

Curriculum Intent, Implementation and Impact 2021-22

Subject: **Psychology AQA**

Year group: **13**

INTENT:

The Psychology curriculum at KS5 aims to provide students with an understanding of how to conduct research in Psychology to test theories about behaviour. The curriculum also aims to develop students understanding about theirs and others behaviour, looking at introducing theories of specific behaviours such as memory, social influence, attachment and phobias and OCD.

Students should be able to outline core theories to explain criminal behaviour, how we develop depression, schizophrenia, OCD, why some people become a criminal, memory and social influences on behaviours. Students should also be able to understand how and conduct their own research to test their own theories of behaviour.

The Psychology curriculum is organised and sequenced so that students start with the foundations of Psychology. Approaches is covered first because the six core approaches explain all behaviour and are a reoccurring theme in explaining the specific behaviours covered in later topics. This means each topic builds on prior knowledge.

Through studying Psychology students should develop an understanding of others and be able to apply their knowledge outside of the classroom to explain situations they come across in real life. Students will develop skills that employers and universities are looking for. For example, meeting deadlines, written and oral communication skills, working independently and as part of a team, as well as self-motivation and analytical skills. Topics that we cover in Psychology transfer to the workplace, such as understanding how to motivate others and work within a team and specific topics such as looking at police procedures and mental health transfer to specific careers in social work and law. Students should become accepting of others despite individual differences and be role models in promoting good mental health and wellbeing amongst their peers.

It is the intention that students will develop empathy, integrity and respect by understanding others and why they may act the way they do because of factors outside of their control as well as looking at how some behaviours can be influenced by ourselves as well. Students will learn about ethical considerations and the implications of being unethical in research to promote integrity in the research process and how we should treat others. Students can expect to be challenged and supported in tackling challenging issues and topics to build curiosity, resilience, confidence and ambition. High expectations from teachers will help to model resilience and ambition from students. Furthermore, wider reading opportunities and extended learning will help to promote curiosity and a love for Psychology.

The intent is for all students to be successful in Psychology, whilst recognising that some

Periods per fortnight: **10**

IMPLEMENTATION:

**Flipped learning – Students are expected to watch the videos set on the Google Classroom and come to lesson having written their notes on the topic, in order for us to work on consolidation of topic,*

exam skills and evaluation and analysis skills. Wider reading is signposted on the classroom for students to read around topics and challenge themselves.

All work is accessible on the Google Classroom; any missed lessons should be caught up on by accessing the work here.

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Biopsychology</p> <ul style="list-style-type: none"> - Neurons, the central nervous system and the endocrine system - Localisation of function - Plasticity and functional recovery after trauma - Split brain research - Ways of investigating the brain - Circadian rhythm - Infradian and ultradian rhythm - Exogenous Zeitgebers and endogenous pacemakers <p>Forensic Psychology</p> <ul style="list-style-type: none"> - Ways of measuring and defining crime - The top down approach to offender profiling - The bottom up approach to offender profiling - Atavistic form <p>HALF TERM</p> <p>Forensic Psychology cont:</p> <ul style="list-style-type: none"> - Eysenck's personality theory of criminality - Cognitive explanations of criminality - Differential Association Theory of criminal behaviour - Psychodynamic theory of criminal behaviour - Ways of dealing with offenders: custodial sentencing - Ways of dealing with offenders: Anger management - Ways of dealing with offenders: Token economy - Ways of dealing with offenders: Restorative Justice system <p>Schizophrenia</p> <ul style="list-style-type: none"> - Classification and diagnosis of Sz <p><u>Assessment 1</u></p> <p>Biopsychology end of topic test</p>	<ul style="list-style-type: none"> - Flipped learning: Central nervous system, neurons and the endocrine system - Flipped learning: Localisation of function - Flipped learning: Plasticity and functional recovery after trauma - Flipped learning: Split brain research - Flipped learning: Ways of investigating the brain - Flipped learning: Circadian rhythms - Flipped learning: EZ's and Ep's - Ways of measuring and defining crime - Flipped learning: The top down approach to offender profiling Flipped learning: The bottom up approach to offender profiling <p>Students also take part in a brain dissection as part of biopsychology</p> <ul style="list-style-type: none"> - Flipped learning: Eysenck's personality theory of criminality - Flipped learning: DAT - Flipped learning: Psychodynamic theory of criminal behaviour - Flipped learning: Custodial sentencing - Flipped learning: Anger management - Flipped learning: Token economy - Flipped learning: Restorative justice - Flipped learning: Classification and diagnosis of sz <p>Revise for assessments</p> <p><u>After school revision club every Thursday after school: 3.00 – 4.00</u></p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p> <p>Encourage students to attend after school revision sessions</p> <p>Encourage students to complete as many practice exam questions as possible – booklets available from teacher or to visit the AQA website for past exam papers</p> <p>Some suggested revision resources available to purchase:</p> <p>Year 2 textbook:</p> <p>AQA Psychology for A Level Year 2 – Student Book. Cara Flanagan; Dave Berry; Matt Jarvis; Rob Liddle</p> <ul style="list-style-type: none"> ● ISBN-13: 978-1908682413 <p>Revision Book:</p> <p>AQA psychology for A Level Year 2 – Revision Book. Cara Flanagan; Jo Hancock; Michael Griffin; Rob Liddle</p> <ul style="list-style-type: none"> ● ISBN-13: 978-1908682451 <p>Revision Flashbook:</p> <p>AQA Psychology for A Level Year 2 – Flashbook. Cara Flanagan; Rob Liddle; Arwa Mohamedbhai</p>

