

## Curriculum Map

## Subject: Psychology

## Year Group: 12

	Autumn	Spring	Summer
<p><b>Content-</b> WHAT will be learned? Please use following link for specific details on what will be learnt in each unit: <a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level">https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level</a></p> <p>What previous learning can be linked? – see comments in italics.</p> <p>Why this order/sequence? RM and approaches take place first in year 12 as they provide a fundamental basis of key knowledge that then is drawn on in later units e.g., learning theories is introduced in approaches and then later applied to phobias and attachment formation in later units.</p>	<p><b>Research methods part 1 (appears on all 3 papers)</b> links with previous learning: GCSE science - processes in conducting and writing up research. The following GCSE maths content: <a href="#">Plugging GCSE knowledge gaps.pptx</a></p> <p><b>Approaches in psychology (paper 2)</b> links with previous learning from GCSE science: genetics (genotype and phenotype), evolution.</p> <p><b>Memory (paper 1)</b> links to previous learning: students can apply knowledge learnt during form time linked to memory for learning to this topic.</p> <p><i>Links with previous learning: throughout all topics, where appropriate, links to research methods content, applied to all other areas of the course, will be made.</i></p>	<p><b>Psychopathology (paper 1)</b> links with previous learning: students apply their knowledge of three of the psychological approaches learnt about in term one to three different mental health disorders.</p> <p><b>Attachment (paper 1)</b> links with previous learning: application of learning and evolutionary theories from the approaches topic to explain attachment formation.</p> <p><b>Social influence (paper 1):</b> Links with previous learning from KS3/KS4 history – WW2 and holocaust, suffragettes, and civil rights movement</p> <p><i>Links with previous learning: throughout all topics, where appropriate, links to research methods content, applied to all other areas of the course, will be made.</i></p>	<p><b>Finishing social influence/attachment topics.</b></p> <p><b>Research methods part 2 (appears on all 3 papers)</b> Links with previous learning – same as autumn 1/teacher 1.</p> <p><b>Biopsychology (paper 2)</b> links with previous learning from GCSE science – nervous system, fight/flight, endocrine system, neurons, and synapses.</p> <p><i>Links with previous learning: throughout all topics, where appropriate, links to research methods content, applied to all other areas of the course, will be made.</i></p>
<p><b>Skills-</b> What will be developed?</p> <p>As units can be taught in various orders, and are equally weighted, all A01, A02 and A03 skills assessed are covered to the same degree in all topics throughout the year.</p>	<p>AO1 (Knowledge): Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.</p> <p>AO2 (Application): Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures: in a theoretical context in a practical context when handling qualitative data when handling quantitative data.</p> <p>AO3 (evaluate): Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to: make judgements and reach conclusions. develop and refine practical design and procedures.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.</p> <p>Develop competence and confidence in a variety of practical, mathematical, and problem-solving skills.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for human behaviour is developed throughout the course. Students will also develop their ability to look deeper and question why someone is acting the way they.</p>	<p>AO1 (Knowledge): Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.</p> <p>AO2 (Application): Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures: in a theoretical context in a practical context when handling qualitative data when handling quantitative data.</p> <p>AO3 (evaluate): Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to: make judgements and reach conclusions. develop and refine practical design and procedures.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.</p> <p>A greater understanding of and compassion for human behaviour is developed throughout the course. Students will also develop their ability to look deeper and question why someone is acting the way they.</p> <p>Group work and communication skills are encouraged when working independently to support each other with their learning (table layout/seating plan and peer support sessions aid this).</p>	<p>AO1 (Knowledge): Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.</p> <p>AO2 (Application): Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures: in a theoretical context in a practical context when handling qualitative data when handling quantitative data.</p> <p>AO3 (evaluate): Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to: make judgements and reach conclusions. develop and refine practical design and procedures.</p> <p>Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.</p> <p>Develop competence and confidence in a variety of practical, mathematical, and problem-solving skills.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for human behaviour is developed throughout the course. Students will also develop their ability to look deeper and question why someone is acting the way they.</p> <p>Group work and communication skills are encouraged when working independently to support each other with their learning (table layout/seating plan and peer support sessions aid this).</p>

	<p>Group work and communication skills are encouraged when working independently to support each other with their learning (table layout/seating plan)</p> <p>Communication skills also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>	<p>Communication skills also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>	<p>Communication skills also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>
<p>Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?</p>	<p>The main theories of human behaviour that are covered in the approaches topic e.g., classical/operant conditioning, the influence of schemas on behaviour, the influence of genetics on behaviour. Without this knowledge students would struggle to explain specific examples of human behaviour that are covered in topics in future terms and would be unable to design studies investigating this.</p> <p>The methods/techniques that researchers can use to study human behaviour and the strengths/limitations of these – this knowledge will help to evaluate psychological studies done in future units that make use of these methods/techniques.</p>	<p>Theories learnt in term 1 such as classical/operant conditioning, biochemical/genetic/evolution etc are applied to mental health disorders (phobias, depression, OCD) and the formation of attachment.</p> <p>Understanding that there is not necessary one 'correct' explanation for a behaviour and that mental health disorders, attachment can be influenced by a variety of psychological factors.</p> <p>Implications of research in such areas for society/economy.</p>	<p>Being able to use knowledge gained in autumn 1 from research methods part one to explore how to design research studies that investigate various aspects of human behaviour.</p> <p>Being able to analyse the data gained, from novel areas of research, in a variety of ways and conclude statistical significance</p>
