

**CURRICULUM MAP**

<b>Subject</b>	<b>AQA A-Level Psychology</b>
<b>Lead Teacher</b>	<b>Jodene Bremner</b>

**SCHOOL INTENT**

**Rutlish School Vision:** Rutlish School is committed in providing **the highest quality education and opportunities** for students.

*Through all we do, we prepare students for opportunities, responsibilities and experiences later in life. We aim to inspire, enable and facilitate lifelong learners able to build on their individual strengths and capabilities, who achieve their ambitions. We seek to support our students becoming **healthy, happy, successful** modern people young adults; knowledgeable, kind, aware, confident, capable and skilful members of society. (Curriculum Intent)*

**Rutlish School Mission Statement: “Modeste, Strenue, Sancte: Be modest, be thorough, pursue righteousness”**

*We want students to:*

**succeed** *(we strive to provide pathways to support their success)*

**embrace challenge**, *build resilience, overcome setbacks and become increasingly independent in pursuit of their goals*

**be aware of their responsibilities** *and feel confident to participate and contribute to society. (Curriculum Intent)*

**Rutlish School: Curriculum Intent**

Rutlish School provides a meaningful, broad and balanced curriculum, which is accessible to all, as well as supports and challenges all students.

**The School aims to:**

- ensure that the curriculum is designed for every student of every ability and every background to be supported in making the best possible progress and attainment from their starting point;
- ensure all students can successfully access the curriculum offer, making any reasonable adjustments required where particular needs are identified;
- ensure that the curriculum is accessible to all abilities and that planning and teaching aim to support, stretch and challenge all learners across a full range of abilities;
- provide a curriculum that is sequenced to build skills and knowledge throughout students’ time at Rutlish School, to equip them for their next steps in education, and careers and in life;
- provide a curriculum that promotes a deeper and wider understanding of the world outside of the classroom;
- ensure our curriculum consistently promotes high moral standards, social and self-awareness and allow students to form informed opinions on social issues such as, equality, diversity and inclusivity as well as the practical aspects of society;
- provide opportunities for students to personalise and apply learning in other contexts, including personal and cross-curricular;
- provide students with the skills and knowledge necessary to becoming independent, analytical, critical, and innovative thinkers;
- provide opportunity to encourage students’ curiosity, creativity, self-expression, resilience, and confidence;
- develop staff to deliver skills beyond their own subject specialism and incorporate cross curricular initiatives, in particular Literacy, Reading, Numeracy, ICT and Enterprise;
- ensure that our curriculum offer support for different educational and career pathways, including EBACC and vocational;
- provide consistent opportunities for students to develop and enhance their reading skills, and support is provided to ensure all students are able to access the curriculum.

**DEPARTMENT INTENT**

Psychology is the study of human behaviour, which strives to help us understand the way we think, act and feel in our everyday lives. Psychology challenges students to apply scientific techniques to study a variety of human phenomena such as children’s development, mental disorders, stress and many more.

As such, it is a part of our everyday lives. An understanding of human behaviour is fundamental to many jobs in society and the study of psychology at degree level and beyond remains a very popular choice.

We have constructed a curriculum that is engaging, ambitious, and it is designed to stretch and challenge all learners in our classrooms. Through excellent provision and planning, we aim to meet the needs of all learners, while still providing differentiation to support learners. We do this to ensure that all can access the curriculum and so that all can make expected progress.

**KEY STAGE 5 RATIONALE/ INTENT**

We aim to provide RR6 students with essential knowledge and understanding in different areas of the subject and how they relate to each other. We also want students to develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods as well as show competence and confidence in a variety of practical, mathematical and problem-solving skills. We want to develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject. We want our students to understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society.



