



Psychology Curriculum Map

Curriculum Intent Overview

Psychology is the scientific study of the mind and how it dictates and influences our behaviour, from communication and memory to thought and emotion. It's about understanding what makes people tick and how this understanding can help us address many of the problems and issues in society today. People seek the help and support of psychologists for all sorts of problems, and psychologists employ their knowledge and expertise to help in many areas of society. The A level Psychology curriculum will give students a strong foundation to pursue a career in the field. By the end of the course students will be able to demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues within Psychology. They will be able apply psychological knowledge and understanding in a range of contexts and be able to analyse, interpret and evaluate psychological concepts, theories, research studies and research methods. Knowledge and understanding of research methods, practical research skills and mathematical skills is a vital part of the Psychology curriculum and students will be given opportunity to design and carry out their own research as well as practice analysing and interpreting data.

	HT1	HT2	HT3	HT4	HT5	HT6	Assessment Criteria
Year 12	Unit: Social Influence & Research Methods Knowledge: <i>The course begins with social influence co-taught alongside research methods in a carefully sequenced way. Students look closely at theories and research studies that explain the processes of conformity and obedience and in-depth research of key studies including Milgram, Asch and Moscovici as evidence of conformity and obedience.</i> <i>In research methods, they examine the key components of the experimental method and explore scientific processes such as variables, control, ethical considerations, validity/reliability and correlational design. An introduction to key concepts</i>	Unit: Attachment & Research Methods Knowledge: <i>Students go on to study attachment and investigate the study of Ainsworth 'Strange Situation'. Knowledge of the types of attachment and cultural variations is looked into. Students learn about key studies such as Lorenz and Harlow's animal studies into attachment, and focus primarily on Bowlby's monotropic theory which explains the possible consequences of its abnormal development such as maternal deprivation.</i> <i>Research methods continue and focuses on non – experimental methods of research like observation and self-report. Scientific</i>	Unit: Memory and GI 1 Knowledge: <i>The main aim of this half term is to understand topics linked to memory, apply relevant psychological studies and evaluate them. They first looking at models of memory including the multistore model and the working memory model. Students then move onto learning key studies which support or refute the above models and finally focus on explanations for forgetting and accuracy of eyewitness testimony and real-life applications of memory such as the cognitive interview technique as an alternative to the standard police interview.</i> <i>Students also complete their first set of GI papers,</i>	Unit: Approaches Knowledge: <i>Students will have a comprehensive understanding of the different schools of thought within Psychology. Knowledge of the strengths and weaknesses of each school of thought. Knowledge of the similarities and differences of the five different approaches and an awareness of how to draw comparisons.</i>	Unit: Clinical Psychology and Mental health and Research Methods Knowledge: <i>Students learn about the definitions in the field of mental health, and then investigate psychological research into the characteristics, causes and treatments for Phobias, Depression and Obsessive-Compulsive Disorder.</i> <i>Research methods continue here with topics such as how to write a psychological report, how to design a study which is a higher extended question (12 marks). Students are introduced to inferential statistics including learning about the concept of probability, one-tailed/two tailed test, and carrying out the sign test.</i>	Unit: Relationships and revision for Final GI's Knowledge: <i>In relationships psychology, students investigate factors which affect attraction including self-disclosure, physical attraction and filter theory. Students also learn about theories of romantic relationship including social exchange theory and equity theories. Research on Virtual and parasocial relationships is also explored.</i> <i>Time is then allocated for revision of their GI2 exam, Students have the opportunity to focus on improving their extended writing skills and research methods through modelling and exam practice.</i>	By end of year pupils can... • Students can confidently answer a range of different mark answers • Students will be confident in the structure of an 8-marker and 16-mark essay • Use specialist terminology consistently and fluently • Confidently write well developed evaluations in 16-mark question

