



Psychology Curriculum Overview

What are the aims of the Psychology curriculum?

Psychology as the scientific study of the mind and behaviour enables students to become analytical thinkers. Students will learn to demonstrate principles of empiricism and an ability to present evidence to explain a range of human behaviours, analyse patterns over time and design appropriate interventions. Students will gain several skills centring in logic, evaluation and real world application. The extended writing within the course teaches students how to write coherently and develops confidence in communicating their ideas, all of which are key skills in the working world. The statistical component of the course enables learners to become confident with the research process, and how this underpins science.

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

Our Psychology curriculum provides students with a challenging and engaging overview of the human mind and behaviour, and how this can be applied to the world we live in. Students use their literacy skills to discuss psychological concepts concerned topics around mental health (schizophrenia and mood disorders), Memory and Learning, Attachment and many more. Students are expected to develop their independence through homework and their own research projects. The psychology curriculum requires students to develop their numeracy skills, and apply their knowledge in the context of our culture, and cultures across the world.

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

In Year 12, students are taught the main key approaches in Psychology (Learning, Biological and Cognitive). This provides them with an understanding of psychological debate and scientific processes. This knowledge is then applied to specific topics (Social Influence, Memory, Attachment and Psychopathology). There is also a focus on biological structures and how these influence behaviour.

The Year 13 curriculum builds on this content in terms of both knowledge and challenge. They learn about more sophisticated statistical analysis techniques and apply their knowledge to more demanding topics such as Cognitive Development and Biopsychology. The whole curriculum is designed to systematically build knowledge and skills in a logical and coherent way.



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

Students are assessed orally within lessons as many of the units are discussion based, requiring developed thoughts and opinions from the students. Regular homework, with detailed feedback develops students' exam technique. At the end of Year 12, students are entered for the AS Level exam as a progress point for students before moving into Year 13 and the remainder of the full A Level course.

How is staffing organised within the Psychology curriculum?

Year 12 and Year 13 are both taught by Adam Ironside and Natalie Gilhooley. Adam generally focuses on delivering Research Methods, Biopsychology and the topics in Psychology. Natalie focuses on the Key Approaches and Cognitive Development.

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

AQA AS Level Psychology (7181)
AQA A Level Psychology (7182)