<p><b>SEND-</b> how will support be seen? Seating plans? Simplified questions?</p> <p>If any needs emerge throughout students time studying Psychology adaptations are made to ensure all students get the necessary support to be successful.</p>	<p>Seating plans that are mixed and supportive. Modelling orally and in written form (on the board/displayed on the visualiser). Self, peer, and teacher assessments used to provide each student with individual feedback. The breaking down and scaffolding of exam questions to ensure students understand the demands of various question styles used in psychology. Cold calling questions pitched at different levels; low stake quizzes and knowledge organisers used. Access arrangements given during in class assessments. All materials used in lessons are made available to all students digitally, via SharePoint, to enable students to access these after their lesson.</p>	<p>Seating plans that are mixed and supportive (these are adapted in light of performance in first mock exam). Modelling orally and in written form (on the board/displayed on the visualiser). Self, peer, and teacher assessments used to provide each student with individual feedback. The breaking down and scaffolding of exam questions to ensure students understand the demands of various question styles used in psychology. Cold calling questions pitched at different levels; low stake quizzes and knowledge organisers used. Access arrangements given during in class assessments. All materials used in lessons are made available to all students digitally, via SharePoint, to enable students to access these after their lesson.</p>	<p>Seating plans that are mixed and supportive. Modelling orally and in written form (on the board/displayed on the visualiser). Self, peer, and teacher assessments used to provide each student with individual feedback. The breaking down and scaffolding of exam questions to ensure students understand the demands of various question styles used in psychology. Cold calling questions pitched at different levels; low stake quizzes and knowledge organisers used. Access arrangements given during in class assessments. All materials used in lessons are made available to all students digitally, via SharePoint, to enable students to access these after their lesson.</p>
<p><b>Assessment-</b> What? Why?</p>	<p>Students will complete at least 1 formal assessment in class assessment (sometimes two) totalling 16 marks for each topic taught this term. The questions chosen will assess the full range of skills assessed in the exam and be selected from available past paper questions, all groups will complete the same questions. This is done to give students regular practice at the way they will be assessed at the end of their a-level study. A total of 16-mark questions was chosen as this is the highest number of marks any one question can be.</p> <p>Informal assessment: at least fortnightly completion of satchel quiz on topic previously covered (the precise topics will be based on areas of common misconception based on examiners reports from summer exams and teacher professional judgement with what current students are struggling with). Done as encourages students to regularly retrieve previous information learnt and allows teachers to identify any common misconceptions or areas students struggle with.</p>	<p>Students will complete at least 1 formal assessment (sometimes two) totalling 16 marks for each topic taught this term. The questions chosen will assess the full range of skills assessed in the exam and be selected from available past paper questions, all groups will complete the same questions. This is done to give students regular practice at the way they will be assessed at the end of their a-level study. A total of 16-mark questions was chosen as this is the highest number of marks any one question can be.</p> <p>Students will also complete their first mock exam on topics covered in autumn term.</p> <p>Informal assessment: at least fortnightly completion of satchel quiz on topic previously covered: in autumn term and teacher professional judgement with what current students are struggling with). Done as encourages students to regularly retrieve previous information learnt and allows teachers to identify any common misconceptions or areas students struggle with.</p>	<p>Informal assessment: at least fortnightly completion of satchel quiz on topic previously covered in autumn and spring term and teacher professional judgement with what current students are struggling with). Done as encourages students to regularly retrieve previous information learnt and allows teachers to identify any common misconceptions or areas students struggle with.</p> <p>Students will also complete a full paper 1 exam as their end of year 12 assessment.</p>
<p>What <b>memory for learning</b> skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p>	<p>Most lessons start with a retrieval practice activity on content previously covered (topics covered in autumn will be interleaved to encourage spaced repetition). These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p>	<p>Most lessons start with a retrieval practice activity on content previously covered (topics covered in autumn and spring term will be interleaved to encourage spaced repetition). These activities take a variety of forms.</p>

	<p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>
<p><b>Literacy-</b> reading, extended accurate writing and oracy opportunities</p>	<p>All level 3 subject specific terminology is broken, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g. in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained. This scaffolding will be quite high at this term but is gradually reduced over time as students become more competent and confident in their reading and understanding.</p> <p>Students are encouraged to carry our wider reading by reading the online textbook and other more academic journal articles through the super-curriculum – a feedback form is provided for students, one area of which asks about any challenges they faced with what they read so that appropriate support can be offered. Students are also encouraged to subscribe and read the weekly psychology digest from the British Psychological Society to help them keep up to date with relevant developments in Psychology.