



NOTTINGHAM GIRLS' ACADEMY

Psychology Curriculum

Purpose of Study

Psychology as the scientific study of the mind and behaviour enables students to become analytical thinkers. Students will learn to demonstrate principles of empiricism and an ability to present evidence to explain a range of human behaviours, analyse patterns over time and design appropriate interventions. Students will gain several skills centring in logic, evaluation and real world application, all of which relate to SMSC development. The extended writing within the course teaches students how to write coherently and develops confidence in communicating their ideas, all of which are key skills in the working world.

Aims

Students will be expected to:

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues.
- apply psychological knowledge and understanding of the content in a range of contexts.
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods.
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.

Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed. These skills should be developed through study of the specification content and through ethical practical research activities, involving:

- designing research
- conducting research
- analysing and interpreting data.

Curriculum-at-a-Glance: Psychology

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 12	Introduction to Psychology Social Influence	Memory	Attachment	Psychopathology	AS Research Methods	AS & A2 Research Methods
Year 13	Bio-psych & Approaches	Relationships	Schizophrenia	Aggression	Issues & Debates	Revision

Medium Term Plan: Psychology

A-level Psychology

Knowledge, Qualifications and Assessment

What pupils will study during the A-level, our ambition for the knowledge they retain and subject specific skill they will develop and how learning will be assessed formatively and summatively.

Unit Title	Periods	Learning Challenge <i>What will pupils produce at the end of a unit to demonstrate their learning?</i>	Learning Journey <i>What knowledge and subject specific skills will pupils learn in order to complete the Learning Challenge?</i>	Learning Consolidation <i>What prior learning will pupils consolidate using spaced retrieval and spaced practice?</i>
Introduction to Psychology	3	-Formative assessment including definition checks on the basic concepts, psychological aims, issues and methods of data collection (exam practice questions range from 1-8marks in this area) - Create a timeline of approaches and the emergence of key theorists.	Understand the basic psychological concepts such as introspection, standardisation, experimentation, empiricism and approaches. Demonstrate knowledge of the different theoretical viewpoints in Psychology, such as Behaviourists, Biological and Cognitive Psychologists etc.	Students will complete starter activities, which require retrieval on concepts introduced and will complete cloze activities to embed acquired knowledge. Dual coding will be modelled to assist with the acquisition of brand new concepts in introducing a discipline that will not have previously been studied.
Social Influence	5 lessons per week	-Summative assessment. Timed assessment: 48marks, 1hour Exam practice questions range from 1-16marks in this unit	Pupils will focus on the need to maintain social order in society and explore the ways in which we conform and obey in various social aspects of everyday life i.e. within the workplace and peer group. Students will explore the ways in which we are influenced to behave in socially desired ways in several contexts and the ramifications of not adhering to social norms and expectations. Pupils will focus on core study design i.e. Milgram, Asch and Zimbardo. Students	Pupils will consistently recap on key concepts to embed learning of theory and approach. Starters such as mix and match activities will aid this. Pupils will use revision concept mapping to cross reference and link concepts and theorists to one another for deeper understanding of the topic as a whole. Students will also discuss/debate the changing nature of psychological

			<p>will be able to give a rationale for study design and explain how findings can be used in society. Furthermore they will be able to offer evaluative synopticity for study applications.</p> <p>Students must be able to show knowledge & understanding of key concepts i.e. compliance, obedience, resistance. Students must make links with key concepts and study findings to overarching theories explaining our social behaviours.</p>	<p>research and look at the ethical implications of historical research cases covered. Students will then analyse the reasons the BPS was founded and review the differences in research proposals in this area now. This wider conceptual analysis will form some of the basis knowledge needed for Research Methods (AS) and Issues & Debates (A2).</p>
Memory	5	<p>-Summative assessment. Timed assessment: 48marks, 1hour</p> <p>Students will make a memory model for one of the two main competing theories of memory.</p>	<p>Pupils will explore the nature of human memory and link such to the Cognitive approach within Psychology.</p> <p>Pupils will gain the ability to critically compare two widely researched models of memory, showing an appreciation of the use of scientific methods i.e. brain scanning techniques. Students will explain research findings and applications around eye-witness testimony and how malleable memory is in practice. Students will need to analyse the circumstances in which our memory is most accurate.</p> <p>Pupils will learn to critically evaluate the applications of cognitive theory i.e. how EWT is used to prosecute offenders.</p> <p>Pupils must evidence knowledge of the Multi-store model, the Working-memory model and the cognitive interview, as</p>	<p>Pupils will complete starters to recap on theory knowledge related the previous unit and any synoptic links to the current unit. Starters may be in the form of multiple choice questions, catchphrase, guess who etc.</p> <p>Students will link research to current affairs i.e. cases within the innocence project and current police training practice.</p> <p>Cognitive theory learnt will be used to make links to Biopsychology, Issues and debates, Aggression and Relationships. Such interleaving within the theory will further embed learning and aid progress over time.</p>

