

Curriculum Intent: Our core aim is to ensure students experience an aspirational curriculum rich in psychological theory and research that stimulates their curiosity and fosters academic standards to develop competent specialists in the field. We recognise the importance of developing a knowledge of fundamental research methods and transferable independent research skills that provide students with the ability to become confident, life ready learners. It is for this reason that research methods are central to the delivery of the Psychology curriculum. Part of this independence is rooted in the development of critical thinking by exploring moral and practical issues and debates and encouraging students to assess the appropriateness of the explanation and treatment of a wide variety of mental health problems. We believe that the development of these thinking skills is important to allow students to make informed choices that they can defend and support with their own logic. By the end of the course, students will understand the reasons behind both conscious and unconscious thoughts, feelings, and behaviours. As a result, our curriculum aims to cultivate student's compassion, empathy and respect of other beliefs and behaviour.

Dates	Content	Assessment	Rationale
T1	<p>Research Methods Experimental method, Observational techniques, Self-report techniques, Correlations, Aims, Hypotheses, Pilot studies and the aims of piloting, Experimental designs, Observational design, Questionnaire construction, Variables, Sampling, Control, Demand characteristics and investigator effects</p> <p>CEIAG: Discussion of various job roles and routes into these careers, e.g. research assistant, working for the police</p>	<p>Memory: The multi-store model of memory, Types of long-term memory, the working memory model, Explanations for forgetting</p> <p>PC1: WC 04.10.21 RM (12 marks) and Memory (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition 8 mark essay questions if possible</p>	<p>Starting with research methods builds on students' knowledge from GCSE Maths and Science. Being able to conduct a simple experiment and analyse the results. These are skills developed as low down as Year 9. A solid understanding of research methods underpins everything else, without this knowledge students cannot effectively evaluate research or theories in Psychology. A skill needed to access the top mark band. Research methods is worth the most marks on the paper and is assessed throughout the other topics. Teaching it first gives students opportunities to recap key terms on a regular basis. The research studies in the topic of memory lend themselves nicely to opportunities for students to apply their research methods knowledge. We would usually teach this topic after RM, running them alongside allows students to apply the new terminology to actual examples. This repetition of key terms should lead to better student outcomes. Delivering the memory content within the first term also compliments the Trinity+ programme as students are developing effective study skills.</p> <p>PS / CVs: Considering the implications research has on the economy links to justice and wisdom, understanding that there could be biases in what we read/hear. Promotes a wider understanding of research methods outside of the classroom.</p>
T2	<p>Research Methods: Ethics, the role of peer review in the scientific process, the implications of research for the economy, Quantitative and qualitative data, Primary and secondary data, including meta-analysis, Descriptive statistics, Presentation and display of quantitative data, Distributions, Introduction to statistical testing; the sign test, Levels of measurement</p> <p>Attachment Caregiver-infant interactions in humans, Animal studies of attachment, Explanations of attachment, Ainsworth's 'Strange Situation' and cultural variations</p>	<p>Memory: Factors affecting the accuracy of eyewitness testimony and Improving the accuracy of eyewitness testimony</p> <p>PC2: WC 06.12.21 RM (12) and Memory (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p> <p>CEIAG: discussion of various roles, nurses in hospitals, nursery workers, health visitors all linked back to their work with attachment.</p>	<p>Attachment complements research methods well, they recap key terms and methods throughout this topic. Embedding knowledge and creating synoptic links. The order of these topics also provides more effective assessment opportunities as past papers can be used earlier as a means of collecting accurate data on student progress.</p> <p>PS/CVs: Compassion and courage are discussed within this topic. Students must show compassion for other cultures and how they choose to raise their children. Courage to change and challenge opinions on the importance of relationships in childhood. Understanding the wider implications of the research into attachment, the changes it made to policy and normal practice.</p>