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write answers to exam questions. Individual tailored feedback to students on how to develop their writing is provided. Planning of long answer questions regularly takes place prior to students writing them. Large amounts of practice and reflection on writing exam responses to different styles of question is done throughout the whole course.</p> <p>Oracy skills are developed through responding to cold call questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>All level 3 subject specific terminology is broken, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g. in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained. Scaffolding of longer answer responses and questions assessing multiple skills will remain high at this point in the academic year, but less scaffolding will be provided for short mark questions and simpler knowledge-based questions.</p> <p>Students are encouraged to carry our wider reading by reading the online textbook and other more academic journal articles through the super-curriculum – a feedback form is provided for students, one area of which asks about any challenges they faced with what they read so that appropriate support can be offered. Students are also encouraged to subscribe and read the weekly psychology digest from the British Psychological Society to help them keep up to date with relevant developments in Psychology.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write answers to exam questions. Individual tailored feedback to students on how to develop their writing is provided. 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Planning of long answer questions regularly takes place prior to students writing them. Large amounts of practice and reflection on writing exam responses to different styles of question is done throughout the whole course.</p> <p>Oracy skills are developed through responding to cold call questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully</p>
<p><b>Numeracy/computing skills</b></p>	<p>Students will be required to use satchel to complete their homework quizzes.</p> <p>During research methods part 1 – some reference to scattergrams – how to construct and interpret for correlational research in psychology.</p>	<p>Students will be required to use satchel to complete their homework quizzes.</p> <p>Begin to introduce concepts such as measures of central tendency/measures of dispersion/constructing bar graphs and develop</p>	<p>Develop students’ knowledge and understanding of different types of data: including quantitative/qualitative, primary/secondary, nominal/ordinal/interval.</p> <p>More in depth focus on calculating and interpreting measures of central tendency and dispersion from tables and graphs.</p>

		students' ability to explain what they suggest within the context of topics studied this term. Calculating/Interpreting %	How to construct appropriate tables and graphs.
<b>Character</b> development	Students will be learning about a variety of explanations for human behaviour. Students will develop their ability to reason/weigh up and communicate these explanations in a respectful and compassionate way verbally and in written form when applying this to a variety of novel scenarios. Students will develop how to effectively work independently to build confidence and learn to be resourceful by using previous notes and each other to help resolve issues in their leaning before seeking teacher support. Students will build resilience when learning new ideas and skills and will recognise how to improve their work and responses.	Students will be learning about a variety of explanations for human behaviour. Students will develop their ability to reason/weigh up and communicate these explanations in a respectful and compassionate way verbally and in written form when applying this to a variety of novel scenarios. Students will develop how to effectively work independently to build confidence and learn to be resourceful by using previous notes and each other to help resolve issues in their leaning before seeking teacher support. Students will build resilience when learning new ideas and skills and will recognise how to improve their work and responses.	Students will be learning about a variety of explanations for human behaviour. Students will develop their ability to reason/weigh up and communicate these explanations in a respectful and compassionate way verbally and in written form when applying this to a variety of novel scenarios. Students will develop how to effectively work independently to build confidence and learn to be resourceful by using previous notes and each other to help resolve issues in their leaning before seeking teacher support. Students will build resilience when learning new ideas and skills and will recognise how to improve their work and responses.
<b>Equality/Diversity</b> opportunities Unfortunately, the nature of the psychology specification is not very diverse focusing on white, western, middle class male psychologist's theories/studies.  Current exploring the option of students being able to undertake unit award scheme (run by AQA) during independent study time as they offer equality and diversity topics within psychology.	<p>During the time spent studying psychology students will explore a variety of explanations for human behaviour which allow them to develop their understanding, appreciation, and respect of people's differences. Any concerns in this area are followed up promptly and in accordance with school policy.</p> <p>A display outside of psychology classroom has been created about non-specification areas of psychology with greater diversity including female psychologists' work, research in the field of LGBTQ+ and the work of African American researchers – students are encouraged to explore these areas in greater depth in their own independent study time.</p> <p>All lessons are structured to cater to a range of learning needs and steps are taken to ensure that all students are provided with access to the resources they will need to be successful (access arrangements, adapted resources etc)</p> <p>From when students first start the course, they are told that they will work with everyone else within the group, that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>When evaluating theories/studies we discuss if they are truly generalisable to all human behaviour or if fails to consider the diversity within humans.</p>	<p>During the time spent studying psychology students will explore a variety of explanations for human behaviour which allow them to develop their understanding, appreciation, and respect of people's differences. Any concerns in this area are followed up promptly and in accordance with school policy.</p> <p>A display outside of psychology classroom has been created about non-specification areas of psychology with greater diversity including female psychologists' work, research in the field of LGBTQ+ and the work of African American researchers – students are encouraged to explore these areas in greater depth in their own independent study time.