

Curriculum Map 2023 onwards

Year view Subject: A Level Psychology		For further information, please see the KS5 Curriculum Booklet		
Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1	<p>Approaches in Psychology Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. This includes the following approaches: The behaviourist, the cognitive and the biological.</p> <p>Ethics: An introduction to Psychological Ethics.</p> <p>Research Methods. Understanding of key methods of psychological research.</p>	<ul style="list-style-type: none"> • Knowledge and understanding of the history of psychology • Use of subject specific language/ psychological terminology • Reading psychological material • Formulating relevant questions • Independent learning skills • Accessing psychology resources • Note making • Developing use of flipped classroom techniques • Using google classroom to exchange ideas. • Problem solving/analytic/application skills • Use of subject specific biopsychology terminology • Explanation of biological processes • Evaluation skills development – strengths and limitations of each of the approaches • Group work skills • Comparison of animal and human studies • Develop understanding of psychology as a science • Critical analysis • Debating skills • Formulating relevant arguments • Consideration of wider implications of research on policies and practices • Understanding of psychology and the economy 	<ul style="list-style-type: none"> • Consolidating knowledge and understanding • Sharing successful revision strategies. • Peer assessment • Knowledge and understanding of assessment objectives • Developing exam technique • Strengthening – analysis, application, evaluation, essay writing, research methods, data handling, • Reflection and critical analysis • Terminal written tests. 	<p>Curriculum enrichment for the whole course:</p> <p>Developing a growing understanding of the actions of others.</p> <p>Further investigating the scientific process.</p> <p>Links to prior learning Previous knowledge from GCSE sciences, mathematics and ethics (RS).</p> <p>Specifically biopsychology & structures/ neurochemistry</p> <p>Link to careers:</p> <p>Investigating how to move forwards in the future study of Psychology at University.</p>

Curriculum Map 2023 onwards

Year 12	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
<p>Autumn Term 2</p>	<p>Biopsychology: The divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response including the role of adrenaline.</p> <p>Psychopathology: Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD)</p> <p>The behavioral approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitization, including relaxation and use of hierarchy; flooding.</p> <p>The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model: cognitive behavioural therapy (CBT), including challenging irrational thoughts.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>	<ul style="list-style-type: none"> • Terminology and concept development • Independent learning • Identification of components/elements in diagrammatic form • Explanation of biological processes • Application skills to novel situations/scenarios • Independent research skills • Analytic skills • Group work skills • Accessing relevant psychological material • Making psychological material accessible to peers • Presentation skills • ICT skills 	<ul style="list-style-type: none"> • Concurrent testing of knowledge through structured exam questions. 	<p>Links to prior learning Links to GCSE & A- level Biology and PE for content such as the structure and functions of neurons.</p>

Curriculum Map 2023 onwards

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<p>Spring Term 1</p>	<p>Social influence: Types and explanations of conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo.</p> <p>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience; the Authoritarian Personality.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p>	<ul style="list-style-type: none"> • Describe the main feature of research studies • Evaluate research evidence (methodology and ethics) • Use research evidence to evaluate explanations • Developing knowledge of key terminology • Developing application skills applying knowledge of conformity to scenarios • Research methodology skills based on analysis of conformity research • Ethical decision making based on analysis of conformity research • Group skills • Practical work – part-replication of research –Asch • Data handling skills – descriptive statistics • Research skills – operationalising variables, control of variables • Ethical and methodical evaluation of research studies • Implications of Psychological research • Shaping material – how research into conformity and obedience can be used to explain social change • Research methods – using a standardised scale to assess locus of control 	<ul style="list-style-type: none"> • Concurrent testing of knowledge through structured exam questions. 	<p>Links to prior learning: Students will have no prior learning of this module unless they have undertaken content elsewhere at GCSE. Introductory module we use to build students knowledge and foundations of psychology by looking at real world application.</p> <p>Links to History - studies of obedience & conformity (specifically the rise of the Nazi party).</p>

Curriculum Map 2023 onwards

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<p>Spring Term 2</p>	<p>Attachment Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>Animal studies of attachment: Lorenz and Harlow.</p> <p>Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</p> <p>Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including Van Ijzendoorn.</p> <p>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>	<ul style="list-style-type: none"> • Use of subject specific psychological terminology • Explanation skills • Critical thinking skills – the role of animal research in Psychology • Evaluation of explanation/ theories • Application skills • Research methods – designing observation, piloting, sampling, data collection and data presentation skills • Maths skills – interpreting graphical data • Checking reliability of observations • Accessing and reading psychological material • Summarising key points and presenting to class/peers • Evaluation skills in relation to: techniques used in research – Strange Situation, theoretical construct – types of attachment, weighing up evidence • Independent research skills 	<ul style="list-style-type: none"> • Assessment via student produced focussed research presentations. 	<p>Links to prior learning: Research methods Approaches – behavioural, developmental, social, Psychodynamic, Humanistic Psychopathology Gender Issues and debates</p>

Curriculum Map 2023 onwards

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<p>Summer Term 1</p>	<p>Memory: Features of each memory store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p>	<ul style="list-style-type: none"> • Using different types of research evidence to evaluate theory and models • Maths skills: calculating descriptive statistics, substituting values in formulae, solving basic equations • Use of key psychological terminology • Accessing and reading psychological material • Generating hypotheses/propositions • Evaluation skills – using criteria to evaluate models/theories • Apply knowledge and understanding of models to explain everyday situations • Use of ICT • Research methods skill development – research design, data collection and analysis • Mathematical skills – calculation of central tendency, dispersion and percentages • Data analysis and presentation skills • Reflection skills based on participation in psychological demonstration • Peer and self-assessment • Knowledge and understanding of EWT and cognitive interview applied to new situations • Evaluation of research studies • Use of research evidence to support factors affecting EWT • Practical research design skills 	<p>Year 12 exams and practice exam style questions</p>	<p>Links to prior learning: Research methods Approaches – behavioural, developmental, social, Psychodynamic, Humanistic Psychopathology Gender Issues and debates</p>
<p>Summer Term 2</p>	<p>Research Methods: Practical application of Research Methods.</p>	<ul style="list-style-type: none"> • Independent research task. • Practical research design skills • Applying knowledge of research design to design a laboratory experiment to investigate topic of choice from the A level specification • Accessing/reading psychological material • Understanding validating process • Production and use of experimental apparatus as necessary 	<p>Assessment via student produced focussed research and application.</p>	<p>Links to prior learning: Research evidence covered in summer term 1 and spring term 2</p>

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Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Autumn Term 1			Mock exams	
Autumn Term 2				
Spring Term 1				
Year 13	Knowledge/Content	Skills	Assessments/Checkpoints	Comments
Spring Term 2				
Summer Term 1				
Summer Term 2	External exams	External exams	External exams	External exams