

KS5 Curriculum Map – Psychology:

Topic	Substantive Knowledge This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.	Disciplinary Knowledge (Skills) This is the action taken within a particular topic in order to gain substantive knowledge.	Assessment Opportunities What assessments will be used to measure student progress?
Approaches and Research Methods	<ul style="list-style-type: none"> The pillars of psychology (approaches) Research methodologies 	<ul style="list-style-type: none"> Critically consider (describe, evaluate and compare) the biological, behavioural Core, cognitive, psychodynamic and humanist approaches Develop research skills in the context of practical investigations using experiments, self-report and other methodologies Refer to the pillars of psychology 	<ul style="list-style-type: none"> Multiple choice tests Timed essay assessments Essay questions Questioning Metacognitive tasks Practical Assignments Data handling Planning skills
Forensic Psychology	<ul style="list-style-type: none"> Profiling, biological and psychological explanations of offending Dealing with offending behaviour Crime statistics 	<ul style="list-style-type: none"> Compare the two types of profiling Link biological and psychological explanations of offending to determinism, reductionism, gender bias and Compare four methods of dealing with offending behaviour in terms of recidivism, cost and ethics 	<ul style="list-style-type: none"> Multiple choice questions Stem application questions Group work (collaborative assessment)
Psychopathology	<ul style="list-style-type: none"> 4 definitions of abnormality Clinical characteristics, causes of and treatments for depression, phobias and obsessive- compulsive disorder 	<ul style="list-style-type: none"> Compare the 4 definitions in terms of cultural relevance, measures and suitability Undertake and review case studies to compared depression, Obsessive-compulsive disorder and phobias Refer to pillars of psychology 	<ul style="list-style-type: none"> Assess application to empirical case studies Stem application questions Evaluation questions

<p>Social Influence</p>	<ul style="list-style-type: none"> • Obedience and Conformity • Independence • Minority Influence • Social Change 	<ul style="list-style-type: none"> • Undertake to Illustrate the differences between conformity and obedience with case studies • Ascertain the impact of issues of reliability and validity • Consider empirical examples of minority influence and its impact on social change 	<ul style="list-style-type: none"> • Social influence is assessed through timed essay production and through extended plans for all concepts. • Application to stem questions • Evaluation questions • Ethical issues including socially sensitive ethics <ul style="list-style-type: none"> • Scientific terminology, short answer responses <ul style="list-style-type: none"> • The ethics of gender discussions • Timed Assessments • Case study interpretations
<p>Biopsychology 1</p> <p>Gender</p>	<ul style="list-style-type: none"> • CNS and sub divisions, stress responses, the brain and endocrine system. 	<ul style="list-style-type: none"> • Review GCSE biological knowledge • Explain the concepts of neuronal transmission and the endocrine system • Create models to further knowledge <ul style="list-style-type: none"> • Compare the biology and psychology of gender and discuss the current issues around gender labelling and socially sensitive ethics • Refer to pillars of psychology 	<ul style="list-style-type: none"> • The ethics of gender discussions • Timed Assessments • Case study interpretations
<p>Issues, Debates and Approaches</p> <p>Biopsychology part 2</p>	<ul style="list-style-type: none"> • Issues • Debates • Approaches • Biopsychology 2 	<ul style="list-style-type: none"> • Explain how existing knowledge elucidates gender and cultural bias and how can we apply ethical considerations • Explain how psychological debates add to the efficacy of existing knowledge of research evidence • Compare existing research from alternative approaches and consider their efficacy 	<ul style="list-style-type: none"> • Approaches examination questions • Stem application questions • Application of issues and debates to existing knowledge of theories and studies • Multiple choice questions

		<ul style="list-style-type: none"> • Consider characteristics of the brain and biological rhythms in terms of biological determinism • Refer to pillars of psychology 	
Harder research methods and statistics	<ul style="list-style-type: none"> • Case Studies, Meta - analysis, • Confidence limits, • Probability • Type 1 and 2 errors • Criteria for parametric testing • Criteria needed for inferential statistics 	<ul style="list-style-type: none"> • Apply case studies to existing knowledge • Generate flow charts for confidence limits, probability • Review errors • Consider a range of data interpretations 	<ul style="list-style-type: none"> • Practice questions (including year 1 research methods) • Timed Assessments • Knowledge tests • Designing research, applying inferential statistics and interpretations of P values
Schizophrenia	<ul style="list-style-type: none"> • Classification and Diagnosis (including issues of reliability/validity) • The Biology and Psychology of Schizophrenia including interactionism • The Psychology of Schizophrenia • Methods of treating and managing schizophrenia 	<ul style="list-style-type: none"> • Critique case studies and Nottingham University doctor training to elucidate diagnostic difficulties • Contrast biological and psychological explanations • Refer to pillars of Psychology 	<ul style="list-style-type: none"> • Practice questions • Timed Assessments • Knowledge tests • Stem application questions
Memory	<ul style="list-style-type: none"> • Differences between STM and LTM • WM and MSM • Types of LTM and forgetting • Eyewitness testimony including cognitive interview 	<ul style="list-style-type: none"> • Use practical investigations and class practical to demonstrate the efficacy of studies relevant to MSM and WM • Conduct a thorough evaluation and comparison including reliability and validity • Discuss clips of EWT and EL research to show difference in methodologies and to illustrate the CI 	<ul style="list-style-type: none"> • Practical investigations • Class essays of models of memory • Methodological criticisms • Timed Assessments • Knowledge tests