</p> <p>All lessons are structured to cater to a range of learning needs and steps are taken to ensure that all students are provided with access to the resources they will need to be successful (access arrangements, adapted resources etc)</p> <p>Students work with everyone else within the group and are taught that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>When evaluating theories/studies we discuss if they are truly generalisable to all human behaviour or if fails to consider the diversity within humans.</p>	<p>During the time spent studying psychology students will explore a variety of explanations for human behaviour which allow them to develop their understanding, appreciation, and respect of people's differences. Any concerns in this area are followed up promptly and in accordance with school policy.</p> <p>A display outside of psychology classroom has been created about non-specification areas of psychology with greater diversity including female psychologists' work, research in the field of LGBTQ+ and the work of African American researchers – students are encouraged to explore these areas in greater depth in their own independent study time.</p> <p>All lessons are structured to cater to a range of learning needs and steps are taken to ensure that all students are provided with access to the resources they will need to be successful (access arrangements, adapted resources etc)</p> <p>Students work with everyone else within the group and are taught that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p> <p>When evaluating theories/studies we discuss if they are truly generalisable to all human behaviour or if fails to consider the diversity within humans.</p> <p>During the virtual university talk that is arranged this term students given a 'mini lecture' about diversity in psychology Lessons are structured to cater to a range of learning needs.</p>
<b>Homework/Independent learning</b>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice as soon as they start their psychology course.</p> <p>At least one of the 16-mark assessments for research methods and approaches will be completed as a homework task. For the remaining 16-mark assessments students will complete preparation for this as</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of topics covered in autumn and spring term.</p> <p>For the 16-mark in class assessment students will complete preparation for this as homework (e.g. planning an answer and revising the topic) and then the assessment will be completed in class</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of topics covered in autumn, spring and start of summer term.</p>

	homework (e.g. planning an answer and revising the topic) and then the assessment will be completed in class		
<p><b>CIAG coverage/links</b></p> <p>Throughout the year, where appropriate and possible, (virtual) talks with individuals are arranged with individuals who studied psychology at A-level to talk about the career that they have pursued – all interested students are given the opportunity to attend these.</p>	<p>As psychology is all about understanding human behaviour the possible careers students could pursue after studying this as an A-level are vast. This is because an understanding of psychology will be useful in any career where you are interacting with others. However, if students are interested in pursuing a career specifically as a psychologist the department refers to the careers advice from BPS which can be found on their website <a href="https://www.bps.org.uk/career-options-psychology">https://www.bps.org.uk/career-options-psychology</a> and posters on these are displayed in S10</p> <p>Biennial a trip is arranged to take students to the psychology in action conference during the autumn term to hear from speakers from a variety of different fields of psychology that they may not come across throughout the specification coverage.</p> <p>(2024 – talk from various members of the school of psychology at UOS is being arranged for all yr. 12 and 13 students studying psychology)</p>	<p>As psychology is all about understanding human behaviour the possible careers students could pursue after studying this as an A-level are vast. This is because an understanding of psychology will be useful in any career where you are interacting with others. However, if students are interested in pursuing a career specifically as a psychologist the department refers to the careers advice from BPS which can be found on their website <a href="https://www.bps.org.uk/career-options-psychology">https://www.bps.org.uk/career-options-psychology</a> and posters on these are displayed in S10</p>	<p>As psychology is all about understanding human behaviour the possible careers students could pursue after studying this as an A-level are vast. This is because an understanding of psychology will be useful in any career where you are interacting with others. However, if students are interested in pursuing a career specifically as a psychologist the department refers to the careers advice from BPS which can be found on their website <a href="https://www.bps.org.uk/career-options-psychology">https://www.bps.org.uk/career-options-psychology</a> and posters on these are displayed in S10</p> <p>In second half of summer term – virtual talk from university about studying psychology at university (including sample of a mini lecture about diversity within psychology) and the careers that alumni have gone on to do/trip to a university for this talk as well as opportunity to experience what happens psychological research on certain topics.</p> <p>(2023-2024 – hoping to get past students who have studied and pursued a career in psychology back to speak with current students)</p>



	Autumn	Spring	Summer
<p><b>Content-</b> WHAT will be learned? Please use following link for specific details on what will be learnt in each unit: <a href="https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level">https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182/subject-content-a-level</a></p> <p>What previous learning can be linked? – see comments in italics.</p> <p>Why this order/sequence? RM part 2 and issues and debates are done in term one of year 13 which allows for drawing on yr. 1 knowledge and applying this to the later units in yr. 13</p>	<p><b>Research methods part 2 (appears on all 3 papers)</b> links with previous learning: GCSE science - processes in conducting and writing up research. The following GCSE maths content: <a href="#">Plugging GCSE knowledge gaps.pptx</a></p> <p><b>Biopsychology (paper 2)</b> links with previous learning from GCSE science – nervous system, fight/flight, endocrine system, neurons, and synapses.</p> <p><b>Issues and debater (paper 3)</b> links with previous learning students are required to link all the issues and debates to relevant topics studied last year – this provides an opportunity to briefly retrieve some of the content covered last year.