

Psychology is the scientific study of the mind and how this influences our behaviour. Students may study Psychology for a multitude of reasons; to better understand themselves and others or to begin a career in forensic psychology. The course of study examines a range of one-off psychological phenomena to everyday behaviour and discusses their occurrence from the perspective of a number of psychological approaches. Through this, pupils develop their critical thinking, debating and reasoning skills. Pupils will study a range of topics from memory to psychopathology, schizophrenia to addiction. Throughout all topics within the course pupils will deepen their appreciation of research methods, the need for robust scientific support and the implications of the absence of this for conclusions drawn from such research. Some skills that will be developed throughout the course include: the ability to design and conduct research, ethical appreciation, analysing and interpreting data, statistical analysis, discussion and evaluation. Pupils will develop an ability to express themselves fluently, think clearly and logically with independence of thought and flexibility of mind.

| CURRICULUM LESSONS ALLOCATED OVER THE WEEKLY TIMETABLE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Year 12                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Year 13                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| INSPIRE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | MOTIVATE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | ACHIEVE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><i>How will lessons engage students?</i><br/>Students will have a reliable format to their lessons, whereby they enter to a do now and experience new knowledge, test, apply and consolidate with follow up independent study.</p> <p><i>How will teachers engage students?</i><br/>Relationships and investment in learning, real life links, dispelling of common misconceptions and “presumed knowledge”</p> <p>How will lessons INSPIRE students in your subject?<br/>Use of model answers, discussion of psychology in the media and links with careers and university</p> | <p><i>What does a motivated learner look like?</i><br/>A motivated Psychology learner is curious about human behaviour, engages actively in lessons, and uses psychological terminology confidently. They ask questions, think critically about evidence, respond positively to feedback, and take responsibility for their learning through consistent effort and independent study.</p> <p>They are resilient when faced with challenging concepts and strive to continually improve their understanding and performance.</p> | <p><i>What does success look like in this subject?</i><br/>Happy motivated learners who discuss the subject outside of the lesson, share their thoughts, actively engage in their learning</p> <p><i>What does a Psychologist look like? What skills do they have?</i><br/>Motivated engaged learners, with a drive for learning, able to make cross topic links, evaluation and critical analysis</p> <p><i>How are these skills evidenced in the curriculum?</i><br/>Clear signposting of skill development throughout, learn, apply, evaluate, test</p> |

Year

Inspire and engage



Year 9

Connect and compare



Year 11

Revise and refine



Year

Explore and interpret



Year 10

Analyse and expand



Cross Curricular links

- History - theory development over time, Cold War and Social Influence
- English Literature - Freud’s tripartite personality
- Biopsychology - Biology GCSE and A Level - neural transmission
- RE - developing empathy and understanding of others

CONTINUING THE CURRICULUM PATH

Pharmacology

Therapy

Advertising

Education

Future Pathways

- Advertising and marketing
- Therapy
- Education
- Policing and forensics
- Politics and law making
- Medicine

# WLA Psychology

## Curriculum theme:

### Critical learning and lateral thinking

Starting the A Level course in Psychology, students will be well prepared having developed confidence in their knowledge and skills.

The aim is to cover most of the content of the course during **Year 12** with regular assessed exam practices, feedback and targets for improvement. Focus will be on developing and expanding responses to fit the expectations and marks in the exams.



### 3 Clinical Psychology and Mental Health

Definitions and explanations of abnormality. Strong link with ethics and all approaches as well as RM. Behavioural, emotional and cognitive characteristics of OCD, depression and phobias. Behavioural explanation and treatment of phobias, cognitive explanation and treatment of depression and biological explanation and treatment of OCD. **Assessment:** End of topic assessment, mixed tariff exam paper and essay writing in timed conditions



### 3 Memory

MSM then WMM and features as well as their applicability to everyday memory failures. EWT and links to forensic. Explanations for forgetting. Features of the models - which approach they tie in with most. Usefulness and ecological validity. Eyewitness testimony and its gravity - the flaws in interview techniques as well as introduction to the cognitive interview. All researchers and details of their findings as well as AO3 methods

**Assessment:** End of topic assessment, mixed tariff exam paper and essay writing



### 2 Social Influence

Obedience explanations inc disposition and situational, conformity studies and explanations, discussion of resistance to social influence, essay skills in "discuss" questions.

**Assessment:** End of topic assessment, mixed tariff exam paper and essay planning and writing in class and independent study



### 2. Attachment

Attachment explanations, deficiencies, interactions, types of attachment, linking back to approaches, use RM knowledge to AO3. Key attachment studies. Focus on key terms and skills with regards to evaluating evidence and theories.

