

## Curriculum and Skills Mapping

Subject : Psychology

Key Stage: 5

Year: 12

Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Approaches in Psychology (Paper 2)	To describe the nature of psychology  To outline and evaluate the 'core' approaches in Psychology:	<a href="#">Essay 1</a> – Describe and evaluate the biological approach in psychology (16 marks)	<ul style="list-style-type: none"> <li>✓ Outline/ describe</li> <li>✓ Evaluate</li> <li>✓ Discuss</li> <li>✓ Use of subject specific language</li>   <li>★ Short answer exam questions</li> <li>★ Evaluation skills - focus on strengths and weaknesses</li> <li>★ Introduction to essay writing: using WAGOLLS and essay frames</li> <li>★ WILF tasks for each approach</li> <li>★ Scaffolded essay skills tasks for each approach</li> </ul>	<ul style="list-style-type: none"> <li>✓ Note taking</li> <li>✓ Reflection</li> <li>✓ Self-assessment</li> <li>✓ Giving feedback</li> <li>✓ Responding to feedback</li> <li>✓ Time management</li> <li>✓ Independent study</li> <li>✓ Reading psychological material</li> <li>✓ Formulating relevant questions</li> <li>✓ Recognising real world relevance</li> </ul>
	Research Methods	To describe the key features of science  To describe the scientific process  To outline how experiments are conducted in psychology.  Distinguish between types of validity and reliability	1. Research Methods & Approaches assessment		

				<ul style="list-style-type: none"> <li>✓ Knowledge of research methods</li> <li>✓ Evaluation of research methods</li> </ul>	
Autumn 2	Psychopathology (Paper 1)	<p>To apply knowledge of the approaches in Psychology to explaining and treating mental illness</p> <p>To describe the emotional, behavioural, and cognitive characteristics of phobias, depression, and OCD.</p> <p>To discuss definitions of abnormality.</p>	<p><b>Essay 2</b> - Outline and evaluate <b>one</b> biological explanation for obsessive compulsive disorder (16 marks)</p> <p><b>Essay 3</b> - Definitions of abnormality (16 marks)</p> <p>2. Approaches &amp; Psychopathology assessment</p>	<ul style="list-style-type: none"> <li>✓ Outline/ describe</li> <li>✓ Evaluate</li> <li>✓ Discuss</li> <li>✓ Analyse</li> <li>✓ Transformational skills</li> <li>✓ Planning</li> <li>✓ Redrafting</li> <li>✓ Revision strategies and skills</li> </ul> <ul style="list-style-type: none"> <li>★ Short answer exam questions</li> <li>★ Developing 'effective' evaluation skills</li> <li>★ Essay planning: writing balanced essays</li> <li>★ Developing a line of argument</li> <li>★ Drawing conclusions</li> </ul>	<ul style="list-style-type: none"> <li>✓ Group work</li> <li>✓ Discussion skills</li> <li>✓ Recognising importance of cultural contexts</li> </ul>
	Revision skills	<p>To distinguish between effective and less effective revision strategies</p> <ul style="list-style-type: none"> <li>- Use a range of effective revision strategies</li> <li>- Identify aspects of the first term's work that need significant revision</li> </ul>			

		<ul style="list-style-type: none"> <li>- Identify aspects of each topic that they have not really understood</li> </ul>			
Spring 1	Attachment (Paper 1)	<p>To develop an understanding of explanations for attachment using research and theory.</p> <p>To discuss the nature and purpose of early interaction, stages of attachment formation and the role of the father.</p> <p>To discuss the effects of maternal deprivation and institutionalisation on attachment and the implications of attachment types for later relationships</p>	<p><a href="#">Essay 4</a> - Discuss research into caregiver-infant interactions in humans. (16 marks)</p> <p><b>3. Mock 1:</b> Approaches, Psychopathology, Attachment and Research Methods</p>	<ul style="list-style-type: none"> <li>✓ Summarising key points</li> <li>✓ Weighing up evidence</li> <li>✓ Problem solving</li> <li>✓ Carrying out observational research</li> </ul>	<ul style="list-style-type: none"> <li>✓ Observational skills</li> <li>✓ Reflectiveness</li> <li>✓ Sensitivity to cultural norms</li> </ul>
	Research Methods	<p>To outline and evaluate a range of non- experimental methods in Psychology</p> <p>To carry out an observational study, using behavioural categories, time and event sampling</p>			