T3	<p>Attachment: Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation and the influence of early attachment on childhood and adult relationships</p> <p>Approaches Origins of psychology, Learning approaches, The cognitive approach, The biological approach</p>	<p>Social influence Types of conformity, Explanations for conformity, Conformity to social roles as investigated by Zimbardo, Explanations for obedience</p> <p>PC3: WC 07.02.22 RM (24) and Attachment (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>We introduce approaches before we do the final topic on paper 1 which is psychopathology. To access high marks, students need to be able to effectively evaluate approaches and compare them to others, therefore making sense to introduce them to approaches before studying approaches within different areas. From this point of the specification, there is a lot more reference to the different approaches e.g. within the options paper. It will help students embed this new learning as they will already have a foundation to build on. Social Psychology could be considered socially sensitive so is good to teach once rapport has been established. Students will again be able to recap research methods and apply it to novel scenarios. The topic covers research that provokes a lot of discussion, students have the terminology to be able to effectively discuss at this stage.</p>
T4	<p>Approaches The psychodynamic approach and Humanistic psychology</p> <p>Psychopathology Definitions of abnormality, The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD)</p>	<p>Social Influence: Explanations of resistance to social influence, Minority influence and The role of social influence processes in social change</p> <p>PC4: WC 04.04.22 Social (12), Approaches (12), and Psychopathology (8)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p> <p>CEIAG: discussions around clinical psychology, routes into this career and roles within. Session from University of Leeds on their Social Science courses.</p>	<p>This topic follows on logically from approaches as it provides students with the opportunity to apply their knowledge of approaches to actual psychological practice. The variation of approaches in context is a good building block for when students move onto the options paper. They will have already developed this skill and will have chance to refine it later in the course. At this point, students should also have a sound understanding of research methods, so will be well equipped to evaluate the research.</p> <p>PS/CVs: This topic is socially sensitive so students must exercise compassion throughout. It is a good opportunity for students to reflect on their own behaviour and consider how they should approach the people they work with.</p>
T5 and 6	<p>Psychopathology: The behavioural approach to explaining and treating phobias, The cognitive approach to explaining and treating depression and The biological approach to explaining and treating OCD</p>	<p>Issues and Debates Gender and culture in psychology – universality and bias, Free will and determinism, The nature-nurture debate, Holism and reductionism, Idiographic and nomothetic approaches, Ethical implications of research studies and theory</p> <p>PC5: WC 04.07.22 Trial Exam Paper 1</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p> <p>CEIAG: Hearing from external speakers as part of the Aspirations fair.</p>	<p>Introducing issues and debates at this stage gives students a good foundation for accessing the next lot of content. It gives them a chance to recap previous content and they can begin to create synoptic links.</p>

Subject Area: Psychology: Y13

Dates	Content		Assessment	Rationale
T1	<p>Psychopathology The behavioural approach to explaining and treating phobias, The cognitive approach to explaining and treating depression and The biological approach to explaining and treating OCD</p> <p>A Level Research Methods Content analysis and coding, Thematic analysis, features of a science, Probability and significance, Factors affecting the choice of statistical test, Reporting on psychological investigations</p>	<p>Biopsychology The divisions of the nervous system, The structure and function of sensory, relay and motor neurons, The function of the endocrine system: glands and hormones, The fight or flight response including the role of adrenaline, Ways of studying the brain</p>	<p>PC1: WC 27.09.21 Psychopathology (24) and Biopsychology (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>This topic underpins several of the other topics on the spec, if students do not understand approaches in psychology, it will limit their understanding of other areas of the course. Therefore, the decision was made to spend the first three weeks recapping this content. It will also help students when students when moving onto topics on the options paper, schizophrenia, and forensic psychology mostly. By this point of the course, students have a better understanding of the research methods used in psychology and are better prepared to access this part of the research methods topic.</p> <p>PS / CVs: Understanding that there is often more than one way to effectively explain human behaviour will encourage students to consider other options, not just the first thing they are told. It will encourage students to seek their own information and create opportunities for students to become more open minded about certain human behaviours.</p>
