

Psychology Curriculum Map 2024-25

Intent: 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.

Implementation:

Term	1	2	3	4	5	6
Year 12	<p>Knowledge The course begins with social influence co-taught alongside research methods in a carefully sequenced.</p> <p>Students look closely at theories and research studies that explain the processes of conformity and obedience. 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 in data handling and analysis covers types of data, methods of presenting data and descriptive statistics. Time is built in to revise all of the areas above before AP1.</p> <p>Following AP1 mock exam, students continue developing the foundations of Psychology through teaching the six main approaches and their comparisons. Alongside approaches, students study non – experimental methods of research like observation and self-report. Scientific processes are explored like peer review and reporting investigations. In the final section of the term, patterns of distribution, analysing qualitative data and levels of measurement are taught.</p> <p>Skills</p> <ul style="list-style-type: none"> • Writing effective outline of knowledge • Writing effective application • Writing effective evaluation • Scientific processes and data handling and analysis • Designing practical investigations • Maths skills <p>Assessment</p> <ul style="list-style-type: none"> • Students also complete exam questions every lesson, and these are live marked in the classroom by teacher or self-assessed using a model answer and mark scheme. • Formal assessment every 2 – 3 weeks in an A level 30-minute assessment and receive a feedback lesson to uplevel work. • AP1 mock exam takes place in November and assesses all content and skills covered so far. Feedback is then provided. 		<p>Knowledge The next two terms students go on to study developmental psychological research investigating the processes involved in the formation of attachment and the possible consequences of its abnormal development such as maternal deprivation.</p> <p>Students are introduced to inferential statistics including factors that influence the choice of using different statistical tests in research and the concept of probability and Type 1/2 errors.</p> <p>Students then investigate psychological research into Psychopathology. Examining the definitions of abnormality and then investigating Psychological research into the causes and treatments for Depression, phobias and Obsessive Compulsive Disorder. This topic also requires the application of all the content learnt in approaches.</p> <p>Students are set a super curricular project and will present this to their tutor group.</p> <p>Skills</p> <ul style="list-style-type: none"> • Writing effective outline of knowledge • Writing effective application • Writing effective evaluation • Scientific processes and data handling and analysis • Carrying out the sign test • Designing practical investigations and research • Maths skills <p>Assessment</p> <ul style="list-style-type: none"> • Students also complete exam questions every lesson, and this is live marked in the classroom by teacher or self-assessed using a model answer and mark scheme. • Formal assessment every 2 – 3 weeks in an A level 30-minute assessment and receive a feedback lesson to uplevel work. • Classroom based AP mock exam – this will test all content and skills covered so far in the course in one full adapted exam paper. 		<p>Knowledge In the fifth and sixth term, students study Memory. They first looking at models and types of memory and then focusing on explanations for forgetting and accuracy of eyewitness testimony.</p> <p>Student then complete an extended period of revision in preparation for their end of year AP2 mock exams. All prior areas of the course are revisited and students are given opportunity to focus on improving their extended writing and research methods question answers through modelling and exam practice.</p> <p>Following AP2 mock exam, year 13 is launched in the final 3 weeks of the term where students begin biopsychology where the focus is on the nervous and endocrine system, the brain and biological rhythms.</p> <p>Over the summer, students complete a full write up of a lab report which is a typical requirement of year 1 of a Psychology degree and prepares them for this transition. They also complete foundation work on issues and debates in Psychology preparing them for this topic and enhancing evaluation in extended writing.</p> <p>Skills</p> <ul style="list-style-type: none"> • Writing effective outline of knowledge • Writing effective application • Writing effective evaluation • Scientific processes and data handling and analysis • Carrying out the sign test • Designing practical investigations • Maths skills <p>Assessment</p> <ul style="list-style-type: none"> • Students also complete exam questions every lesson, and these are live marked in the classroom by teacher or self-assessed using a model answer and mark scheme. • Formal assessment every 2 – 3 weeks in an A level 30-minute assessment and receive a feedback lesson to uplevel work. • AP2 Mock exam takes place in March • Lab report – Students' reports are assessed and feedback given 	