		<p>To discuss issues of reliability and validity associated with observations</p> <p>To explain the strengths and limitations of longitudinal studies, self-report measures and structured interviews</p>			
Spring 2	<p>Social influence (Paper 1)</p> <p>Research methods</p>	<p>To develop critical appreciation of psychological research and theory into conformity, obedience, resisting social influence and minority influence</p> <p>To discuss ethical, methodological and real-world implications of research into conformity</p> <p>To outline the process and value of peer review</p> <p>To use descriptive statistics to analyse research findings</p> <p>To be able to calculate %, </p>	<p><a href="#">Essay 5</a> - Discuss ethical issues that have arisen in social influence research. Refer to evidence in your answer. (16 marks)</p> <p>4. Social influence &amp; RM assessment</p>	<ul style="list-style-type: none"> <li>✓ Application skills</li> <li>✓ Data handling</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ethical decision making</li> </ul>

		<p>To choose the correct graph to display data, plot graphs and interpret information from graphs. To discuss issues of sampling bias, demand characteristics and investigator effects.</p> <p>Using a standardised scale to assess L of C</p>			
Summer 1	Memory (Paper 1)	<p>To explain memory using the MSM and WMM</p> <p>To use research evidence to support/ challenge the assumptions of the MSM and WMM</p> <p>To outline and evaluate research and theory into forgetting</p> <p>To design, carry out and present findings of research into memory</p> <p>To develop an understanding of the factors that affect the accuracy of eyewitness testimony. To critically analyse research and apply findings to the real world.</p> <p>To describe and evaluate the cognitive interview</p>	<p>Essay 6 - Discuss the multi-store model of memory (AO2)</p> <p>5. Memory &amp; Research Methods assessment</p>	<ul style="list-style-type: none"> <li>✓ Generate hypotheses</li> <li>✓ Carry out research</li> <li>✓ Display and interpret findings</li> <li>✓ Draw conclusions</li> <li>✓ Distinguish between mean median and mode</li> <li>✓ Calculate mean median and mode</li> <li>✓ Define range and standard deviation</li> <li>✓ Calculate the range</li> <li>✓ Calculate percentages</li> </ul>	<ul style="list-style-type: none"> <li>✓ Team-work</li> </ul>

	Research methods	<p>To develop understanding of data collection techniques, their strengths and limitations.</p> <p>To calculate and interpret descriptive statistics and to solve basic equations</p>			
Summer 2	<p>Approaches in Psychology</p> <p>Issues and debates</p>	<p>To strengthen knowledge of approaches in psychology</p> <p>To outline and evaluate the psychodynamic and humanistic approaches and to discuss their contributions to psychology.</p> <p>To compare approaches in relations to a range of criteria including their position in relation to debates in psychology.</p> <p>To develop understanding of Ideographic and nomothetic approaches to investigation and of free will/determinism debate in psychology</p> <p>To develop an understanding of the nature vs nurture debate and</p>	<b>7. End of Year Mock Exam</b>	<ul style="list-style-type: none"> <li>✓ Abstract thinking</li> <li>✓ Discursive skills</li> <li>✓ Effective questioning</li> <li>✓ Creative transformational skills</li> <li>✓ Debating</li> </ul>	<ul style="list-style-type: none"> <li>✓ Creative thinking</li> <li>✓ Creative transformational skills</li> <li>✓ Critical thinking</li> <li>✓ Debating</li> <li>✓ Forming arguments</li> </ul>

		<p>the reductionism vs holism debate in psychology.</p> <p>To develop an understanding of the gender bias, culture bias, ethical issues and social sensitivity in psychology.</p> <p>To consider wider implications of psychological research – social policy and practices, funding etc</p>			

## Curriculum and Skills Mapping

Subject : Psychology

Key Stage: 5

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Term	Topic	Objectives	Assessment	Academic Skills	Personal Skills
Autumn 1	Biopsychology (Paper 2)	<p>To develop an understanding of the basic structure and function of neurons, the nervous system and the endocrine system.</p> <p>Develop understanding of localisation and plasticity in brain functioning</p> <p>Describe methods of investigating the brain, their strengths and limitations</p> <p>Describe case studies of plasticity and functional recovery and their implications.</p> <p>Distinguish between circadian, infradian and ultradian rhythms, describe examples and discuss research into biological rhythms.</p>	<p><b>Mock exam 3 (Paper 1)</b></p> <p><b>Mock exam 4 (Approaches and Research Methods)</b></p> <p>Essay 1: Localisation of function</p> <p>Essay 2: Hemispheric lateralisation</p> <p>Essay 3: Plasticity &amp; functional recovery</p> <p>Assessment 1. BioPsychology</p>	<ul style="list-style-type: none"> <li>✓ Use technical terminology</li> <li>✓ Concept development</li> <li>✓ Label diagrams</li> <li>✓ Explanation of biological processes</li> <li>✓ Abstract thinking</li> <li>✓ Analysis</li> <li>✓ Application to scenarios</li> <li>✓ Developing lines of argument</li> <li>✓ Discursive skills</li> </ul>	<ul style="list-style-type: none"> <li>✓ Independent research</li> <li>✓ Accessing and reading psychological /biological material</li> </ul>
Autumn 2					<ul style="list-style-type: none"> <li>✓ Debating skills</li> </ul>