T2	<p>A Level Research Methods Content analysis and coding, Thematic analysis, features of a science, Probability and significance, Factors affecting the choice of statistical test, Reporting on psychological investigations</p> <p>Forensic Psychology Offender profiling, Biological explanations of offending behaviour, Psychological explanations of offending behaviour, Dealing with offending behaviour.</p>	<p>Biopsychology</p> <p>Schizophrenia Classification of schizophrenia, Reliability and validity in diagnosis and classification of schizophrenia.</p>	<p>PC2: WC 22.11.21 RM (48) and Biopsychology (24)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>We start with this option from paper 3 as there is more content to cover. A lot of students choose to study psychology for this topic, so it re-engages them after research methods which they often find dull. It builds their understanding of approaches and research methods. Schizophrenia is taught at this point in the course, so students have a sound knowledge of approaches to help them better understand and evaluate the content within schizophrenia. They need to be able to consider the economic implications and social sensitivity of treatments, a skill that usually develops with maturity. Again, this topic is sensitive so by this point students should have a good relationship with their peers and teacher. Biopsychology is taught at this point as students have built up a foundation of the skills needed to access the content. It builds on from the biological approach and biological explanations of OCD within the psychopathology topic.</p> <p>PS / CVs: Compassion, empathy and understanding of wider implications are needed in this topic. Students must show compassion for those living with schizophrenia, but also understand the implications of misdiagnosis and treatments that are not fit for purpose.</p>
T3	<p>Forensic Psychology</p> <p>Relationships The evolutionary explanations for partner preferences, Factors affecting attraction in romantic relationships, Theories of romantic relationships</p>	<p>Schizophrenia Biological explanations for schizophrenia, Psychological explanations for schizophrenia, Drug therapy, Cognitive behaviour therapy and family therapy, Token economies as used in the management of schizophrenia, The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p>	<p>PC3: WC 24.01.22 Sz (12) and Forensic (24)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>This option was chosen as it plays to the strengths of the department. We have all taught relationships before, and students usually enjoy the topic as it is relatable. There are clear links between this topic and ones that have been taught previously, which allows students opportunity to make synoptic links and revisit learning. The skills needed are those already developed from forensic, students must be able to compare the theories, using arguments from Yr13 research methods such as social sensitivity to secure marks.</p> <p>PS / CVs: Topics such as justice and compassion are referred to heavily throughout this topic. Students can discuss the current judicial system and the repercussions some of the explanations we cover would have on the justice system. In the final parts of the topic, we consider the economic implications of offending behaviour and how criminals are treated currently, providing students with an opportunity to think beyond the specification.</p> <p>CEIAG: Specific job roles linked to Forensic, Clinical and Biopsychology will be embedded into lessons and resources. Psychology is one of the most popular courses for our students at HE.</p>
T4	<p>Relationships Virtual relationships in social media, Parasocial relationships</p>	<p>Schizophrenia</p>	<p>PC4: WC 14.03.22 Trial Exam Paper 1 (2020), Paper 2 (2020) and Forensic (24) Sz (12)</p>	<p>Based around research on cognitive load theory and Ebbinghaus' forgetting curve this section of the course seeks to strengthen the neural pathways required for re-call as well as focusing on key areas for development in essay writing technique. Re-capping issues and debates at this point allows students to deepen their understanding of the issues and debates relevant to psychology. Now they have covered the course, they can make more synoptic links and use issues and debates to evaluate approaches and theories more effectively. To access the higher marks, they must give relevant examples to use the debates effectively in their evaluation. Re-capping at the end also ensures students revisit earlier topics such as attachment, lending itself to the start of revision and preparation for the exams.</p>
T5	<p>Issues and Debates Re-cap Gender and culture in psychology – universality and bias, Free will and determinism, The nature-nurture debate, Holism and reductionism, Idiographic and nomothetic approaches, Ethical implications of research studies and theory</p>	<p>Exam practice</p>	<p>Actual A-level Exams!</p>	<p>CEIAG: External speakers and HE lectures will also be embedded throughout the academic year. A lot of links are sent through weekly to students about the different subject specific workshops that the universities host. As part of their independent study, students are required to attend these.</p>