

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>Social Influence Obedience Conformity Conformity to social roles Resistance Minority Influence</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>	<p>Ethics Aims & Hypotheses: directional and non-directional Experimental method. Types of experiment, laboratory, and field experiments; natural and quasi-experiments</p>	<p>PC1 Social Influence (24) - Essay Research Methods (24)</p> <p>(1 hour)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</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 straight away 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 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.</p> <p>Social influence is an interesting topic with lots of real-life application is acts as a hook and students enjoy this topic – it is a powerful way to start the A-level course</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>
T2	<p>Memory Multi store model Working memory model Long term memory Forgetting Eyewitness Testimony</p>	<p>Experimental designs Case Studies Observations</p>	<p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>The memory topic allows for lots of recap on the research methods knowledge learnt to date. For example, many of the psychological experiments taught in memory as laboratory experiments and so this allows us to recap and take into consideration the Ebbinghaus forgetting curve. It allows for purposeful repetition of topics whilst also improving students overall evaluative power.</p>
T3	<p>Approaches Wundt Psychodynamic Behaviourism Cognitive Humanism Biological</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>Issues/debates Questionnaire</p>	<p>PC 2 Social (12) Memory (24) – Essay RM (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>We introduce approaches (a paper 2 topic) before we move onto attachment and psychopathology. To access high marks, students need to be able to effectively evaluate approaches and compare them to others, therefore it makes sense to introduce them to approaches before studying approaches within different contexts. From this point of the specification, there is a lot more reference to the different approaches. It will help students embed this new learning as they will already have a foundation to build on. 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>Attachment Care giver infant interactions Explanations of attachment Strange situation Maternal Deprivation Hypothesis Institutionalisation Relationships</p>	<p>Correlations Interviews Demand Characteristics Interviewer effect Reliability Validity</p>	<p>PC 3 Approaches (24) - Essay Attachment (12) RM (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>Attachment has been placed here to allow time for student to study and understand observations. Again, observational research is prominent in social psychology and so having this understanding allows students to access social psychology and will encourage them to be critical when reviewing research into attachment. We also teach this topic later in the year as elements could be considered to be socially sensitive and it allows time to build a rapport with students.</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>
T5 and 6	<p>Relationships Evolutionary explanation Factors affecting attraction Theories of romantic relationship Virtual relationships Para social relationships</p>	<p>Descriptive Statistics Inferential stats Design you own study</p>	<p>PC 4 Memory (12) Attachment (24) – Essay Relationships (12) RM (12)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	<p>This natural build on from attachment and there is lots of overlap between the topics. This is a paper 3 topic but has been moved earlier in the course to provide paper 3 overload at the end of the course.</p>

Subject Area: Psychology: Y13

Dates	Content		Assessment	Rationale
T1	<p>Psychopathology Definitions Characteristics Phobias Depression OCD</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>	Inferential stats	<p>PC1 Relationships (24) – Essay Research methods (24) Social (24)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	Psychopathology looks at mental illness from a range of perspectives. This allows for review of previously learnt knowledge on approaches and allows students opportunity to apply their previously learnt knowledge to explain mental illnesses. Again, due to the nature of the topic and sensitivity this topic is taught in year 13.
T2	<p>Biopsychology Nervous system Neurons Synaptic transmission Fight or flight response Way of studying the brain Localisation of function Biological rhythms</p>	Features of science Economic implication Correlations & Self report	<p>Trial exam Memory (24) Approaches (24) – Essay Relationships (24) Research Methods (24)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	Biopsychology is fairly independent to other areas of the specification. It is a paper 2 topic, and is taught in the second year due its complexity and the volume of subject specific terminology required.
T3	<p>Biopsychology Localisation of function Biological rhythms Schizophrenia: Classification and diagnosis Explanations Treatments</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>	Case studies IDA	<p>ICA 1 Psychopathology (24) ICA 2 Biopsychology (24)</p> <p>Trial 2 Attachment (24) Issues and debates (24) Research methods (24) Biopsychology (24)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</p>	Biopsychology is fairly independent to other areas of the specification. It is a paper 2 topic, and is taught in the second year due its complexity and the volume of subject specific terminology required.
T4	<p>Forensics Profiling Biological explanation</p>	Reliability Validity Experimental methods recap Experimental designs recap Interview recap Data Analysis recap IDA	<p>ICA 3 - Schizophrenia (24)</p> <p>Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions</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. By this point of the course, students have a better understanding of the research methods as all topics are covered and so should be well versed in how they can use research methods to improve answers in other topics.
T5	<p>Forensics Psychological explanations Dealing with offending behaviour</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> <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>	Design a study IDA	<p>ICA 4 Forensics (24)</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>	This option was chosen as it plays to the strengths of the department 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. Students must be able to compare the theories, using arguments from Yr13 research methods such as social sensitivity to secure marks.