

Beths Grammar School KS5 Psychology Curriculum Map

Term	INTENT	IMPLEMENTATION	IMPACT
<p>General</p>	<p>The curriculum intent is to cover the AQA A level Psychology course. Beths does not enter students for the AS exams therefore that provides some flexibility with the order of teaching. However, for ease of assessment it is our intention to teach the year 1/AS content and skills by Easter in year 12 with a mock taking place after Easter using past AS papers. This provides an easy to understand structure for students to follow – the first two terms of year 12 cover the AS/Year 1 content and skills.</p> <p>After the Year 12 mocks it is our intention to teach the remaining content of Paper 2 in the Summer term of year 12</p> <ul style="list-style-type: none"> • Approaches (Humanistic and Psychodynamic) • Biopsychology (Year 2) • Research Methods <p>Unit 3 will be taught in Term 1 of year 13 with the intention of completing the course by the February Half Term break.</p> <p>It is also our intention to spark a genuine interest in Psychology as a whole subject and alert students to the many different ways that an</p>	<p>Sharing learning goals with all involved – the outline SOW for each topic summarise the content and skills to be learnt according to the AQA Psychology Specification but then also break these down into learning goals for individual lessons so that all parties are clear about what is being learned at each stage of the course. Student are given these outline SOW at the start of each topic. Student are informed at the start of year 12/13 about the order of teaching different topics and what will be taught by each point of the year</p> <p>Rationale for teaching order – In both year 12 and 13 the order of teaching is structured to ensure that students have the necessary knowledge and skills to access each part of the curriculum.</p> <p>Specific examples; Memory is taught before approaches as the cognitive approach is more easily understood with knowledge of Multistore model and Working Memory Model to ‘hang’ it on</p> <p>Issues, Debates and comparing approaches are taught at the end of Year 13 as they link well to other topics in year 13 but are harder to understand without this context e.g. biological reductionism is easier to</p>	<p>Assessment – It is key that teachers and students understand how student learning will be assessed within both a topic by topic basis and lessons by lesson. It is also important the students understand the importance of assessing their own knowledge and teachers will empower this through discussion about accessing past papers, using revision tick lists and how students can assess their own understanding throughout the course.</p> <p>The Psychology Department recognise that there are a number of different ways that student progress can be monitored and will endeavour to make use of a range of methods to accurately gauge student knowledge and understanding including;</p> <ul style="list-style-type: none"> • Homework essays • Timed essays in class • Topic tests • Mock examinations • Folder scrutinies • Teacher questioning <p>Students should be having regular timed assessments that closely mirror the conditions and types of questions they will face in exams. These assessments should indicate where there are gaps in knowledge and</p>

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	<p>understanding of Psychology can enhance their understanding of human behaviour in all settings.</p> <p>In particular it is hoped students will gain an understanding of how mental health problems develop and the different ways of treating and improving issues related to mental health. Furthermore, students will develop an understanding of how scientific research is conducted, how it is published, disseminated to the public and ultimately how science research results in changes within society. This will help them understand the ways that science impacts on our lives and help them become more discerning members of society.</p> <p>Additionally, it is our intention to draw students attention to occasions when real world events intersect with the topics we study within the course to help students appreciate that what they learn in class is relevant to other contexts.</p>	<p>understand when students know biological theories of Schizophrenia</p> <p>Research Methods in year 12 is taught separately from other topics however many of the RM concepts can be embedded within other topics e.g. learning about ethical issues within the Social Influence topic. Roughly 50% of year 12 research methods can be taught within other topics.</p> <p>The Sign test is not taught until after the year 12 mocks as it is encompassed within the wider topic of statistical testing as we believe it fits more neatly here</p> <p>Engagement – Student engagement is very important in sparking students interest and keeping them engaged and motivated throughout the course. Psychology is a diverse course that covers content which ranges from the very discursive e.g. Gender, Social Influence to more analytical and scientific e.g. research methods, Biopsychology. Lessons will take account of this by employing a range of different teaching methods that are aligned with the content or skills being taught. There is an exhaustive range of videos and news items that are relevant to all areas of the course and these will be used by teachers whenever relevant</p>	<p>feedback from these assessments are an opportunity to develop understanding and correct any misconceptions.</p> <p>Exam questions should be a regular feature of lessons to give students as much exposure as possible to the way they will be tested.</p> <p>The Psychology department recognise the importance of assessment for learning and that the best learning takes place when topics are regularly recapped. Therefore, lessons will frequently include activities that allow students to recap their knowledge through teacher questioning, quizzes and other revision activities. These will be also be opportunities for teachers to gauge how well a topic has been learned and understood.</p> <p>There are 11 topics in Psychology and students will be given a timed assessment using exam-style questions at the end of each topic to monitor their progress.</p> <p>Folder checks will take place throughout the year with additional support given to students who need it to make sure they are keeping an organised set of notes</p> <p>Parental feedback will be given at the end of each term with the school report and at parents evening. Parents will also be informed if a teacher is concerned about the progress or behaviour of any A level Psychology student throughout the course.</p>
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Memory – Autumn term Y12	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Types of long-term memory: episodic, semantic, procedural. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. <p>The memory topic also allows students to be introduced to key</p>	<ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Students will be given a homework notes booklet for the Memory topic to help them consolidate their learning outside of the classroom. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea 	<p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p> <p>End of topic tests – students will be given a test at the end of the module</p>