	<p>Issues and Debates (Paper 3)</p>	<p>To develop understanding of Ideographic and nomothetic approaches to investigation and of free will/determinism debate in psychology.</p> <p>Explain the centrality of causal explanations and the role of determinism in science.</p> <p>Develop understanding of the gender bias, culture bias, ethical issues and social sensitivity in psychology</p> <p>Locate approaches in psychology in relation to ideographic and nomothetic approach and in relation to free will v determinism debate; nature vs nurture and holism vs reductionism</p>	<p>Essay 4: Idiographic vs Nomothetic</p> <p>Essay 5: Ethical issues and social sensitivity</p> <p>Assessment 2: Issues and Debates &amp; Research Methods &amp; Memory</p> <p><b>Mock exam 5: Paper 2</b></p> <p>Essay 6: Piaget vs Vygotsky</p>	<ul style="list-style-type: none"> <li>✓ Critical thinking and discussion skills</li> <li>✓ Understanding abstract concepts</li> <li>✓ Developing lines of argument and discursive skills Exchange ideas /have a view – ownership of knowledge and skills</li> <li>✓ Exchange ideas/have a view – ownership of knowledge and skills</li> <li>✓ Effective questioning</li> <li>✓ Consideration of wider implications of psychological research – social policy and practices, funding etc</li> </ul>	<ul style="list-style-type: none"> <li>✓ Substantiating arguments</li> </ul>
	<p>Cognition and Development (Paper 3)</p>	<p>Develop a critical appreciation of Piaget's and Vygotsky's theory of cognitive development.</p>			

		<p>Develop critical appreciation of Baillargeon's explanation of early infant abilities.</p> <p>Compare Piaget, Vygotsky's and Baillargeon's theories of cognitive development. Linking to issues and debates.</p> <p>Develop an understanding of the development of social cognition.</p> <p>Develop understanding of Theory of Mind as explanation autism and biological explanations for social cognition</p> <p>Develop understanding of the research methods and data analysis and how scientific reports are written up. Design, carry out and present findings of research into gender differences in performance on the "eye test".</p>	<p>Essay 7: Social cognition</p> <p>Assessment 3: Cognition &amp; Development and Attachment (Paper 1)</p>		
Spring 1	Forensics (Paper 3)	<p>Discuss top-down and bottom-up methods of offender profiling use research evidence to evaluate the usefulness of offender profiling</p> <p>Outline and evaluate explanations of offending: atavistic, biological, cognitive, Eysenck's, psychodynamic</p>	<p>Essay 8: Offender profiling</p> <p>Essay 9: Psychological explanations of offending</p>	<ul style="list-style-type: none"> <li>✓ Independent learning skills</li> <li>✓ Locating evidence for a specific purpose</li> <li>✓ Weighing evidence</li> </ul>	

		<p>Develop understanding of ways of dealing with offenders; the purposes and psychological effects of custodial sentences, anger management programmes, token economy, restorative justice</p> <p>Consider social and economic implications of sentencing in relation to ethics, social sensitivity, issues and debates policy and practices.</p>	<p>Assessment 4: Forensics and Social influence</p>	<ul style="list-style-type: none"> <li>✓ Developing lines of argument</li> <li>✓ Exchange ideas/having a view – ownership of knowledge and skills</li> <li>✓ Mathematical skills -interpreting percentages</li> </ul>	
Spring 2	Schizophrenia (Paper 3)	<p>Outline the clinical characteristics of schizophrenia, including positive and negative symptoms.</p> <p>Discuss issues with the reliability and validity of the classification and diagnosis of schizophrenia</p> <p>Discuss Biological and Psychological explanations of schizophrenia</p> <p>Discuss Biological and Psychological treatments for schizophrenia, including research into effectiveness and discussion of appropriateness</p> <p>Discuss the importance of an interactionist approach in explaining and treating schizophrenia, the diathesis-stress model.</p>	<p>Essay 10: Issues with reliability/validity of the classification and diagnosis</p> <p>Assessment 5: Schizophrenia, Biopsychology &amp; Psychopathology</p>	<ul style="list-style-type: none"> <li>✓ Critical thinking skills: developing lines of argument and drawing conclusions</li> <li>✓ Independent learning</li> <li>✓ Group work</li> <li>✓ Using subject specific terminology</li> </ul>	

Summer 1	Revision		<b>Mock exam 6: Paper 3</b>		