**Assessment:** End of topic assessment, mixed tariff exam paper and essay writing in class

### 1 Research Methods

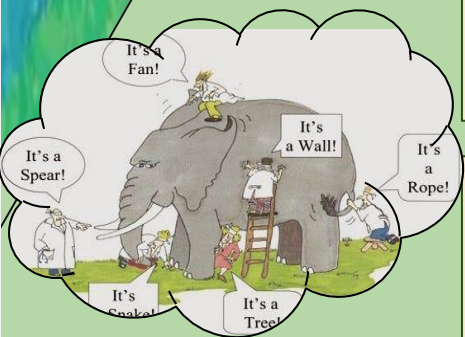
A lot of GCSE Maths and Science recap, covering a range of what makes good science, mathematical skills and knowledge and understanding Psychology's position in the world with regards to academic process and its implications in the economy.

**Assessment:** End of topic assessment, mixed tariff exam paper

### 1. Approaches

Students learn about the Behaviourist, Biological. Social Learning, Cognitive approach. They will begin to develop AO3 paragraph structure and begin formulating their own AO3 thoughts. They accept and balance the positions of each approach

**Assessment:** End of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks



## GCSE recap

We will be revisiting and refining many of the skills and knowledge developed in many GCSE subjects especially science, maths, English and History. Throughout all of the units in Year 12, we will be adding to the layers of prior knowledge and developing our skills and knowledge further. Students will be made familiar with the assessment objectives AO1 - knowledge, AO2 Application, AO3 - Evaluation

## WLA Psychology

Curriculum theme:

**Academic study and self directed learning**

Students will revise and refine their academic techniques in Year 13 with time to revisit the content covered in Year 12 in preparation for their A Level exams. Plenty of opportunities will be given to exam practices, detailed whole class and individual feedback and focused areas for further progression.

**3 Addiction**

Introduction to terminology lesson, risk factors in the development of addiction, risk factors, nicotine addiction; brain neurochemistry, learning theory, gambling; learning theory, cognitive theory, reducing addiction; drug therapy, behavioural interventions, CBT, applying Prochaska's 6 stage model of behaviour change.

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**3 Relationships**

The factors affecting attraction in romantic relationships; self disclosure, physical attractiveness, filter theory, theories of romantic relationships: social exchange theory, equity theory, Rusbult's investment, Duck's phase model, virtual relationships in social media, parasocial relationships

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**3 Schizophrenia**

Introduction; diagnosis, symptom overlap, validity/reliability in diagnosis, biological explanation of SZ, Psychological explanation of SZ, Biological therapy, psychological therapy, the value of an interactionist approach.

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**3 Issues and Debates**

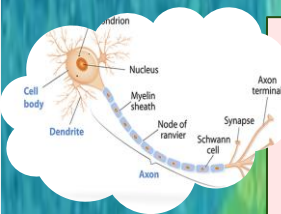
This topic draws together knowledge in the context of ongoing current debates in the academic world including; Gender bias, Cultural bias, Free will vs determinism, the nature-nurture debate, holism and reductionism, idiographic and nomothetic approach, social sensitivity in psychological research. .

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**2 Biopsychology**

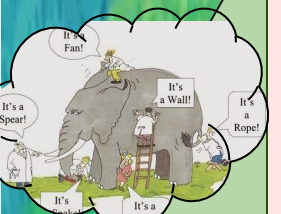
Having already been taught the basics of the endocrine system, nervous system and neural transmission at the end of the Approaches topic, these will be recapped and developed before students will learn about the fight/flight response, localisation of function in the brain, ways of studying the brain, hemispheric lateralisation, and split brain research.

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**1 Year 2 Approaches**

Building upon last year's Approaches topic, students will further learn about Psychodynamic approach and humanistic approach. Again they will learn the fundamentals, apply knowledge and evaluate the approaches.

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**1 Year 2 Research Methods**

Building upon previous skills from research methods in year 1, students will learn 6 more stats test and learn when and why they are appropriate to use. New skill of design a study questions. Correlations, case studies and content analysis, build more upon understanding of reliability and validity, how to test and improve these. Features of science, probability and significance.

**Assessment:** MCQs, Independent Study, end of topic assessment, mixed tariff exam paper, scaffolded essay writing tasks

**Building upon Year 12**

We will be revisiting all of the skills and knowledge developed in Year 12 especially from the Approaches and Research Methods topics.. Throughout all of the units in Year 13, evaluation skills and knowledge will be developed further.