			well as key research conducted in this area.	
Attachment	5	<p>-Summative assessment. Timed assessment: 48marks, 1hour</p> <p>Paper 1 Mock also: including all three topics featured on the introductory topics paper - 96 marks, 2hours</p>	<p>Pupils will explore the nature of human and animal relationships, within the developmental approach of psychology. Students will critically compare competing theories of attachment: Evolutionary and Social Learning theory.</p> <p>Pupils will explain research findings (core studies Ainsworth, Schaffer & Emmerson, Bowlby) and critically evaluate wider applications.</p> <p>Students will analyse cultural differences in attachment percentages of several countries and critically evaluate the 'Strange Situation' as a classification tool of attachment.</p> <p>Students will be expected to show knowledge and understanding of key concepts i.e. reciprocity, imprinting, conditioning, internal working model, maternal deprivation.</p>	<p>The end of unit assessment will include questions from all previous units for spaced retrieval.</p> <p>Students will use metacognition strategies to monitor and evaluate their own learning.</p> <p>Explicit links with similarities in approaches views of behaviours will embed learning of approaches across three psychological units. There will also be a development in research methods knowledge as all data collection methods will now have been covered and the appropriateness of each can be discussed in relation to different topic areas.</p>
Psychopathology	5	<p>-Summative assessment. Timed assessment: 48marks, 1hour</p>	<p>Students will explore social rare and disorders considered to be abnormal. Students will analyse the use of the diagnostic statistical manual (DSM-V) to define behaviours as such and demonstrate understanding of how behaviours such as depression, OCD and phobias can be treated.</p> <p>Students will be able to explain four the definitions of abnormality, give relevant examples of each and critically evaluate</p>	<p>Retrieval starters and plenaries will be used to revisit year one content, to embed understanding.</p> <p>Student's prior knowledge of approaches will enable students to forecast the views each approach will have on abnormal behaviours and the theoretical explanations of such. Prior knowledge of methods will enable students to analyse which scientific processes would be deemed</p>

			definitions applications within time, place and context.	appropriate in relation to studying disorders such as phobias, OCD and depression.
Research Methods (AS&A2)	5	-Summative assessment. Timed assessment: 48marks, 1hour	<p>Students will explore the variety of research methods available to psychologists and explore the strengths and limitations of using each one. Students will show understanding of empiricism and offer explanations to research methodology design i.e. use of standardisation, use of cognitive tools such as brain scanning techniques.</p> <p>Students will analyse stimulus material and critically analyse the processes used. Students will show an appreciation of how statistical packages are used to determine whether research findings are statistically significant and will be able to select appropriate tests for different types of data used within the research process.</p> <p>Students will become familiar with several key terms: Standardisation, sampling, ethical issues, statistical significance, peer review.</p>	<p>Application of knowledge questions will be given in several topical areas to demonstrate skills that permeate paper 1 & 2, with research methods have a designated section on Paper 2, but featuring on all 3 papers as a skill that is assessed more than any other component.</p> <p>Knowledge of the origins of psychology as a discipline and the timeline of approaches will support students embarking on the acquisition of knowledge on the evolving debate of whether psychology is or should be a science? Spaced retrieval in this area will allow retrieval to form the basis of grounding knowledge and develop this further into an A2 context.</p>
Bio-psychology and Approaches in Psychology	5	-Summative assessment. Timed assessment: 48marks, 1hour	<p>Students will explore the physiology associated with human behaviours.</p> <p>Students will focus heavily on biological and evolutionary theories of our behaviours and will cover the fight/flight response, basic bodily processes i.e. the endocrine system, bodily rhythms (Circadian, Infradian & Ultradian), the functioning of the brain and the ways in</p>	<p>Students will use memory unit knowledge to make several conceptual links enhancing holistic knowledge i.e. EWT research demonstrating how the fight or flight response can enhance or inhibit memory. Links to the working memory model enables students to understand the basic principles of localisation theory of brain functioning. Moreover the case study of Phineas Gage is used both in this unit and the</p>

