

Subject: Psychology * two research studies for each area are compulsory



KS5 Curriculum Map Year 12:

<p>Topic</p>	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment Opportunities</p> <p>What assessments will be used to measure student progress?</p>
<p>Approaches and Research Methods</p>	<ul style="list-style-type: none"> • An introduction to Psychology and written essays (Attachment) • Research methodologies • Data handling • Introduction to Data analysis 	<ul style="list-style-type: none"> • Critically consider (describe, apply knowledge and evaluate) the core theories of why we form attachments and their importance. • Develop research skills in the context of practical investigations using experiments, self-report and other methodologies • Refer to the pillars of psychology • Data handling tasks • Measures of central tendency • Measures of dispersion • The Sign Test 	<ul style="list-style-type: none"> • Multiple choice tests • Timed essay assessments • Essay questions • Questioning • Metacognitive tasks • Practical Assignments • Data handling • Planning skills
<p>Social influence</p>	<ul style="list-style-type: none"> • Key studies of conformity and obedience • Explanations of resistance to social influence • Minority influence 	<ul style="list-style-type: none"> • To critically consider (describe, apply knowledge and evaluate) key theories of social influence 	<ul style="list-style-type: none"> • Multiple choice tests • Timed essay assessments • Essay questions • Questioning • Metacognitive tasks
<p>Biopsychology</p>	<ul style="list-style-type: none"> • Biopsychology Year 1 and Year 2 • The brain, neural transmission, the endocrine system • Advanced biopsychology including localisation of function, split brain research 	<ul style="list-style-type: none"> • Stress responses exercise • Theoretical study of the brain • Evaluation exercises 	<ul style="list-style-type: none"> • Multiple choice tests • Timed essay assessments • Essay questions • Questioning • Metacognitive tasks

Approaches	<ul style="list-style-type: none"> The pillars of psychology (approaches) 	<ul style="list-style-type: none"> Critically consider (describe, evaluate and compare) the biological, behavioural Core, cognitive, psychodynamic and humanist approaches 	<ul style="list-style-type: none"> Multiple choice tests Timed essay assessments Essay questions Questioning Metacognitive tasks
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"> Multiple choice tests Timed essay assessments Essay questions Questioning Metacognitive tasks
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"> Multiple choice tests Timed essay assessments Essay questions Questioning Metacognitive tasks

KS5 Curriculum Map Year 13: * 2 research studies will always be needed in evaluation

<p>Topic</p>	<p>Substantive Knowledge</p> <p>This is the specific, factual content for the topic, which should be connected into a careful sequence of learning.</p>	<p>Disciplinary Knowledge (Skills)</p> <p>This is the action taken within a particular topic in order to gain substantive knowledge.</p>	<p>Assessment Opportunities</p> <p>What assessments will be used to measure student progress?</p>
<p>Issues, Debates and Approaches part 2</p>	<ul style="list-style-type: none"> • Issues • Debates • Approaches 	<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 • Consider characteristics of the brain and biological rhythms in terms of biological determinism • Refer to pillars of psychology 	<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
<p>Harder research methods and statistics</p>	<ul style="list-style-type: none"> • Confidence limits, • Probability • Type 1 and 2 errors • Criteria for parametric testing • Criteria needed for inferential statistics 	<ul style="list-style-type: none"> • 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
<p>Gender</p>	<ul style="list-style-type: none"> • Bem’s sex role inventory of androgyny • Cognitive, social and biological explanations of gender identity and development • The effect of media and culture on gender 	<ul style="list-style-type: none"> • To critically consider (describe, apply knowledge and evaluate) key theories of gender development 	<ul style="list-style-type: none"> • Multiple choice tests • Timed essay assessments • Essay questions • Questioning • Metacognitive tasks

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
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"> • Practice questions • Timed Assessments • Knowledge tests • Stem application questions

How have you sequenced learning to ensure progression in student knowledge?

Approaches must come first as underpins all further topics

Research methods in year 1 is taught so that the fundamentals of all psychological research can be understood and critiqued. more complex research and statistics are taught in year 2 as not needed in the year 1 specification (more or less mirrors the AS exam)

The more straightforward topics are taught next to enable the students to gain confidence (forensics and psychopathology)

Biopsychology is taught next as provides the core knowledge for year 2 biopsychology and when the non-science A level students can feasibly access their GCSE science

Socially sensitive topics are usually left till later, some flexibility depending on the group. (maturity)

Issues and debates are the hardest so left till year 2

Schizophrenia is the most challenging topic so is left till term 2 year 13

Memory is taught last even though It is a Paper 1 topic. This is because it is study heavy, so it is desirable for the students to deal with this workload close to the exam for accessibility.

Throughout all topics, Approaches is the fundamental reoccurring concept (followed closely with issues and debates)

How is academic excellence planned for and embedded within your curriculum?

All topics are taught with an emphasis on thorough evaluation (75% of essay).

The divergent nature of psychology enables the students to be reflective, and metacognition is a frequent feature.

The maths and statistics are further maths A level standard

The cultural capital of the topics and a separate cultural capital for research methods is taught from day 1

The questions that begin the lesson (sow) challenge the students to think at a high level

How does your curriculum develop self-regulated learners?

The curriculum is content heavy, and the students must regulate their learning.

Knowledge tests help the students to stay up to date with research evidence

Each topic allows students to research current literature and develop their knowledge and/or to embed knowledge in a hierarchical nature starting with approaches

How is homework planned to develop knowledge and academic excellence?

Homework tasks are either knowledge based, or research based. Essays are then written up in class. This encourages independent learning outside of the classroom and further improves the cultural capital. Timing of essays means that students are well prepared for exactly what they a) put into essays and b) put into essay. Essays are not set as homework where students can take their time and produce work that cannot possible be replicated in an exam.

How does your curriculum plan for the empowerment of individuals and the understanding of others?

The positive and reassuring nature of the teacher and teaching empowers the student to have confidence in their abilities. Group work allows the students to express ideas safely and develop skills that are transferable to the world outside and the future.

Culture and gender are taught topics and are a focus of the IDA elements of learning. The ethics of science and such research is an integral feature of the curriculum.