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	<p>research methods principles including</p> <ul style="list-style-type: none">• Replicability and standardisation• Ecological validity and mundane realism• Control and extraneous variables	<p>of how marks are awarded in the exams.</p> <ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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<p>Approaches (excluding Humanistic and Psychodynamic) – Autumn term Y12</p>	<p><u>Intent</u></p>	<p><u>Implementation</u></p>	<p><u>Impact</u></p>
	<p>Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches:</p> <p>Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research;</p> <p>social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.</p> <p>The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of</p>	<ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Students will be given a homework notes booklet for the Approaches topic to help them consolidate their learning outside of the classroom. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea 	<p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p> <p>End of topic tests – students will be given a test at the end of the module</p>

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	<p>behaviour, evolution and behaviour.</p> <p>Why is this taught now? – It is important that students have a grasp of the the key theories and approaches within Psychology. They must have covered this topic before they can access the Attachment and Psychopathology topics.</p> <p>It is delivered after the Memory topic as this makes the cognitive approach easier to teach because the memory topic is a good real life example of an area where the cognitive approach is a useful explanation</p>	<p>of how marks are awarded in the exams.</p> <ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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<p>Social Influence – Autumn term Y12</p>	<p><u>Intent</u></p> <p><u>Conformity</u></p> <p>Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <p>Conformity to social roles as investigated by Zimbardo.</p> <p><u>Obedience</u></p> <p>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram.</p> <p>Dispositional explanation for obedience: the Authoritarian Personality.</p> <p>Explanations of resistance to social influence including social support and locus of control.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Students will be given a homework notes booklet for the Social Influence topic to help them consolidate their learning outside of the classroom. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p> <p>End of topic tests – students will be given a test at the end of the module</p>
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	<p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p> <p>Why is this taught now? This topic can be taught at any point during year 12 although it is a useful to teach it in the first term because it helps students to get to grips with some very important research methods ideas, in particular;</p> <ul style="list-style-type: none"> • Ethical issues • Population validity and generalisability and introduction to sampling 	<p>of how marks are awarded in the exams.</p> <p>Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.</p>	<p>which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
<p>Psychopathology – Spring Term Y12</p>	<p><u>Intent</u> Definitions of abnormality, including</p> <ul style="list-style-type: none"> • deviation from social norms, • failure to function adequately, • statistical infrequency and • deviation from ideal mental health. <p>The behavioural, emotional and cognitive characteristics of;</p> <ul style="list-style-type: none"> • phobias, • depression and • obsessive compulsive disorder (OCD). 	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow</p>

	<p>The behavioural approach to explaining and treating phobias:</p> <ul style="list-style-type: none"> the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. <p>The cognitive approach to explaining and treating depression:</p> <ul style="list-style-type: none"> Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. <p>The biological approach to explaining and treating OCD:</p> <ul style="list-style-type: none"> genetic and neural explanations; drug therapy. <p>Why is this taught now? This has to be taught after the Approaches topic as they need an understanding of cognitive, biological and learning approaches in order to access the explanations for the different illnesses</p>	<ul style="list-style-type: none"> Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. Students will be given a homework notes booklet for the Psychopathology topic to help them consolidate their learning outside of the classroom. Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding. 	<p>students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p> <p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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Attachment – Spring term Y12	<u>Intent</u>	<u>Implementation</u>	<u>Impact</u>
	<p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony.</p> <p>Stages of attachment identified by Schaffer.</p> <p>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.</p> <p>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</p>	<ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Students will be given a homework notes booklet for the Attachment topic to help them consolidate their learning outside of the classroom. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea 	<p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p> <p>End of topic tests – students will be given a test at the end of the module</p>