	<i>in data handling and analysis covers types of data.</i>	<i>processes are explored like peer review and reporting methods of presenting data and descriptive statistics. patterns of distribution, analysing qualitative data and levels of measurement</i>	<i>which exposes them to exam questions and builds their confidence.</i>				
	Skills: • <i>Writing effective outline of knowledge.</i> • <i>Writing effective application</i> • <i>Writing effective evaluation</i> • <i>Extended writing skills, particularly in relation to 8 & 16-mark answers</i> • <i>Scientific processes and data handling and analysis</i> • <i>Designing practical investigations</i> • <i>Maths skills</i>	Skills: • <i>Writing effective outline of knowledge.</i> • <i>Writing effective application</i> • <i>Writing effective evaluation</i> • <i>Extended writing skills, particularly in relation to 8 & 16-mark answers</i> • <i>Scientific processes and data handling and analysis</i> • <i>Designing practical investigations</i> • <i>Maths skills</i>	Skills: • <i>Writing effective outline of knowledge.</i> • <i>Writing effective application</i> • <i>Writing effective evaluation</i> • <i>Extended writing skills, particularly in relation to 8 & 16-mark answers</i> • <i>Scientific processes and data handling and analysis</i> • <i>Designing practical investigations</i> • <i>Maths skills</i>	Skills: • <i>Writing effective outline of knowledge.</i> • <i>Writing effective application</i> • <i>Writing effective evaluation</i> • <i>Extended writing skills, particularly in relation to 8 & 16-mark answers</i> • <i>Scientific processes and data handling and analysis</i> • <i>Designing practical investigations</i> • <i>Maths skills</i>	Skills: • <i>Writing effective outline of knowledge.</i> • <i>Writing effective application</i> • <i>Writing effective evaluation</i> • <i>Extended writing skills, particularly in relation to 8 & 16-mark answers</i> • <i>Scientific processes and data handling and analysis</i> • <i>Designing practical investigations</i> • <i>Maths skills</i>		
	Prior/Future links: <i>Research Methods is embedded throughout the course and contextualised by the topic learnt at the time</i> <i>Social influence key studies are also used as evidence in the topic of Issues and Debates</i>	Prior/Future links: <i>Research Methods is embedded throughout the course and contextualised by the topic learnt at the time.</i>	Prior/Future links: <i>Case studies are revisited when studying the technique in Research Methods topic. Working Memory Model and Multi-store model are revisited as examples of the Cognitive Approach in action.</i>	Prior/Future links: <i>Revisited throughout the course, particularly when an approach has an explanation for phenomenon.</i>	Prior/Future links: <i>Explanation and treatments are revisited in Y13 with Schizophrenia and link with biological explanations of aggression.</i> <i>Statistical testing is embedded throughout Psychology.</i>	Prior/Future links: <i>Research Methods is embedded throughout the course and contextualised by the topic learnt at the time.</i>	

	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson which are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic - End of Social Influence topic test	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson which are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic - End of Attachment topic test	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson which are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic - End of Memory topic test - GI 1 paper	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson which are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic - End of Approaches topic test	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson which are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic - End of Clinical Psychology and Mental Health topic test	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson which are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic - End of Relationships topic test - GI 2 paper	
Year 13	Unit: Biopsychology Knowledge: This topic requires knowledge of the nervous system, fight or flight mode, Localisation of function in the brain and hemispheric lateralisation Knowledge of the plasticity and functional recovery of the brain after trauma. And the different ways of studying the brain.	Unit: Issues and Debates & Research Methods Knowledge: In Issues and Debates, student make synoptic links to past topics studied, this topic also is learned to enhance evaluation in extended writing questions. Students learn to apply these using debates in Psychology, such examples include Nature Vs Nurture debates and Holism Vs Reductionism. Issues are also discussed in Psychology such as gender and culture bias. These are looked into with great detail and implications and solutions are explored. Research in Year 13 continues with topics such as thematic analysis, content analysis and further	Unit: Schizophrenia Knowledge: The main aim of this topic is to learn knowledge of how schizophrenia is presented through positive and negative symptoms and learning the biological and psychological explanation of Schizophrenia, finally the interactionist explanation and treatment is explored.	Unit: Aggression Knowledge: In this topic, students learn about the neural and hormonal mechanisms of aggression including the roles of the limbic system, serotonin and testosterone. Explanations of aggression are explored such as genetic factors for example the MAOA gene. Further explanations such as the ethological, evolutionary and social psychological explanations of behaviour are learned and how media can influence aggression.	Unit: Revision for Public exams Knowledge: Revision is carried out of all prior knowledge in preparation for public exams (papers 1, 2, and 3) with a focus on developing extended writing and challenging essay questions. Content will be revised which focuses on areas of identified weakness in class assessments and GI papers, areas students lack confidence and areas likely to emerge in this year's exams will be focused on. Students will be given practice exam questions and regular tests that will enable them to see what topics they should focus their revision on. Students will use their mock papers, revision guides, revision	Unit: Public exams begin Knowledge: Revision is carried out of all prior knowledge in preparation for public exams (papers 1, 2, and 3) with a focus on developing extended writing and challenging essay questions. Content will be revised which focuses on areas of identified weakness in class assessments and GI papers, areas students lack confidence and areas likely to emerge in this year's exams will be focused on. Students will be given practice exam questions and regular tests that will enable them to see what topics they should focus their revision on. Students will use their mock papers, revision guides, revision	By end of year pupils can... - Students can confidently answer a range of different mark answers - Students will be confident in the structure of an 8-marker and 16-mark question - Use specialist terminology consistently and fluently - Confidently write well developed evaluations in 16-mark question and link to issues and debates to achieve top band marks

