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

KS5 Curriculum Map Year 12:

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	• The pillars of psychology (approaches) • Research methodologies (1st term)	• 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	• Multiple choice tests • Timed essay assessments • Essay questions • Questioning • Metacognitive tasks • Practical Assignments • Data handling • Planning skills
Research Methods	• Runs through the year (2nd term) • Data handling • Introduction to Data analysis	• Data handling tasks • Measures of central tendency • Measures of dispersion • The Sign Test	• Questioning • Designing research • Analysing results
Psychopathology	• 4 definitions of abnormality • Clinical characteristics, causes of and treatments for depression, phobias and obsessive- compulsive disorder	• 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	• Assess application to empirical case studies • Stem application questions • Evaluation questions

	• Biopsychology 1 and 2 • The brain, neural transmission, the endocrine system • Advanced biopsychology including circadian and other rhythms, split brain research	• Stress responses exercise • Theoretical study of the brain • Evaluation exercises • Consider characteristics of the brain and biological rhythms in terms of biological determinism	• Exam questions • Topic questions
• Forensic Psychology	• Profiling, • biological and psychological explanations of offending • Dealing with offending behaviour • Crime statistics	• • 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	• Multiple choice questions • Stem application questions • Group work (collaborative assessment)

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

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?
Issues, Debates and Approaches part 2	• Issues • Debates • Approaches	• 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	• Approaches examination questions • Stem application questions • Application of issues and debates to existing knowledge of theories and studies • Multiple choice questions

		• Consider characteristics of the brain and biological rhythms in terms of biological determinism • Refer to pillars of psychology	
Harder research methods and statistics	• Case Studies, Meta - analysis, • Confidence limits, • Probability • Type 1 and 2 errors • Criteria for parametric testing • Criteria needed for inferential statistics	• Apply case studies to existing knowledge • Generate flow charts for confidence limits, probability • Review errors • Consider a range of data interpretations	• Practice questions (including year 1 research methods) • Timed Assessments • Knowledge tests • Designing research, applying inferential statistics and interpretations of P values
Schizophrenia	• 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	• Critique case studies and Nottingham University doctor training to elucidate diagnostic difficulties • Contrast biological and psychological explanations • Refer to pillars of Psychology	• Practice questions • Timed Assessments • Knowledge tests • Stem application questions
Memory	• Differences between STM and LTM • WM and MSM • Types of LTM and forgetting • Eyewitness testimony including cognitive interview	• 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	• Practical investigations • Class essays of models of memory • Methodological criticisms • Timed Assessments • Knowledge tests

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