			<p>which internal and external forces act upon our behaviours.</p>	<p>memory unit and thus acts as an appropriate example of research in several sections within the papers. Scanning techniques are better-grasped using memory theory knowledge re-capping particularly of the WMM.</p> <p>The biological approach covered within Psychopathology allows students to utilise knowledge of OCD and serotonin to further understand synaptic transmission in a broader context.</p>
Issues & Debates	5	-Summative assessment. Timed assessment: 48marks, 1hour	<p>Students will critically review the issues and overarching debates faced by psychologists when gathering data and carrying out research i.e. reductionism vs holism. Students will analyse the ways in which psychologists can attempt to overcome issues faced within the researching process i.e. utilising formal processes such as research proposals to panels and ethical approval from the BPS. Students will gain the ability to give a rationale to explain research design in a broader context and justify researcher's choices in a theoretical sense. Students will analyse the cost and reward of research design decisions impacting on reliability, validity, real world applications and generalisability.</p>	<p>A2 research methods knowledge questions will be used to draw out issues and debates understanding prior to delivery, as some aspects of content have been implicitly taught already i.e. the use of case studies is classed as a idiographic approach in this context.</p> <p>Evaluations from AS units will be further developed with the use of semantic writing tools i.e. Burger paragraphs: double whopper especially. This will allow student to deepen their learning, particularly being able to know add fluidity in the form of counterarguments to their evaluations or clear consequential linking statements to evaluation, thus accessing top mark bands for AO3.</p>
Relationships	5	-Summative assessment. Timed assessment: 48marks, 1hour	<p>Pupils will focus theories of human relationships and explore why romantic partnerships in life are beneficial to survival and to well-being. They will</p>	<p>Student's prior knowledge of the biological approach will support students understanding of Sexual Selection theory.</p>

			<p>analyse competing theories of relationships including economic theories and offer critical evaluation of each. Students will explain how relationships and the nature of dating has changed over time. Students must be able to evidence key concepts such as sexual selection, formation, self-disclosure, parasocial relationships etc.</p> <p>Students will explore key research gathered in this area, explain the rationale of research design and evaluate the applications of such.</p>	<p>The cognitive approach is crucial in understanding economic theories of relationships and the ways in which we cognitively monitor the equity of romantic relationships according to several models of romantic relationships.</p> <p>Knowledge of the attachment unit supports students in understanding how romantic relationships are maintained and who is more at risk of parasocial relationships based on Bowlby's continuity hypothesis.</p> <p>Retrieval starters to be completed on research methods, issues and debates and some year one content.</p>
Schizophrenia	5	<p>-Summative assessment. Timed assessment: 48marks, 1hour</p>	<p>Pupils will explore the condition in more detail, almost as a case study of psychopathology. Students will gain an understanding of the positive and negative symptoms presented to reach a diagnosis of Schizophrenia and critically analyse competing theories of the conditions origins.</p>	<p>Links back to Psychopathology – how definitions of abnormality fit the diagnosis of Schizophrenia</p> <p>Use of Biopsychology knowledge to explain synaptic transmission of dopamine in sufferers of Schizophrenia and how this data supports the biological approach.</p> <p>Retrieval grids and meta-cognition strategies for revisiting all AS/A2 as part formative assessment.</p>
Aggression	5	<p>-Summative assessment. Timed assessment: 48marks, 1hour</p>	<p>Pupils will explore the nature of human aggression, with a particular focus on competing explanations: Biological vs Social theories. Students will have an opportunity to look at the ethological</p>	<p>Students will use their knowledge of Zimbardo's key research from social influence to understand de-individuation and research carried out in</p>