	1	2	3	4	5	6
Year 13	<p>Knowledge At the start of year 13 students, begin by reviewing the summer homework set for issues and debates and how this can be used to enhance evaluation in extended writing questions. Students then complete remaining areas of BioPsychology, the final topic in paper 2. 45 minutes each week are allocated for practicing research methods questions and instant feedback.</p> <p>Students then study paper 3 topics starting with forensic psychology which looks at explanations for offending behaviour and methods for dealing with offenders. Issues and debates introduced in the summer holiday work is then retaught and students are given extended practise on linking content in this topic with other topics already covered.</p> <p>Time is then allocated to revisit key content from year 12 and this term in preparation for AP1 mock exam. Students will have opportunity to receive full feedback post exams including model answers, analysis of marks and resits. In relationships psychology students investigate what evolutionary explanation for mating behaviour, factors which affect attraction and theories of romantic relationships. Research on Virtual and parasocial relationships is also explored.</p> <p>Skills</p> <ul style="list-style-type: none"> • Writing effective outline of knowledge • Writing effective application • Writing effective evaluation • Scientific processes and data handling and analysis • Carrying out the sign test • Designing practical investigations • Maths skills <p>Assessment</p> <ul style="list-style-type: none"> • Students also complete exam questions every lesson, and these are live marked in the classroom by teacher or self-assessed using a model answer and mark scheme. Includes weekly research methods practice. • Formal assessment every week in an A level 30-minute assessment or single essay and receive a feedback lesson to uplevel work. • AP1 mock exam takes place in November and assesses all content and skills covered so far from papers 1 – 3. Feedback is then provided. 	<p>Knowledge Students finish off relationship and then the final A level content with paper 3 topic Schizophrenia. This topic covers diagnosis and classification of the disorder, explanations and treatments. Topic draws upon prior knowledge in approaches and so memory platforms will be used to revisit these concepts.</p> <p>Revision and reteaching is carried out of all prior knowledge in preparation for mock exam 2 (papers 1, 2, and 3) with a focus on developing extended writing and challenging essay questions.</p> <p>Skills</p> <ul style="list-style-type: none"> • Writing effective outline of knowledge • Writing effective application • Writing effective evaluation • Scientific processes and data handling and analysis • Carrying out the sign test • Designing practical investigations • Maths skills <p>Assessment</p> <ul style="list-style-type: none"> • Students also complete exam questions every lesson, and these are live marked in the classroom by teacher or self-assessed using a model answer and mark scheme. • Formal assessment every week in an A level 30-minute assessment or single essay and receive a feedback lesson to uplevel work. 	<p>Knowledge Revision and reteaching is carried out of all prior knowledge in preparation for mock exam 2 (papers 1, 2, and 3) with a focus on developing extended writing and challenging essay questions. Content that will be retaught which focuses on areas of identified weakness in assessments, areas students lack confidence and areas likely to emerge in this year's exams.</p> <p>Students will be given practice exam questions and regular tests that will enable them to see what topics they should focus their revision on.</p> <p>Students will use their mock papers, revision guides, revision checklists and marked activities to revise key concepts, phrases and knowledge and try to apply it to different exam questions in lesson and outside of lesson.</p> <p>Topics covered All topics from three papers.</p>			

Impact:

- To ensure students achieve they fullest potential in Psychology, students will be formatively assessed regularly through written assessment that includes short questions, extended essays and research methods questions that will embed key elements of the mark schemes.
- Students are given a memory platform at the start of each lesson. Students will record their performance using their revision check lists.
- Data from assessments will then be used to target students and aim to enhance their development areas though re-teaching lessons and intervention.
- Students data from assessments and mock exams will be analysed to highlight any areas for development e.g. short mark questions, extended writing or research methods/maths.
- Students will be set homework every lesson which requires them to revisit content from the lessons and practise assessment style questions. This ensures learning is extended further.
- Students will be directed to do further super curriculum reading around the subject by making use of online resources and materials in the Russell library. Extracurricular trips will also be organised to Psychological institutions through contacts gained at subject Lead's university.