</p> <p><i>Links with previous learning: throughout all topics, where appropriate, links to research methods content, applied to all other areas of the course, will be made.</i></p>	<p><b>Cognition and development (paper 3)</b> links with previous learning – more in-depth look at the development of schemas from the cognitive approach.</p> <p><b>Aggression (paper 3):</b> Links with previous learning – the biological explanations of aggression provide the opportunity to link back to material covered in the biological approach and biopsychology. Social learning theory is applied to explaining aggression. Evolutionary theory is applied to explaining aggression.</p> <p><b>Eating behaviour (paper 3):</b> links with previous learning – the biological explanations of anorexia and obesity provide the opportunity to link back to material covered in the biological approach and biopsychology. The psychological explanations of anorexia provides an opportunity to link back to material covered in the approaches unit (SLT and cognitive approach). The development of food preferences provides an opportunity to link back to the learning approach and evolutionary theory.</p> <p><i>Links with previous learning: throughout all topics, where appropriate, links to research methods content, applied to all other areas of the course, will be made.</i></p>	<p><b>Finishing aggression and eating behaviour</b></p> <p><i>Links with previous learning: throughout all topics, where appropriate, links to research methods content, applied to all other areas of the course, will be made.</i></p>
<p><b>Skills-</b> What will be developed?</p> <p><i>As units can be taught in various orders, and are equally weighted, all AO1, AO2 and AO3 skills assessed are covered to the same degree in all topics throughout the year.</i></p>	<p>AO1 (Knowledge): Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.</p> <p>AO2 (Application): Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures: in a theoretical context in a practical context when handling qualitative data when handling quantitative data.</p> <p>AO3 (evaluate): Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to: make judgements and reach conclusions. develop and refine practical design and procedures.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.</p> <p>Develop competence and confidence in a variety of practical, mathematical, and problem-solving skills.</p> <p>Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p>	<p>AO1 (Knowledge): Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.</p> <p>AO2 (Application): Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures: in a theoretical context in a practical context when handling qualitative data when handling quantitative data.</p> <p>AO3 (evaluate): Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to: make judgements and reach conclusions. develop and refine practical design and procedures.</p> <p>Develop essential knowledge and understanding of different areas of the subject and how they relate to each other.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.</p> <p>A greater understanding of and compassion for human behaviour is developed throughout the course. Students will also develop their ability to look deeper and question why someone is acting the way they.</p>	<p>AO1 (Knowledge): Demonstrate knowledge and understanding of scientific ideas, processes, techniques, and procedures.</p> <p>AO2 (Application): Apply knowledge and understanding of scientific ideas, processes, techniques, and procedures: in a theoretical context in a practical context when handling qualitative data when handling quantitative data.</p> <p>AO3 (evaluate): Analyse, interpret and evaluate scientific information, ideas, and evidence, including in relation to issues, to: make judgements and reach conclusions. develop and refine practical design and procedures.</p> <p>Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.</p> <p>Develop competence and confidence in a variety of practical, mathematical, and problem-solving skills.</p> <p>Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject.</p> <p>A greater understanding of and compassion for human behaviour is developed throughout the course. Students will also develop their ability to look deeper and question why someone is acting the way they.</p>

	<p>A greater understanding of and compassion for human behaviour is developed throughout the course. Students will also develop their ability to look deeper and question why someone is acting the way they.</p> <p>Group work and communication skills are encouraged when working independently to support each other with their learning (table layout/seating plan)</p> <p>Communication skills also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>	<p>Group work and communication skills are encouraged when working independently to support each other with their learning (table layout/seating plan and peer support sessions aid this).</p> <p>Communication skills also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>	<p>Group work and communication skills are encouraged when working independently to support each other with their learning (table layout/seating plan and peer support sessions aid this).</p> <p>Communication skills also developed through cold calling, regular practice at answering exam questions and feedback on assessments.</p>
<p>Key 'How'/'Why' Questions- What <b>powerful knowledge</b> will be gained? What areas/themes/concepts will be explored?</p>	<p>Being able to use knowledge gained in year 1 from research methods part one to explore how to design research studies that investigate various aspects of human behaviour.</p> <p>Being able to analyse the data gained, from novel areas of research, in a variety of ways and conclude statistical significance.</p> <p>Being able to interpret data and draw conclusions about human behaviour and write a scientific report.</p> <p>The linking of each issue or debate to a relevant area of psychology – this will also help the students to evaluate that area of psychology as well.</p> <p>Ability to delve deeper and question reasons for a particular behaviour. To think critically about the generalisation of psychology to 'all human behaviour'</p>	<p>Application of knowledge developed earlier in the course to specific topics – cognition and development, eating behaviour and aggression</p>	
