



Curriculum Map

Subject: Psychology

Year Group: 13

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2	Summer
Content	<p>Research Methods continued (depending on Year 12 progress):</p> <ul style="list-style-type: none"> • Peer review • Economic implications • Reliability • Validity • Features of science • Reporting psychological investigations • Analysis and interpretation of correlation • Levels of measurement: nominal, ordinal and interval. • Content analysis • Probability and significance • Inferential Statistics <p>Issues and debates in Psychology:</p> <ul style="list-style-type: none"> • Gender and culture bias • Free will and determinism • The nature-nurture debate • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications of research studies 	<p>Issues and debates in Psychology (continued where left off):</p> <ul style="list-style-type: none"> • Gender and culture bias • Free will and determinism • The nature-nurture debate • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications of research studies <p>Relationships:</p> <ul style="list-style-type: none"> • Evolutionary explanations for partner preferences • Factors affecting attraction in romantic relationships • Theories of romantic relationships • Virtual relationships in social media • Parasocial relationships 	<p>Relationships (continued where left off):</p> <ul style="list-style-type: none"> • Evolutionary explanations for partner preferences • Factors affecting attraction in romantic relationships • Theories of romantic relationships • Virtual relationships in social media • Parasocial relationships <p>Schizophrenia:</p> <ul style="list-style-type: none"> • Classification of schizophrenia • Biological explanations for schizophrenia • Psychological explanations for schizophrenia • Drug therapy • Cognitive behaviour therapy • Family therapy • Token economies • Interactionist approach to explaining and treating schizophrenia 	<p>Schizophrenia (continued where left off):</p> <ul style="list-style-type: none"> • Classification of schizophrenia • Biological explanations for schizophrenia • Psychological explanations for schizophrenia • Drug therapy • Cognitive behaviour therapy • Family therapy • Token economies • Interactionist approach to explaining and treating schizophrenia <p>Forensic Psychology:</p> <ul style="list-style-type: none"> • Offender profiling • Biological explanations of offending behaviour • Psychological explanations of offending behaviour • Dealing with offending behaviour 	<p>Revision and exam preparation (backwards)</p> <p>Paper 3 – Recap of each topic and exam questions.</p> <p>Paper 2 – Recap of each topic and exam questions.</p> <p>Paper 1 – Recap of each topic and exam questions.</p>

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Skills	<p>Assessments include a variety of questions such as multiple choice, short answer and extended writing/essays, which assess knowledge (AO1), understanding/application (AO2) and evaluation/synthesis skills (AO3). Knowledge and understanding of research methods, research skills and mathematical skills will be developed across the two years.</p> <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of psychological concepts, theories, treatments, research studies, research methods and ethical issues in relation to topics within each exam paper. • AO2: apply psychological knowledge and understanding of the specified content from each paper in a range of contexts • AO3: analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to topics within each exam paper. <p>Students will develop their skills in planning, writing and marking answers assessing each Assessment Objective. Students will also develop their critical analysis, debating, independent learning and team work skills within lessons.</p>				
Key questions	<p>How is psychological research carried out? How do we assess, analyse and evaluate findings from psychological research? What are some of the important arguments in relation to conducting research and explaining behaviour? What are some of the issues with the theories and research within psychology?</p>	<p>Why do we form romantic relationships? What causes attraction in romantic relationships? Why are some relationships successful and some breakdown? Are there such things as 'real' and 'not-real' relationships, and if so, why are these formed and are they different?</p>	<p>How do we diagnose schizophrenia? What are the issues with the diagnoses? What are the different explanations for schizophrenia? What are the different treatments available for schizophrenia and how effective are they?</p>	<p>What methods are used to catch criminals? What are the different explanations for why people engage in criminal activities? What are the different methods used to deal with criminal behaviour and how effective are they?</p>	
Assessment	<p>Ongoing flipped learning throughout the two years – students engage in prior reading before lessons and knowledge is assessed using class activities. Starters, plenaries, class activities and homework used for formative assessments. Summative assessments at the end of each topic or two topics combined. PPEs 3 times across the two years (Year 12 and 13). PPE1 (Year 12) covering most (if not all) Paper 1 topics, PPE2 (end of Year 12 or beginning of Year 13) on both Paper 1 and Paper 2 content, PPE3 (Year 13) on Paper 1, Paper 2 and Paper 3 content.</p>				
Literacy/ Numeracy/ SMSC/ Character	<p>Literacy skills: are continuously developed. Opportunities are provided to improve Quality of Written Communication (which is assessed in extended writing questions) and SPaG. Scaffolding and exemplar good and bad answers are used to support the development of these skills. Students are provided with templates and guidance within the Course Handbook (which is provided at the beginning of the course) which they can use within their home learning and within lessons.</p>				

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	<p>Numeracy skills: developed throughout the two years – developing on GCSE maths skills. Maths skills are assessed within the exam papers and make up at least 10% of the marks.</p> <p>SMSC & Character:</p> <ul style="list-style-type: none"> • Equality, Diversity and Inclusion: Lessons expose students to information about all protected characteristics and students are provided with an opportunity to learn about human differences, acceptance and tolerance. • British Values: Students are exposed to the concepts of democracy, rule of law, individual liberty and mutual respect within lessons and through the topics that they learn about. <p>IT: Students are encouraged to use IT resources both in and out of lessons. Students have subscription to online (interactive) textbooks, which promotes the use of IT and develops computing skills.</p>				