	<p><u>Assessment 2 (Mocks)</u></p> <p><i>A Level Paper 1 (2hrs)</i> Social Influence Memory Attachment Psychopathology</p> <p><i>A Level Paper 2 (2hrs)</i> Approaches Psychopathology Research Methods</p>		<p>● ISBN-13: 978-1911208426</p> <p>Other resources available through the Tutor2U website: https://www.tutor2u.net/psychology</p>
Spring Term	<p>Schizophrenia cont</p> <ul style="list-style-type: none"> - Psychological explanations for Sz - Psychological treatments for Sz - Biological explanations for Sz - Biological treatments for Sz - Interactionist approach to explain and treat Sz <p>Issues and Debates</p> <ul style="list-style-type: none"> - Gender bias - Culture bias - Reductionism and holism - Determinism and free will - Idiographic and nomothetic approached - Nature Vs nurture - Ethical implications and socially sensitive research <p>HALF TERM</p> <p>Gender</p> <ul style="list-style-type: none"> - Sex and Gender - Androgyny and Bem and the Sex Role Inventory - Role of chromosomes - Turners and Klinefelters syndrome - Psychological explanations of gender – Gender Schema theory - Psychological explanations of gender – Kohlbergs theory - Psychodynamic theory of gender - Social learning theory of gender - The influence of media on gender - Atypical gender development <p><u>Assessment 3 (Mock)</u></p> <p><i>A Level Paper 1 (2hrs)</i> Social Influence Memory</p>	<ul style="list-style-type: none"> - Flipped learning: Psychological explanations of Sz - Flipped learning: Psychological treatments of Sz - Flipped learning: Biological explanations of Sz - Flipped learning: Biological treatments of Sz - Flipped learning: Interactionist approach <ul style="list-style-type: none"> - Flipped learning: Bem's sex role inventory - Flipped learning: Role of chromosomes - Flipped learning: Turners and Klinefelters syndrome - Students to prepare presentation on psychological explanation of gender and 2000 word essay - Flipped learning: The influence of media on gender - Flipped learning: Atypical gender development <p>Revise for exams</p> <p><u>After school revision club every Thursday after school: 3.00 – 4.00</u></p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Encourage students to attend after school revision sessions</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p> <p>Encourage students to complete as many practice exam questions as possible – booklets available from teacher or to visit the AQA website for past exam papers</p>

	<p>Attachment Psychopathology</p> <p><i>A Level Paper 2 (2hrs)</i> Approaches BioPsychology Research Methods</p> <p><i>Partial A Level Paper 3 (1hr 30mins)</i> Issues and debates Schizophrenia Forensic Psychology</p> <p><u>Assessment 4 Mocks</u></p> <p><i>A Level Paper 1 (2hrs)</i> Social Influence Memory Attachment Psychopathology</p> <p><i>A Level Paper 2 (2hrs)</i> Approaches BioPsychology Research Methods</p> <p><i>A Level Paper 3 (2hrs)</i> Issues and debates Schizophrenia Gender Forensic Psychology</p>		
<p>Summer Term</p>	<p>Revision – structured revision sessions for students covering exam skills and technique. Teacher guidance and support. Students will be able to focus on their individual areas of need</p> <p>HALF TERM</p> <p>Revision – structured revision sessions for students covering exam skills and technique. Teacher guidance and support. Students will be able to focus on their individual areas of need</p>	<p>Revision for exams</p> <p><u>After school revision club every Thursday after school: 3.00 – 4.00</u></p>	<p>Ensure students attend all lessons – Students attendance tends to slip this time of year, but helping to reiterate the value of having a teacher there to support students with their studies and give direct instruction on how to pick up marks in the exam is not something available with self study.</p> <p>Encourage students to attend after school revision sessions</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p> <p>Encourage students to complete as many practice exam questions as possible – booklets available from teacher or to visit the AQA website for past exam papers</p>

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IMPACT:

Students will demonstrate that they can conduct research and plan research, students will be able to evaluate and apply their psychological knowledge to scenarios and exam questions. This will be demonstrated through being able to achieve their MEG's or better on assessments throughout the year

Students will be equipped with transferable skills to aid them in their post 6F goals, i.e. university, apprenticeships or full time employment.

Students will demonstrate resilience in being able to identify not only where they were successful on an assessment but how they can improve. Their ambition to achieve will be shown in an improvement in their assessments over the term of the Psychology course.

Students will demonstrate integrity and curiosity by completing extended learning to deadlines. Curiosity will be shown when students complete wider reading tasks around the topics being covered.

Students will show ambition and respect through the presentation of their work in folders being neat, tidy and up to date, as well as demonstrating the progress they have made in Psychology over the year. Students will show ambition by completing challenging work and seeking wider reading to suit their learning levels.

Students will confidently participate in psychological discussion being mindful of and respectful of their peer's opinions. They will be able to do this in an empathetic way by considering all viewpoints and analysing these in their critiques of psychological theory.