<p><b>SEND-</b> how will support be seen? Seating plans? Simplified questions?</p> <p>If any needs emerge throughout students' time studying Psychology adaptations are made to ensure all students get the necessary support to be successful.</p>	<p>Seating plans that are mixed and supportive, they are adapted considering students' performance in the end of year 12 exam and any changes to groupings.</p> <p>Modelling orally and in written form (on the board/displayed on the visualiser). Self, peer, and teacher assessments used to provide each student with individual feedback. The breaking down and scaffolding of exam questions to ensure students understand the demands of various question styles used in psychology. Cold calling questions pitched at different levels; low stake quizzes and knowledge organisers used. Access arrangements given during in class assessments. All materials used in lessons are made available to all students digitally, via SharePoint, to enable students to access these after their lesson.</p>	<p>Seating plans that are mixed and supportive (these are adapted considering the November mock). Modelling orally and in written form (on the board/displayed on the visualiser). Self, peer, and teacher assessments used to provide each student with individual feedback. The breaking down and scaffolding of exam questions to ensure students understand the demands of various question styles used in psychology. Cold calling questions pitched at different levels; low stake quizzes and knowledge organisers used. Access arrangements given during in class assessments. All materials used in lessons are made available to all students digitally, via SharePoint, to enable students to access these after their lesson.</p>	<p>Seating plans that are mixed and supportive (these are adapted considering performance in Feb mock). Modelling orally and in written form (on the board/displayed on the visualiser). Self, peer, and teacher assessments used to provide each student with individual feedback. The breaking down and scaffolding of exam questions to ensure students understand the demands of various question styles used in psychology. Cold calling questions pitched at different levels; low stake quizzes and knowledge organisers used. Access arrangements given during in class assessments. All materials used in lessons are made available to all students digitally, via SharePoint, to enable students to access these after their lesson.</p>
<p><b>Assessment-</b> What? Why?</p>	<p>Students will complete at least 1 formal assessment in class assessment (sometimes two) totalling 16 marks for each topic taught this term. The questions chosen will assess the full range of skills assessed in the exam and be selected from available past paper questions, all groups will complete the same questions. This is done to give students regular practice at the way they will be assessed at the end of their a-level study. A total of 16-mark questions was chosen as this is the highest number of marks any one question can be.</p> <p>Informal assessment: at least fortnightly completion of satchel quiz on topic previously covered (the precise topics will be based on areas of common misconception based on examiners reports from summer exams and teacher professional judgement with what current students are struggling with). Done as encourages students to regularly retrieve</p>	<p>Students will complete at least 1 formal assessment (sometimes two) totalling 16 marks for each topic taught this term. The questions chosen will assess the full range of skills assessed in the exam and be selected from available past paper questions, all groups will complete the same questions. This is done to give students regular practice at the way they will be assessed at the end of their a-level study. A total of 16-mark questions was chosen as this is the highest number of marks any one question can be.</p> <p>Informal assessment: at least fortnightly completion of satchel quiz on topic previously covered: in autumn term and teacher professional judgement with what current students are struggling with). Done as encourages students to regularly retrieve previous information learnt</p>	<p>Informal assessment: at least fortnightly completion of satchel quiz on topic previously covered in autumn and spring term and teacher professional judgement with what current students are struggling with). Done as encourages students to regularly retrieve previous information learnt and allows teachers to identify any common misconceptions or areas students struggle with.</p>

	<p>previous information learnt and allows teachers to identify any common misconceptions or areas students struggle with.</p> <p>Students will also complete a full paper 2 exam during their mock exam assessment week.</p>	<p>and allows teachers to identify any common misconceptions or areas students struggle with.</p> <p>Students will also complete ¼ of paper 3 exam during their mock exam assessment week. The reason it is only ¼ is because the teaching of the final topic will not have started prior to when this work week is scheduled. The assessment of the final topic will take place in class after the mock week and enough material has been covered.</p>	
<p>What <b>memory for learning</b> skills will be required- modelling? Concrete answers? Retrieval?</p>	<p>Most lessons start with a retrieval practice activity on content previously covered. These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Most lessons start with a retrieval practice activity on content previously covered (topics covered in autumn will be interleaved to encourage spaced repetition). These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>	<p>Most lessons start with a retrieval practice activity on content previously covered (topics covered in autumn and spring term will be interleaved to encourage spaced repetition). These activities take a variety of forms.</p> <p>Modelling both orally and in written form via use of the visualiser/embedded in the PPT is used on a regular basis.</p> <p>Model answer used in lessons and with formal assessments.</p> <p>Students encouraged to make/use revision flashcards on topics being covered/have been covered if they have completed their classwork tasks. Pre-made flashcards are available on student desks to enable further retrieval practice and are colour coded according to the topic that they relate to.</p> <p>Use of visualisers to show thinking skills when breaking down and answering an exam question.</p> <p>Cold calling regularly used to encourage retrieval.</p> <p>Regular use of knowledge organisers and satchel quizzes</p>
