

Department Curriculum Vision: Building on from GCSE Biology and Maths, there are skills that overlap with the A-level specification that can be used to strengthen your knowledge and understanding. You should also be able to leave the course armed with the awareness of writing your dissertation at university, including laboratory reports/journal articles. It is hoped that you take your learning and appreciation of Psychology beyond the textbook so that you can see its value in the mundane and in the extraordinary. Most of all, the intention of this course is to be able to apply it to everyday life so that you have a healthy appreciation about mental health, social behaviour as well as an understanding about the brain and body from a neurological lens.

	Autumn Term 1	Autumn Term 2
Content: (Know what...)	• Introduction to Approaches, Paper 2, Section A • Introduction to BioPsychology, Paper 2, Section B • Introduce aspects of Research Methods, Paper 2, Section C (assessed in all three papers)	• Complete Approaches, Paper 2, Section A • Complete BioPsychology, Paper 2, Section B • Complete Research Methods, Paper 2, Section C (AS/ and introduce some elements of A-level content; (assessed in all three papers)
Skills: (know how...)	• To become familiar with the exam skills (A01, A02 and A03) through practising exam questions prepared by AQA - being able to recognise knowledge skills (A01, Outline, Describe, Explain, List); being able to discriminate between the meanings of critically compare, compare, evaluate, discuss, compare and contrast as evaluative/discursive skills (A03) along with exam questions that include source information that requires the ability to apply psychological knowledge within the context of the source information which is always never seen before information • To be able to apply knowledge and exam skills appropriately when answering AQA prepared exam questions from Paper 2, Sections A, B and C topics	• To be able to apply knowledge and exam skills appropriately when answering AQA prepared exam questions for Research Methods, Paper 2, Section C • To be able to develop evaluation/discussion skills when answering extended writing for Approaches, BioPsychology and mathematical skills.
Key vocabulary	• See Teacher presentations, specification and textbook(s)	• See Teacher presentations, specification and textbook(s)

Mid Term Assessment	• Vocabulary/key terms and definitions assessment • Skills practise assessment • Initial Assessment • Timed essay	• Research Methods mini timed assessment • Vocabulary/key terms and definitions check assessment x3
End Term Assessment	• Timed essay • Timed Research Methods assessment	• End of Topic Assessments, Approaches, BioPsychology and Research Methods (RM; Paper 2, Section A, B and AS content of RM)
	Spring 1	Spring 2
Content: (Know what...)	• Complete Memory, Paper 1, Section B • Complete Clinical Psychology and Mental Health, Paper 1, Section D • Introduce Social Influence, Paper 1, Section A • Introduce Attachment, Paper 1, Section C	• Complete Social Influence, Paper 1, Section A • Complete Attachment, Paper 1, Section C • Continue with Research Methods, Paper 2, Section B (some elements of A-level content; assessed in all three papers)
Skills: (Know how...)	• To be able to apply knowledge and critical understanding when answering exam skills appropriately for Paper 1, Sections A, B, C and D • To be able to develop evaluation/discussion skills when answering extended writing answer for Paper 1, Sections A, B, C and D	• To be able to develop evaluation/discussion skills when answering extended writing answer for Paper 1, Sections A, B, C and D • To be able to answer a variety of questions about the topic that engage all of the examination skills (A01, A02 and A03) for Paper 1, Section A, B, C and D
Key vocabulary	• See Teacher presentations, specification and textbook	• See Teacher presentations, specification and textbook
Mid Term Assessment	• Vocabulary/key terms and definitions assessment • Timed essay • Timed A02 assessment • Terminology check assessment x2 • Approaches assessment and End of Clinical Psychology	• Vocabulary/key terms and definitions assessment • Timed essay x2 • Timed A02 assessment x2 • Mini Attachment, BioPsychology and Research Methods assessment

	- and Mental Health assessment with RM • Research Methods with mini Memory assessment (8/12 mark essay) • End of Memory assessment	• End of Social Influence assessment with RM
End Term Assessment	• Approaches assessment and End of Clinical Psychology and Mental Health assessment with RM • End of Memory assessment	• Mini Attachment, BioPsychology and Research Methods assessment • End of Social Influence assessment with RM
	Summer 1	Summer 2
Content: (Know what...)	• Revision of Papers 1 and 2 • Introduction to Issues and Debates, Paper 3, Section A • Continue with Research Methods A2 content, Paper 2 (assessed in all three papers) • Plan investigation to zoo	• Revision of Papers 1 and 2 • Continue with Issues and Debates, Paper 3, Section A • Continue with Research Methods A2 content, Paper 2 (assessed in all three papers) • Collect data from investigation to zoo/presentation of one investigation/write report of one investigation
Skills: (Know how...)	• To be able to critically compare the different issues and apply research evidence • To be able to read a unseen content from an exam paper and identify the most suitable statistical test • To be able to gain some insight into an optional topic of the course	• To be able to answer a variety of questions about the topic that engage all of the examination skills (A01, A02 and A03) • To be able to answer a range of exam questions that challenge the use of topics taught in Year 1 of the course to strengthen the skills and knowledge necessary to attain C to A* for UCAS • To be able to sit in exam conditions AQA exam prepared questions that appear in Paper 1 and 2
Key vocabulary	• See Teacher presentations, specification and textbook	• See student notes/revision materials

Mid Term Assessment	• Timed essay x2 • Timed A02 assessment • Mini assessment of Attachment, BioPsychology and RM • Mini assessment of Memory and RM • Small assessment of any possible gaps	• Vocabulary/key terms and definitions assessment
End Term Assessment	• Mini assessment of Attachment, BioPsychology and RM • Mini assessment of Memory and RM	• Summer PPEs - Papers 1 and 2
Additional information		
Homework	Homeworks/works to be completed away from lessons will be set during the fortnight of 9 lessons. The specifics will be available to look at in detail as they appear on the Programme of Study shared with students along with a reminder at the end of each day as well as via Google classroom.	
Extra curricular and enrichment opportunities	Google classroom include a range of wider reading and enrichment suggestions for the students to explore, along with suggestions from Psychology Review (copies available in the library) Students to visit London Zoo Summer term 2 to practise Research Method skills • The School of Life https://www.theschooloflife.com/ • Verywellhealth https://www.verywellhealth.com/ • The British Psychological Society https://www.bps.org.uk/ List of podcasts can be found along with wider reading and films to watch on GC Psychology Careers library of interviews with different professionals using Psychology related knowledge and skills in their careers	
Useful links that will support learning	• PsychBoost (guy) https://www.youtube.com/c/PsychBoost • SimplyPsychology	

	https://www.simplypsychology.org/ • AQA Psychology https://www.aqa.org.uk/subjects/psychology • mathsandphysics Tutor https://www.physicsandmathstutor.com/ Google classroom will also include additional wider read, podcast suggestions, journal articles that you can read as well as activities that have been designed to see you all working towards A* to Bs,
How parents can support learning	Parents active engagement with revision - testing knowledge; timing students to complete topics/papers in timed conditions. It would be also very helpful to have you check student folders to see what work has been done such as notes inreadiness for the next lesson and ask questions about the independent tasks students have been recommended to complete to help them work towards achieving A* to Bs.