## YEAR 12

	Autumn	Spring	Summer 1	Summer 2
KNOWLEDGE	<p><b>Paper 2: Psychology in context</b></p> <p><b>Approaches (background to Psychology)</b> Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: Cognitive, social, behaviourist and biological.</p> <p><b>Paper 1: Introductory topics in Psychology</b></p> <p>Social Influence</p> <p>Memory</p> <p>Attachment (start)</p> <p><b>Paper 2: Psychology in context</b></p> <p><b>Year 1 Research Methods (dispersed throughout teaching of Paper 1 topics)</b> Research methods, scientific processes and techniques of data handling and analysis</p>	<p><b>Paper 1: Introductory topics in Psychology</b></p> <p>Attachment (continue)</p> <p>Psychopathology</p> <p><b>Paper 2: Psychology in context</b></p> <p><b>Approaches (continued)</b> The basic assumptions of the following approaches: psychodynamic and humanistic. Comparison of approaches</p> <p><b>Paper 2: Psychology in context</b></p> <p><b>Year 1 Research methods (continued)</b> Research methods, scientific processes and techniques of data handling and analysis</p>	<p><b>Paper 2: Psychology in context</b></p> <p>Biopsychology</p> <p><b>Year 2 Research methods</b> Research methods, scientific processes and techniques of data handling and analysis; <b>inferential statistics</b></p>	<p><b>REVISION</b></p> <p><b>Research Method project</b></p>
KEY SKILLS	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues</li> <li>apply psychological knowledge and understanding of the content in a range of contexts</li> <li>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods</li> <li>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Knowledge and understanding of research methods, practical research skills and mathematical skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues</li> <li>apply psychological knowledge and understanding of the content in a range of contexts</li> <li>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods</li> <li>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Knowledge and understanding of research methods, practical research skills and mathematical skills</li> </ul>	<p>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues</p> <p>apply psychological knowledge and understanding of the content in a range of contexts</p> <p>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods</p> <p>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p> <p>Knowledge and understanding of research methods, practical research skills and mathematical skills</p>	<p>Making sure all students are familiar with the specification and past paper mark schemes, so that they know what examiners are looking for from their answers.</p> <p>Practical research activities:</p> <ul style="list-style-type: none"> <li>designing research</li> <li>conducting research</li> <li>analysing and interpreting data.</li> </ul> <p>In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT).</p>



<p><b>HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?</b></p>	<p>Psychology will be a new field of study for our learners but we draw upon GCSE Maths, Science and literacy skills.</p> <p>Learners will explore four key approaches in psychology – social, cognitive, learning and biological – as a background to Psychology. We disperse the teaching of Research methods within the first topics we teach to embed it with practical evidence from the research studies we look at. We also start with Introductory topics to introduce different areas within Psychology.</p> <p>We introduce essay skills and what is expected in extended answers.</p>	<p>We continue building the students' psychology knowledge with additional approaches and research methods. Psychopathology also introduces the students to some of the psychological conditions that are most common in society.</p> <p>We continue working on essay skills, with further development of incorporating more than just what the textbook outlines.</p>	<p>The more complex and biological component is taught here as students have a wider understanding of psychology and can start to see the links between biology and psychology. We also move on to the more complex areas within research methods and we look at inferential statistics.</p>	
<p><b>LINKS TO THE WORLD</b> i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects</p>	<p><b>Maths:</b> Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.</p> <p><b>Literacy:</b> Extended essay writing</p> <p><b>Careers:</b> Approaches show wide range of career options in Psychology</p> <p>Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.</p>	<p><b>Maths:</b> Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.</p> <p><b>Literacy:</b> Extended essay writing</p> <p><b>Careers:</b> Approaches show wide range of career options in Psychology; psychopathology shows wider field of clinical psychology and counselling career options</p> <p>Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.</p>	<p><b>Biology:</b> Overlap within Biopsychology unit</p> <p><b>Maths:</b> Overall, at least 10% of the marks in assessments for Psychology will require the use of mathematical skills. These skills will be applied in the context of A-level Psychology and will be at least the standard of higher tier GCSE mathematics.</p> <p><b>Literacy:</b> Extended essay writing</p> <p><b>Careers:</b> Approaches show wide range of career options in Psychology</p> <p>Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.</p>	
<p><b>ASSESSMENTS</b> Summative and Formative as applicable</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a test/essay mid and end of each topic to consolidate and assess knowledge and understanding</p> <p><b>Assessment fortnight (October).</b></p>	<p><b>Mock:</b> Reduced Paper 1</p> <p><b>Formative:</b> constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a test/essay mid and end of each topic to consolidate and assess knowledge and understanding</p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a test/essay mid and end of each topic to consolidate and assess knowledge and understanding</p>	<p><b>Mock: Paper 1 &amp; Paper 2</b></p> <p><b>Research Project: Formative</b></p>





<b>FEEDBACK LESSONS PLANNED</b>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</b> <input checked="" type="checkbox"/>	<b>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</b> <input checked="" type="checkbox"/>
<b>SPECIALIST VOCABULARY</b>	<u><b>Some examples:</b></u> Interactionist Vicarious reinforcement Cognitive Behaviourist Conformity Obedience Agentic state Episodic Phonological Hypothesis Extraneous variable <b>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</b>	<u><b>Some examples:</b></u> Reciprocity Interactional synchrony Maternal deprivation Psychopathology Deviation Systematic desensitisation Displacement Congruence Self-actualisation Correlation Thematic analysis <b>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</b>	<u><b>Some examples:</b></u> Peripheral nervous system Synaptic transmission Endocrine system Hemispheric lateralisation Endogenous pacemakers Exogenous zeitgebers Probability Significance Validity Reliability <b>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</b>	
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>			