<p><b>Literacy-</b> reading, extended accurate writing and oracy opportunities</p>	<p>All level 3 subject specific terminology is broken, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g. in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained. The scaffolding provided is significantly reduced in comparison to the start of year 12 and continues to be reduced throughout students 2<sup>nd</sup> year of study as students become more competent and confident in their reading and understanding.</p> <p>Students are encouraged to carry our wider reading by reading the online textbook and other more academic journal articles through the super-curriculum – a feedback form is provided for students, one area of which asks about any challenges they faced with what they read so that appropriate support can be offered. Students are also encouraged to subscribe and read the weekly psychology digest from the British Psychological Society to help them keep up to date with relevant developments in Psychology.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write answers to exam questions. Individual tailored feedback to students on how to develop their writing is provided. Planning of long answer questions regularly takes place prior to students writing them. Large amounts of practice and</p>	<p>All level 3 subject specific terminology is broken, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g. in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained. Scaffolding of longer answer responses and questions assessing multiple skills will remain high at this point in the academic year, but less scaffolding will be provided for short mark questions and simpler knowledge-based questions.</p> <p>Students are encouraged to carry our wider reading by reading the online textbook and other more academic journal articles through the super-curriculum – a feedback form is provided for students, one area of which asks about any challenges they faced with what they read so that appropriate support can be offered. Students are also encouraged to subscribe and read the weekly psychology digest from the British Psychological Society to help them keep up to date with relevant developments in Psychology.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write answers to exam questions. Individual tailored feedback to students on how to develop their writing is provided. Planning of long answer questions regularly takes place prior to students writing them. Large amounts of practice and</p>	<p>All level 3 subject specific terminology is broken, discussed, and explained in lessons with students to enable them to understand the texts they read throughout course – e.g. in exam papers, the textbook and wider reading.</p> <p>Exam scenarios/questions are read together and broken down to support understanding, key terminology is explained.</p> <p>Students are encouraged to carry our wider reading by reading the online textbook and other more academic journal articles through the super-curriculum – a feedback form is provided for students, one area of which asks about any challenges they faced with what they read so that appropriate support can be offered. Students are also encouraged to subscribe and read the weekly psychology digest from the British Psychological Society to help them keep up to date with relevant developments in Psychology.</p> <p>Writing strategies: make use of the I do/we do/you do to scaffold how to appropriately structure and write answers to exam questions. Individual tailored feedback to students on how to develop their writing is provided. Planning of long answer questions regularly takes place prior to students writing them. Large amounts of practice and reflection on writing exam responses to different styles of question is done throughout the whole course.</p>



	<p>reflection on writing exam responses to different styles of question is done throughout the whole course.</p> <p>Oracy skills are developed through responding to cold call questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>reflection on writing exam responses to different styles of question is done throughout the whole course.</p> <p>Oracy skills are developed through responding to cold call questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully.</p>	<p>Oracy skills are developed through responding to cold call questions and being able to develop a good level of communication in presenting their ideas and opinions respectfully</p>
<b>Numeracy/computing skills</b>	<p>Students will be required to use satchel to complete their homework quizzes.</p> <p>Develop students' knowledge and understanding of different types of data: including quantitative/qualitative, primary/secondary, nominal/ordinal/interval.</p> <p>More in depth focus on calculating and interpreting measures of central tendency and dispersion from tables and graphs.</p> <p>How to construct appropriate tables and graphs.</p> <p>Statistical testing and interpretation</p>	<p>Students will be required to use satchel to complete their homework quizzes.</p> <p>Continual practice where appropriate on the maths skills covered earlier in students' course.</p>	<p>Students will be required to use satchel to complete their homework quizzes.</p> <p>Continual practice where appropriate on the maths skills covered earlier in students' course.</p>
<b>Character</b> development	<p>Students will be learning about a variety of explanations for human behaviour. Students will develop their ability to reason/weigh up and communicate these explanations in a respectful and compassionate way verbally and in written form when applying this to a variety of novel scenarios. Students will develop how to effectively work independently to build confidence and learn to be resourceful by using previous notes and each other to help resolve issues in their leaning before seeking teacher support. Students will build resilience when learning new ideas and skills and will recognise how to improve their work and responses.</p>	<p>Students will be learning about a variety of explanations for human behaviour. Students will develop their ability to reason/weigh up and communicate these explanations in a respectful and compassionate way verbally and in written form when applying this to a variety of novel scenarios. Students will develop how to effectively work independently to build confidence and learn to be resourceful by using previous notes and each other to help resolve issues in their leaning before seeking teacher support. Students will build resilience when learning new ideas and skills and will recognise how to improve their work and responses.</p>	<p>Students will be learning about a variety of explanations for human behaviour. Students will develop their ability to reason/weigh up and communicate these explanations in a respectful and compassionate way verbally and in written form when applying this to a variety of novel scenarios. Students will develop how to effectively work independently to build confidence and learn to be resourceful by using previous notes and each other to help resolve issues in their leaning before seeking teacher support. Students will build resilience when learning new ideas and skills and will recognise how to improve their work and responses.</p>
