



Psychology Curriculum Overview

What are the aims of the Psychology curriculum?

Our Psychology curriculum provides our students with a substantial understanding and knowledge of a broad range of psychological disciplines and areas such as social influence, memory and clinical and mental health psychology. These give students a flavour of Psychology as a general discipline and field of study. Our Psychology curriculum also ensures our students become competent social scientists through the study of research methods, where students will discover how to plan, conduct and analyse research. This then facilitates students to specialise in a particular area of study either through an apprenticeship or more likely at undergraduate level upon completion of their A level course.

How does the Psychology curriculum support the Seaton Valley Federation's curriculum vision and intent?

The Key Stage 5 psychology curriculum provides students with a challenging and engaging overview of Psychology as a science and how it operates as both a field of scientific study and a leader in the development of our understanding of human behaviour. Students use their literacy skills to create developed and reasoned arguments to critique psychological theories and research, whilst at all times being asked to question independently the various factors which can influence human behaviour. The psychology curriculum is constantly evolving and changing as new discoveries are made, and students are encouraged to use this to develop their cultural awareness.

How is the Psychology curriculum sequenced to support pupils to make effective progress.

In Year 12 students begin learning about key psychological research within the context of Social Influence and Memory. They then continue to expand their knowledge of research through the study of Attachment, Biopsychology and Key Approaches. Year 12 students will have the opportunity to appreciate how scientific psychology is through their learning of Research Methods and Clinical Psychology and Mental Health, whilst exploring controversy in psychology through Issues and Debates. Students then complete their mock examinations, before applying their knowledge of key approaches and theories to the study of Schizophrenia, Cognition and Development, and Addiction in Year 13.

How is assessment and feedback used to aid progress? How is moderation and standardisation achieved within law?

Students are assessed orally within lessons as many of the topics are discussion based, requiring developed thoughts and opinions from the students. At the end of Year 12, students complete a mock examination as a progress check for students before moving into Year 13 and the remainder of the full A Level course. Students sit trial exams in line with the SVHS exams timetable for the academic year in both year 12 and year 13. Throughout Key Stage 5 students are formally assessed every half term using past examination questions with targets and written teacher feedback provided to track progress through the various topics studied.



How is staffing organised within psychology?

Year 12

Victoria Brown

Hollie Hudson

Year 13

Victoria Brown

Hollie Hudson

Examined courses – exam board and course code (exams and controlled assessment elements)

AQA A Level Psychology

Paper 1: Introductory Topics in Psychology (Social Influence, Memory, Attachment and Clinical Psychology and Mental Health)

Paper 2: Psychology in Context (Approaches, Biopsychology and Research Methods)

Paper 3: Issues and Options in Psychology (Issues and Debates, Cognition and Development, Schizophrenia and Addiction)