

Psychology Curriculum Mapping

Year 12						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Research Methods	Research Methods Memory Social Influence	Research Methods Memory Social Influence Approaches	Approaches Attachment Research Methods	Psychopathology Research Methods	Psychopathology Biopsychology Research Methods
Knowledge and skills (Content)	The first half term is focused on Research Methods. This underpins all of Psychological Research and allows students to understand the different research methods that are used in Psychological Research, how samples of participants are gathered and organised, the many ethical considerations that have to be taken into account when designing research and finally, Mathematical Skills and Statistics.	We use the second half term to start topics in Psychology including Social influence and Memory these two topics are co-taught alongside research methods in a carefully sequenced curriculum. This ensures each area of research is complemented by the relevant methodological understanding of how that research was conducted and how it can be evaluated. Maths skills will also be embedded in activities throughout the curriculum.	Students continue to study Social Influence and Memory during this half term, with a short assessment to gain an understanding of their level of knowledge for the content. The next two terms continue developing the foundations of Psychology through the critical teaching of the six main approaches in Psychology and their comparisons. Students will also begin the study of Attachment; they study developmental psychological research investigating the processes involved in the formation of attachment and the possible consequences of its abnormal development.	The second spring half term is used to finalise the teaching of Approaches and Attachment. Students continue to revisit Research Methods throughout to embed the topics and the practice the examinations skills. During this time, students will also embark on revision and consolidation for their upcoming assessments, working through examination papers to gain confidence.	Students will be formally assessed in their May SaS exams. Data from these assessments will be used to plan classroom intervention. Full feedback will be provided, and students will have opportunity to respond to this feedback in full. 1:1 and small group Intervention will be targeted using data from the mock exam. Secondly, students begin the study of 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	During this time, students will continue to study Psychopathology, and also will start the Biopsychology topic. This topic contains the most demanding content in terms of biological sciences. The focus is on the nervous and endocrine system, the brain and biological rhythms. Students will have opportunity to apply the new skills, they have developed writing advanced evaluation.
Assessment		End of topic Research Methods Assessment – 48 marks	End of topic Assessments for Memory and Social Influence		SaS assessments – Paper 1 and Paper 2	
Cross Curricular Links	English (Extended writing, formulating an argument, comprehension, debating skills) Maths – student cover a range of different mathematical skills including ratios, percentages and decimals. Measures of central tendency, measures of dispersion, statistical test (parametric and non parametric). Furthermore, the use of graphs, tables and distribution.	English (Extended writing, formulating an argument, comprehension, debating skills) Maths – student cover a range of different mathematical skills including ratios, percentages and decimals. Measures of central tendency, measures of dispersion, statistical test (parametric and non parametric). Furthermore, the use of graphs, tables and distribution. Students consider Cognitive Psychology and the Scientific Approach to Psychology	In addition to links suggested - Links to Science (specifically Biology) through the teaching of approaches, including the role of cognitive neuroscience.	In addition to links suggested - Links to Science (specifically Biology) through the teaching of approaches, including the role of cognitive neuroscience.	In addition to links suggested - Students study the biological explanations and treatments for OCD. Including the role of brain structure, neurotransmitters and genetic explanations.	In addition to links suggested - Students study the human brain structure, explanations of sleep and biological rhythms.

SMSC, British Values, Cultural Capital	Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour.	Ethical issues within psychological research is an A level syllabus topic in itself. Students must be familiar with ethical guidelines for research as issued by the British Psychological Society and be able to put these into practice during project work..	The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems and take part in research projects as part of a team.			
CEIAG	Students learn about the different types of psychologists, routes into the profession, their roles, and responsibilities and how they use a range of different treatments to support those in need. Including clinical, educational, counsellor, therapist, nurses and doctors.					
Learning outside the classroom				Students attend a trip to Trentham Monkey Forest to embed knowledge in Attachment.		
Additional Subject Specific Information						