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	<p>an internal working model.</p> <p>Why is this taught now? This topic has to be taught after the Approaches topic as students need to have a good grasp of the learning theory</p>	<p>of how marks are awarded in the exams.</p> <ul style="list-style-type: none"> Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding. 	<p>which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
<p>Research methods – Autumn and Spring Term Y12</p>	<p><u>Intent</u></p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p><u>Scientific processes</u></p> <p>Aims: stating aims, the difference between aims and hypotheses.</p> <p>Hypotheses: directional and non-directional.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. Students will be given key word lists to help them learn and retain new key terms. Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. Students will be given a homework notes booklet for the Research 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p>

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	<p>Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</p> <p>Pilot studies and the aims of piloting.</p> <p>Experimental designs: repeated measures, independent groups, matched pairs.</p> <p>Observational design: behavioural categories; event sampling; time sampling.</p> <p>Questionnaire construction, including use of open and closed questions; design of interviews.</p> <p>Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.</p> <p>Control: random allocation and counterbalancing, randomisation and standardisation.</p> <p>Demand characteristics and investigator effects.</p> <p>Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.</p>	<p>Methods topic to help them consolidate their learning outside of the classroom.</p> <ul style="list-style-type: none">• Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams.• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p> <p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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	<p>The role of peer review in the scientific process. The implications of psychological research for the economy.</p> <p><u>Data handling and analysis</u> Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data, including meta-analysis.</p> <p>Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts.</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Introduction to statistical testing; the sign test.</p> <p>Why is this taught now? This topic is taught alongside the other topics in year 12. Many of the topics are actually introduced within the lessons for other topics</p>		
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	e.g. ethical issues is taught within Social Influence		
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<p>Approaches – Year 2 (Psychodynamic and Humanistic) – Summer Term Y12</p>	<p><u>Intent</u></p> <p>The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.</p> <p>Humanistic Psychology: free will, self-actualisation and Maslow’s hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</p> <p>Comparison of approaches.</p> <p>Why is this taught now? Students have finished the Year 1 content and now need to complete the year 2 content. We aim to finish off the remaining content from Paper 2 before Summer so that in September it should be possible for students to complete assessments looking at the whole of Paper 1 and Paper 2. These approaches are also a bit harder than previous ones as the ideas are more abstract.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Students will be given a homework notes booklet for the Approaches topic to help them consolidate their learning outside of the classroom. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>
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		<p>follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams.</p> <ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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<p>Research Methods – Year 2 content – Summer Term Year 12</p>	<p><u>Intent</u></p> <p>Content analysis and coding. Thematic analysis.</p> <p>Case studies.</p> <p>Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.</p> <p>Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</p> <p>Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p> <p>Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>
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Beths Grammar School KS5 Psychology Curriculum Map

	<p>Analysis and interpretation of correlations, including correlation coefficients.</p> <p>Levels of measurement: nominal, ordinal and interval.</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</p> <p>Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p>	<ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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Beths Grammar School KS5 Psychology Curriculum Map

<p>Research Methods – Year 2 content – Summer Term Year 12</p>	<p><u>Intent</u></p> <p>Content analysis and coding. Thematic analysis.</p> <p>Case studies.</p> <p>Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.</p> <p>Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</p> <p>Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p> <p>Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>
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Beths Grammar School KS5 Psychology Curriculum Map

	<p>Analysis and interpretation of correlations, including correlation coefficients.</p> <p>Levels of measurement: nominal, ordinal and interval.</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</p> <p>Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p> <p>Why teach this now? Students have learned the first half of research methods in preparation for their mock exam. We teach this as soon as possible after their mocks so that they have plenty of opportunity to practise</p>	<ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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Beths Grammar School KS5 Psychology Curriculum Map