			<p>nature of aggression and how transferrable such findings are to human populations. Students will also learn about the institutional aggression we face in prisons and debate whether this is influenced more by situational or dispositional variables, using key research to illustrate theoretical points. Students will explore the ways in which the media contributes to incidence of aggression within society.</p> <p>Students will become familiar with several concepts, including: desensitisation, cognitive priming, disinhibition, de-individualisation, frustration-aggression model.</p>	<p>prisons, particularly those which focus on situational variables.</p> <p>Students knowledge of the biological approach to psychopathology and schizophrenia will be revisited for the acquisition of knowledge for neural and hormonal factors affecting rates of aggression.</p> <p>Social influence will be referred to when looking at the role the media plays in portrayals of aggression with a particular focus on Normative Social Influence (NSI).</p> <p>Ethical issues will be revisited in AS content and in issues and debates to discuss how research can be carried out in this area to give validity and reliability and to look at real world applications/interventions to reduce aggression as a societal problem.</p>
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Qualities
During the A-level, pupils will have opportunities to develop the following BUILD qualities:

BUILD Quality	How A-level Psychology curriculum contributes to developing this quality:
<i>Respect</i>	<i>Pupils constantly discuss sensitive issues throughout the course and learn to consider their approach before contributing their view or opinion if it may be controversial.</i>
<i>Kindness</i>	<i>Through group work (most lessons), pupils will be supporting each other with their learning.</i>
<i>Tolerance</i>	<i>Pupils discuss controversial topics within all units; they will learn that differing views and opinions exist within the classroom.</i>

<i>Resilience</i>	<i>Whilst learning about the various life challenges faced by individual's students learn that they must combat these issues with resilience if they come across them within their own lives. E.g. challenging stereotypes, social injustices.</i>
<i>Creativity</i>	<i>Pupils create their own research proposal within the research methods unit. Pupils create memory models and concept maps to demonstrate learning.</i>
<i>Positivity</i>	<i>All pupils will learn about how research findings and developments in scientific data collection can positively to improve the lives of people.</i>
<i>Integrity</i>	<i>Most lessons are based on controversial questions where pupils are given the opportunity to share their honest views on the subject whilst remaining respectful of other pupils.</i>
<i>Aspiration</i>	<i>All pupils aspire to gain more knowledge and demonstrate progress and share their achievements over time. Students are exposed to research that has changed the lives of several groups of people, particularly women.</i>
<i>Empathy</i>	<i>Pupils discuss contemporary issues including whether deception is ever acceptable in a research context? This will ensure pupils have an understanding of the challenges faced by researchers and the impact that such decisions can have on participants.</i>

Skills

During the A-level, pupils will have opportunities to develop the following wider skills:

Skill Area	<i>How A-level Psychology curriculum contributes to developing this skill area:</i>
<i>Literacy & Numeracy</i>	<i>Literacy is relevant to all lessons as it an essay-based subject. Numeracy is relevant to short exam questions where pupils are expected to understand graphs and statistical data.</i>
<i>Communication</i>	<i>Most lessons begin with short debates over a lesson question. Pupils will also do short presentations and consistently work in small groups.</i>
<i>Problem Solving</i>	<i>Theory lessons requires them to weigh up the significance of different psychological approaches.</i>
<i>Leadership</i>	<i>Group work (throughout the course) requires them work together but also allow someone to take the lead in discussion and feedback.</i>
<i>Collaboration</i>	<i>Group work is common throughout all of the course.</i>
<i>Metacognition</i>	<i>Most lessons will begin with a thought-provoking question, pupils will gain an awareness of their own view prior to the lesson and how their view or opinion may develop/change by the end of the lesson.</i>
<i>Physical, Practical and Technical</i>	<i>Pupils design their own research project which requires practical and technical skills.</i>
<i>Digital Literacy</i>	<i>When pupils conduct their research project they will use ICT skills to create graphs, tables etc.</i>