Year 13						
Term	Autumn (1)	Autumn (2)	Spring (1)	Spring (2)	Summer (1)	Summer (2)
Topic(s)/ Subjects(s)	Research Methods Biopsychology Psychopathology	Issues and Debates Forensics Research Methods	Issues and Debates Forensics Research Methods	Stress Gender Research Methods	All topics	Formal Assessments
Knowledge and skills (Content)	The first half term of Year 13, students continue to study Biopsychology and Psychopathology. Throughout this half term, students also start to revisit Research Methods, with second teaching of Inferential Statistics, The Scientific Method and other Research Methods.	At the beginning of this term students begin the first topic on Paper 3 – Issues and Debates, which considers use of animals in research, ethical considerations, holism v reductionism, gender and cultural bias and further issues and debates. Students also start their second topic on Paper 3 – Forensics. This topic considers offender profiling, explanation of offending behaviour and methods of rehabilitation.	Students will sit their January SaS assessments covering the content of Paper 1 and Paper 2 – during 2 x 2 hour assessments. Once been completed, students return to studying forensic Psychology and look at explanations for offending behaviour and methods for dealing with offenders. Both these areas of the topic draws heavily on prior knowledge of approaches in Psychology and involved their application to crime. Memory platforms will focus on this prior knowledge for recall. In addition to mocks, students are assessed formally every two weeks on new content taught. Students will also finalise the Issues and Debates topic.	During this half term, the final two topics are taught for Paper 3 including Stress and Gender. Stress covers the physiological reactions to stress, causes of stress and methods of stress reduction. In the study of gender, students study the difference between sex and gender, the role of genes and chromosomes and the cognitive and biological explanations of gender.	During this half term, students will engage in active revision for the forthcoming papers in the summer. Revision is targeted towards topics that students want to focus on and exam skills are finalised. In the final two terms all teaching of new content has been completed. Students will use remaining time to revise all prior topics. Lessons will be spent reteaching and reassessing students on prior content from all three papers. This will include weekly assessment of exam papers. 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 exam.	Formal examinations – Paper 1 – 2 hours (Social Influence, Memory, Attachment and Psychopathology) Paper 2 – 2 hours (Approaches, Biopsychology and Research Methods) Paper 3 – 2 hours (Issues and Debates, Gender, Stress and Forensics) *Note – research methods is embedded across all three psychology papers.
Assessment	September Mock Assessments – in class		SaS assessments – Paper 1 and Paper 2			Final A Level Assessments
Cross Curricular Links	English (Extended writing, formulating an argument, comprehension, debating skills) Maths – student cover a range of different mathematical skills including ratios, percentages and decimals. Measures of central tendency, measures of dispersion, statistical test (parametric and non parametric). Furthermore, the use of graphs, tables and distribution.	English (Extended writing, formulating an argument, comprehension, debating skills) Maths – student cover a range of different mathematical skills including ratios, percentages and decimals. Measures of central tendency, measures of dispersion, statistical test (parametric and non parametric). Furthermore, the use of graphs, tables and distribution.	English (Extended writing, formulating an argument, comprehension, debating skills)	English (Extended writing, formulating an argument, comprehension, debating skills)	English (Extended writing, formulating an argument, comprehension, debating skills)	English (Extended writing, formulating an argument, comprehension, debating skills) Maths – student cover a range of different mathematical skills including ratios, percentages and decimals. Measures of central tendency, measures of dispersion, statistical test (parametric and non parametric). Furthermore, the use of graphs, tables and distribution.
SMSC, British Values, Cultural Capital	The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems and take part in research projects as part of a team.					

CEIAG	Students learn about the different types of psychologists, routes into the profession, their roles, and responsibilities and how they use a range of different treatments to support those in need. Including clinical, educational, counsellor, therapist, nurses and doctors.					
Learning outside the classroom		Student attend Shrewsbury Prison to consider the psychological and sociology explanations to crime, offending behaviour and to learn about prison life.		Student attend the Tutor2u Revision Days in Manchester		
Additional Subject Specific Information						

Psychology is a popular subject which is attractive to students because it allows students to develop a range of valuable skills, including critical analysis, independent thinking and research. These skills are particularly relevant to young people and are transferable to further study and the workplace. Psychology also combines well with a range of other subjects, including Biology, Mathematics and English. This means that there are many opportunities to forge cross-curricular links. The AQA course we offer provides students an engaging and stimulating introduction to the study of psychology, combined with the academic integrity and skills that Higher Education and employers value.

Intent

To ensure students achieve they fullest potential in Psychology, students will be formatively assessed once a fortnight 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. This is graded out of 10 and the score is recorded. Students are expected to achieve 60% in these or will be directed to spend time to improve this score.
- 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/math.
- 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. All homework will be recorded on Show My Homework.
- Students will be directed to do further 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.