appreciate the evidence that underpins our understanding of human behaviour.
The Development of Psychological Knowledge	The process by which our understanding of human behaviour and mental processes changes and develops over time as psychologists conduct research, gather evidence, challenge existing explanations and develop new theories.	Studying how psychological knowledge evolves helps students understand that psychology is a scientific discipline based on evidence. It encourages them to think critically, evaluate changing ideas, and appreciate how research continues to improve our understanding of human behaviour.

Curriculum journey

In Psychology, our students will study an ambitious curriculum that is both challenging for all, and broad and balanced in scope.

Year	Summary of study	Narrative & Rationale
10	Paper 1 Memory Perception Research methods Development	GCSE Psychology enables our students to discover how the human mind influences and dictates our behaviour, from communication and memory to thought, emotion and relationships. A key aim of our course is to support students to develop knowledge, skills and understanding that will help them in their future education, work life, family life and as valuable members of society. Psychology introduces students to the scientific study of human behaviour and mental processes. Through engaging topics such as memory, perception, development, social influence, language, neuropsychology, psychological problems and research methods, students explore why people think, feel and behave as they do. Big Ideas Across the Curriculum Throughout the two-year course, students repeatedly encounter a number of big ideas in Psychology that provide a coherent framework for connecting different topics. These ideas are deliberately revisited and interleaved so that students understand Psychology as an interconnected discipline rather than a collection of separate modules. The key big ideas include: ● Nature and nurture – understanding how biological factors and environmental experiences interact to influence behaviour and development. ● Biological influences on behaviour – exploring the role of the brain, nervous system, hormones, genetics and neuropsychology in explaining behaviour. ● Cognition and mental processes – understanding processes such as memory, perception, attention, thinking and language. ● Learning and experience – examining how behaviour can be acquired, shaped and changed through experience, observation and reinforcement. ● Social influence – understanding how other people, groups, culture and social expectations can influence behaviour. ● Development and change – exploring how cognitive, emotional, social and biological development occurs across the lifespan. ● Individual differences – recognising that people can respond differently to the same experiences and considering explanations for these differences. ● Psychological problems and wellbeing – applying psychological explanations to understand mental health, behaviour and approaches to treatment.
11	Paper 2 Social Influence Language, Thought and Communication Brain and Neuropsychology Psychological Problems	The key big ideas include: ● Nature and nurture – understanding how biological factors and environmental experiences interact to influence behaviour and development. ● Biological influences on behaviour – exploring the role of the brain, nervous system, hormones, genetics and neuropsychology in explaining behaviour. ● Cognition and mental processes – understanding processes such as memory, perception, attention, thinking and language. ● Learning and experience – examining how behaviour can be acquired, shaped and changed through experience, observation and reinforcement. ● Social influence – understanding how other people, groups, culture and social expectations can influence behaviour. ● Development and change – exploring how cognitive, emotional, social and biological development occurs across the lifespan. ● Individual differences – recognising that people can respond differently to the same experiences and considering explanations for these differences. ● Psychological problems and wellbeing – applying psychological explanations to understand mental health, behaviour and approaches to treatment.

		● Research and evidence – understanding how psychologists investigate behaviour scientifically, collect and analyse evidence, and determine how far conclusions can be trusted. ● Application and evaluation – applying psychological knowledge to unfamiliar situations, considering alternative explanations and evaluating the strengths and limitations of theories and research. Curriculum Progression and Interleaving The curriculum is deliberately structured so that knowledge is retrieved, revisited and applied across modules. Earlier learning becomes a foundation for understanding more complex ideas later in the course. Students are regularly required to retrieve knowledge from previous topics and apply it to new psychological contexts.
--	--	---