<p>Biopsychology Year 2 content – Summer Term Year 12</p>	<p><u>Intent</u></p> <p>Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres;</p> <p>Broca's and Wernicke's areas, split brain research.</p> <p>Plasticity and functional recovery of the brain after trauma.</p> <p>Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.</p> <p>Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms.</p> <p>The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</p> <p>Why teach this now? Students have finished the Year 1 content and now need to</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Students will be given a homework notes booklet for the Biopsychology topic to help them consolidate their learning outside of the classroom. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>
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	<p>complete the year 2 content. We aim to finish off the remaining content from Paper 2 before Summer so that in September it should be possible for students to complete assessments looking at the whole of Paper 1 and Paper 2.</p>	<p>provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams.</p> <ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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<p>Schizophrenia – Autumn Term Y13</p>	<p><u>Intent</u></p>	<p><u>Implementation</u></p>	<p><u>Impact</u></p>
	<p>Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition.</p> <p>Reliability and validity in diagnosis and classification of schizophrenia, including reference to comorbidity, culture and gender bias and symptom overlap.</p> <p>Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis</p> <p>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</p> <p>Drug therapy: typical and atypical antipsychotics.</p> <p>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token</p>	<ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. 	<p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>

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	<p>economies as used in the management of schizophrenia.</p> <p>The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p> <p>Why teach this now? This is usually taught alongside another Paper 3 topic. We use it to introduce some of the key issues and debates such as reductionism vs holism and the interactionist approach. We also introduce ideas relating to gender and culture bias here</p>	<ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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<p>Cognition and development – Autumn Term Y13</p>	<p><u>Intent</u></p> <p>Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion.</p> <p>Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding.</p> <p>Baillargeon's explanation of early infant abilities, including knowledge of the physical world; violation of expectation research.</p> <p>The development of social cognition: Selman's levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study. The role of the mirror neuron system in social cognition.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>
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Beths Grammar School KS5 Psychology Curriculum Map

		<ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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<p>Forensic – Spring Term Y13</p>	<p><u>Intent</u></p> <p>Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</p> <p>Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</p> <p>Psychological explanations of offending behaviour: Eysenck’s theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</p> <p>Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody.</p>	<p><u>Implementation</u></p> <ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. 	<p><u>Impact</u></p> <p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>
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	<p>Anger management and restorative justice programmes.</p>	<ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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Beths Grammar School KS5 Psychology Curriculum Map

<p>Issues and debates – Spring Term Y13</p>	<p><u>Intent</u></p>	<p><u>Implementation</u></p>	<p><u>Impact</u></p>
	<p>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</p> <p>Idiographic and nomothetic approaches to psychological investigation.</p>	<ul style="list-style-type: none"> • Introduce new concepts slowly – Psychology is a new subject for most students at KS5 therefore they will be unfamiliar with many of the key ideas and vocabulary. Staff will introduce these ideas slowly, making links to ideas that students already know and real-world examples (concrete) and moving towards more abstract understanding. • Students will be given key word lists to help them learn and retain new key terms. • Retrieval practice – to help students consolidate the new ideas they will be given regular opportunities to recall and apply this knowledge including in starter activities, homework tasks and other informal tests/quizzes. • Modelling – students will be gradually shown how to build up longer answers for example with teacher examples and clear guidance on principles to follow for longer answers. Students will also be provided with exemplar materials so they have a realistic idea of how marks are awarded in the exams. 	<p>Regular use of informal testing/quizzes in lessons for students and teacher to identify gaps in knowledge and understanding.</p> <p>Teacher questioning – this helps to ascertain what knowledge has been learnt but also allows further exploration of student understanding.</p> <p>In-class assessments – students will occasionally be asked to write timed extended responses in class. These can be teacher or peer-marked and allow students and teacher to observe the quality of written responses to longer questions.</p> <p>Homework – students have access to the Carousel learning platform where they can assess their knowledge and where teachers can keep track of homework test scores</p> <p>Exam questions can be used in class as a way for students to test their understanding and to get feedback on ways that answers are marked in the exams by looking at mark schemes and exemplar answers</p>

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	<p>Ethical implications of research studies and theory, including reference to social sensitivity.</p> <p>Why teach this now?</p> <p>We leave issues and debates until the end of the course as we find it easier to teach when there is other content to apply to each of the issues and debates. They don't exist in the abstract rather they relate to real things the students have already covered. At this point we also cover the final section of the Approaches topic – comparison of approaches. They need to understand the issues and debates.</p>	<ul style="list-style-type: none">• Teacher questioning will form an important part of all lessons with both planned and unplanned questioning sequences to identify student knowledge gaps and interrogate understanding.	<p>End of topic tests – students will be given a test at the end of the module which will include a combination of short and longer answers.</p> <p>Finally, student knowledge will be assessed in more formal mock examinations in both year 12 and year 13 where their understanding of this topic can be tested.</p>
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