		statistical testing and research methods practice.			checklists and marked activities to revise key concepts, phrases and knowledge.	checklists and marked activities to revise key concepts, phrases and knowledge.	Students will be able to complete questions within the correct time frame
	Skills: - Writing effective outline of knowledge. - Writing effective application - Writing effective evaluation - Extended writing skills, particularly in relation to 8 & 16-mark answers - Scientific processes and data handling and analysis - Designing practical investigations - Maths skills - Maths skills	Skills: - Writing effective outline of knowledge. - Writing effective application - Writing effective evaluation - Extended writing skills, particularly in relation to 8 & 16-mark answers - Scientific processes and data handling and analysis - Designing practical investigations - Maths skills	Skills: - Writing effective outline of knowledge. - Writing effective application - Writing effective evaluation - Extended writing skills, particularly in relation to 8 & 16-mark answers - Scientific processes and data handling and analysis - Designing practical investigations - Maths skills	Skills: - Writing effective outline of knowledge. - Writing effective application - Writing effective evaluation - Extended writing skills, particularly in relation to 8 & 16-mark answers - Scientific processes and data handling and analysis - Designing practical investigations - Maths skills	Skills: - Writing effective outline of knowledge. - Writing effective application - Writing effective evaluation - Extended writing skills, particularly in relation to 8 & 16-mark answers - Scientific processes and data handling and analysis - Designing practical investigations - Maths skills	Skills: - Writing effective outline of knowledge. - Writing effective application - Writing effective evaluation - Extended writing skills, particularly in relation to 8 & 16-mark answers - Scientific processes and data handling and analysis - Designing practical investigations - Maths skills	
	Prior/Future links: The link between brain structure and function is first highlighted during OCD in Year 12, revisited in Schizophrenia and Aggression	Prior/Future links: Synoptic links to past topics and is linked to year 12 content.	Prior/Future links: Prior learning about biological explanations from Clinical psychology and Schizophrenia can be applied here	Prior/Future links: Research Methods is embedded throughout the course and contextualised by the topic learnt at the time			
	Assessment: - Teachers marking and feedback Students' complete exam questions every lesson are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson are live marked using a model answer and mark scheme - Peer/self-assessment throughout the topic	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson are live marked using a model answer and mark scheme	Assessment: - Teachers marking and feedback. - Students' complete exam questions every lesson are live marked using a model answer and mark scheme	

	• <i>End of Biopsychology topic test</i>	• <i>End of Issues and Debates topic test</i> • <i>GI 1 paper</i>	• <i>End of Schizophrenia topic test</i>	• <i>End of aggression topic test</i> • <i>GI 2 paper</i>	• <i>Peer/self-assessment throughout the topic</i>	• <i>Peer/self-assessment throughout the topic</i>	
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