<b>Equality/Diversity opportunities</b> <p>Unfortunately, the nature of the psychology specification is not very diverse focusing on white, western, middle class male psychologist's theories/studies.</p> <p>Current exploring the option of students being able to undertake unit award scheme (run by AQA) during independent study time as they offer equality and diversity topics within psychology.</p>	<p>During the time spent studying psychology students will explore a variety of explanations for human behaviour which allow them to develop their understanding, appreciation, and respect of people's differences. Any concerns in this area are followed up promptly and in accordance with school policy.</p> <p>A display outside of psychology classroom has been created about non-specification areas of psychology with greater diversity including female psychologists' work, research in the field of LGBTQ+ and the work of African American researchers – students are encouraged to explore these areas in greater depth in their own independent study time.</p> <p>All lessons are structured to cater to a range of learning needs and steps are taken to ensure that all students are provided with access to the resources they will need to be successful (access arrangements, adapted resources etc)</p> <p>From when students first start the course, they are told that they will work with everyone else within the group, that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p>	<p>During the time spent studying psychology students will explore a variety of explanations for human behaviour which allow them to develop their understanding, appreciation, and respect of people's differences. Any concerns in this area are followed up promptly and in accordance with school policy.</p> <p>A display outside of psychology classroom has been created about non-specification areas of psychology with greater diversity including female psychologists' work, research in the field of LGBTQ+ and the work of African American researchers – students are encouraged to explore these areas in greater depth in their own independent study time.</p> <p>All lessons are structured to cater to a range of learning needs and steps are taken to ensure that all students are provided with access to the resources they will need to be successful (access arrangements, adapted resources etc)</p> <p>Students work with everyone else within the group and are taught that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p>	<p>During the time spent studying psychology students will explore a variety of explanations for human behaviour which allow them to develop their understanding, appreciation, and respect of people's differences. Any concerns in this area are followed up promptly and in accordance with school policy.</p> <p>A display outside of psychology classroom has been created about non-specification areas of psychology with greater diversity including female psychologists' work, research in the field of LGBTQ+ and the work of African American researchers – students are encouraged to explore these areas in greater depth in their own independent study time.</p> <p>All lessons are structured to cater to a range of learning needs and steps are taken to ensure that all students are provided with access to the resources they will need to be successful (access arrangements, adapted resources etc)</p> <p>Students work with everyone else within the group and are taught that all group members are equal and that everyone's ideas are valid, therefore they should have respect for the ideas of others.</p>

	<p>When evaluating theories/studies we discuss if they are truly generalisable to all human behaviour or if fails to consider the diversity within humans.</p> <p>Exploration of gender and culture bias and ethical implications of psychological research during the issues and debates unit – provides opportunity to discuss the lack of diversity in the psychology that has been studied.</p>	<p>When evaluating theories/studies we discuss if they are truly generalisable to all human behaviour or if fails to consider the diversity within humans.</p>	<p>When evaluating theories/studies we discuss if they are truly generalisable to all human behaviour or if fails to consider the diversity within humans.</p>
<b>Homework/Independent learning</b>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice as soon as they start their psychology course.</p> <p>For the 16-mark assessments students will complete preparation for this as homework (e.g. planning an answer and revising the topic) and then the assessment will be completed in class</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of topics covered in autumn and spring term.</p> <p>For the 16-mark in class assessment students will complete preparation for this as homework (e.g. planning an answer and revising the topic) and then the assessment will be completed in class</p>	<p>All homework tasks to be set via satchel.</p> <p>Satchel quizzes and revision of knowledge organisers to encourage continual retrieval practice of all topics covered.</p>
<b>CIAG coverage/links</b> Throughout the year, where appropriate and possible, (virtual) talks with individuals are arranged with individuals who studied psychology at A-level to talk about the career that they have pursued – all interested students are given the opportunity to attend these.	<p>As psychology is all about understanding human behaviour the possible careers students could pursue after studying this as an A-level are vast. This is because an understanding of psychology will be useful in any career where you are interacting with others.</p> <p>However, if students are interested in pursuing a career specifically as a psychologist the department refers to the careers advice from BPS which can be found on their website <a href="https://www.bps.org.uk/career-options-psychology">https://www.bps.org.uk/career-options-psychology</a> and posters on these are displayed in S10</p> <p>Biennial a trip is arranged to take students to the psychology in action conference during the autumn term to hear from speakers from a variety of different fields of psychology that they may not come across throughout the specification coverage.</p> <p>(2024 – talk from various members of the school of psychology at UOS is being arranged for all yr. 12 and 13 students studying psychology)</p> <p>Students are supported with personal statements and UCAS applications when applying to study psychology/psychology linked courses after 6<sup>th</sup> form.</p>	<p>As psychology is all about understanding human behaviour the possible careers students could pursue after studying this as an A-level are vast. This is because an understanding of psychology will be useful in any career where you are interacting with others.</p> <p>However, if students are interested in pursuing a career specifically as a psychologist the department refers to the careers advice from BPS which can be found on their website <a href="https://www.bps.org.uk/career-options-psychology">https://www.bps.org.uk/career-options-psychology</a> and posters on these are displayed in S10</p>	<p>As psychology is all about understanding human behaviour the possible careers students could pursue after studying this as an A-level are vast. This is because an understanding of psychology will be useful in any career where you are interacting with others.</p> <p>However, if students are interested in pursuing a career specifically as a psychologist the department refers to the careers advice from BPS which can be found on their website <a href="https://www.bps.org.uk/career-options-psychology">https://www.bps.org.uk/career-options-psychology</a> and posters on these are displayed in S10</p>