

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 and runs throughout the course. 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	Topics		Rationale	CEIAG/PS/CV
T1	Research methods Booklet 1 – Ethics Booklet 2 - Experimental methods Booklet 3 – Non-experimental methods	PC1 Research Methods (48) (1 hour) Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	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.	PS/CVs: This topic is social 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.
T2	Social Influence Conformity Conformity to social roles Obedience Resistance Minority Influence	Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	Social influence is introduced here as it allows students to consider psychology in the wider world and start to consider elements of our civic virtues. We consider historic social change and how this process has improved society overtime. We are also able to consider why historic events have happened. E.g. genocide and world wars.	CEIAG: discussions around clinical psychology, routes into this career and roles within. Sessions from University of Leeds on their Social Sciences courses. CV: Compassion – considering compassion, courage and wisdom when think about social change and how society has changed over time.
T3	Memory Multi store model Working memory model Long term memory Forgetting Eyewitness Testimony Cognitive interview	PC 2 Memory (12) Social (24) – Essay RM (12) Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	Teaching Memory after RM 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.	
T4	Attachment Care giver infant interactions Explanations of attachment Strange situation Maternal Deprivation Hypothesis Institutionalisation Relationships Research methods Mathematic skills Scientific Processes Issues and Debates	Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	Attachment has been placed here to allow time for students 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.	

T5 and 6	<p>Approaches Wundt Psychodynamic Behaviourism Cognitive Humanism Biological</p> <p>Research methods Design a Study</p>	<p>PC 3 Memory (12) Attachment (24) – Essay Approaches (12) RM (12)</p> <p>PC4 – Full paper 1 for topics covered + RM</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 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. 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. By teaching the remaining section of research methods this can be used to evaluate the topics in terms of which research methods the different approaches use and whether this is effective.</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>
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Subject Area: Psychology: Y13

Dates	Topics		Rationale	CEIAG/PS/CV
T1	Biopsychology Nervous system Neurons Synaptic transmission Fight or flight response Way of studying the brain Localisation of function Biological rhythms	PC1 – Approaches (24) Research Methods, Biopsych (24) Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	Biopsychology is independent to other areas of the specification. It is a Paper 2 topic and is taught in the second year due to its complexity and the volume of subject specific terminology required. We introduce schizophrenia and think about the classification of this mental illness.	PS/CVs: Understanding that there is often more than one way to effectively explain human behaviour will encourage student 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 behaviours.
T2	Psychopathology Definitions Characteristics Phobias Depression OCD Biopsychology Research Methods Data handling and analysis	PC2 – Trial exam Paper 1 (plus RM) Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	Psychopathology looks at mental illness from a range of perspectives. This allows for review of previously knowledge on approaches and allows students opportunity to apply their knowledge to explanation of various mental illnesses. Again, due to the nature of the topic and sensitivity this topic is taught in Year 13.	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 students at HE.
T3	Research Methods Inferential Stats Schizophrenia: Classification and diagnosis Explanations Treatments Forensics Profiling	PC3 – Trial exam Paper 2 (plus Psychopathology) ICAS: Paper 3 Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions	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.	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.
T4	Relationships Evolutionary explanations Factors affecting attraction Theories Virtual relationships and parasocial relationships	ICAS: Paper 3 Weekly: Reading content Reading journals and articles Homework booklets Spaced repetition Essay questions		

T5 and 6	<p>Forensics: Profiling Biological explanation Psychological explanations Dealing with offending behaviour</p> <p>Revision:</p>	<p>ICAS: Paper 3</p>	<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 year 13 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>
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