## YEAR 13

	Autumn	Spring 1	Spring 2	Summer 1	Summer 2
KNOWLEDGE	<p><b>Paper 3: Issues and options in Psychology</b> Issues and Debates</p> <p>Option 1: Schizophrenia</p> <p>Option 2: Relationships</p>	<p><b>Paper 3: Issues and options in Psychology</b></p> <p>Option 2: Relationships (continued)</p> <p>Option 3: Forensic Psychology</p>	<p><b>Paper 3: Issues and options in Psychology</b></p> <p>Option 3: Forensic Psychology (continued)</p> <p>Revision</p>	REVISION	
KEY SKILLS	<ul style="list-style-type: none"> <li>In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate.</li> <li>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues</li> <li>apply psychological knowledge and understanding of the content in a range of contexts</li> <li>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods</li> <li>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Knowledge and understanding of research methods, practical research skills and mathematical skills</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues</li> <li>apply psychological knowledge and understanding of the content in a range of contexts</li> <li>analyse, interpret and evaluate psychological concepts, theories, research studies and research methods</li> <li>evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</li> <li>Knowledge and understanding of research methods, practical research skills and mathematical skills</li> </ul> <p>Revision skills Exam skills</p>		Exam Skills	
HOW DO WE BUILD ON SKILLS AND KNOWLEDGE?	<p>Extended reading is encouraged to develop own resource bank of studies.</p> <p>Explanations from different approaches, along with psychological issues and debates, are retained. With a range of attractive topic options, it provides students the experience of an interesting, diverse and coherent course of study. The topics have been selected based on popular choices across the country as well as the more known areas of studies.</p>	<p>With the completion of all the content, time is spent to revise. Students are provided with peer teaching opportunities and further knowledge is developed in terms of exam techniques.</p>		<p>A lot of past paper practice. Reading through exemplar answers and completing a checklist of skills demonstrated, as well as referring to mark schemes, in advance of students attempting to write their own answers.</p> <p>Once written, self- or peer-assessment &amp; class feedback.</p>	
LINKS TO THE WORLD i.e. links to careers; equality; gender, class, ethnicity, etc.; different subjects	<p>Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.</p> <p><b>Careers:</b> Clinical psychology, family therapy, counselling</p>	<p>Students will learn the fundamentals of the subject and develop skills valued by Higher Education (HE) and employers, including critical analysis, independent thinking and research.</p> <p><b>Careers:</b> Family therapy, counselling, forensic psychology</p>			



<b>ASSESSMENTS</b> Summative and Formative as applicable	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a test/essay mid and end of each topic to consolidate and assess knowledge and understanding</p> <p><b>Assessment fortnight (October)</b>  <b>Mocks: Paper 2 and Paper 3</b></p>	<p><b>Formative:</b> constant AFL; self and peer assessment of tasks; divider in folder to track progress. Exam questions to re-cap prior learning. Comprehension tasks and quizzes to consolidate knowledge.</p> <p><b>Summative:</b> Pupils sit a test/essay mid and end of each topic to consolidate and assess knowledge and understanding</p> <p><b>Assessment fortnight (March)</b></p>	<b>A-level exams</b>	<b>n/a</b>
<b>FEEDBACK LESSONS PLANNED</b>	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</p> 	<p>Opportunity for students to reflect on learning, respond to feedback, improve work, etc. after each assessment.</p> 		
<b>SPECIALIST VOCABULARY</b>	<p><b><u>Some examples:</u></b>  Bias  Androcentrism  Determinism  Interactionist  Ideographic  Schizophrenia  Co-morbidity  Antipsychotics  Evolutionary explanation  Dyadic</p> <p><b><u>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</u></b></p>	<p><b><u>Some examples:</u></b>  Forensic psychology  Atavistic  Neural explanations  Cognitive distortions  Differential association theory  Recidivism  Restorative justice</p> <p><b><u>Each unit has an extensive list of key terms; students are provided with glossaries and textbook provides definitions for all</u></b></p>		
<b>QUALITY FIRST TEACHING</b>	<ul style="list-style-type: none"> <li>✓ Strategies to learn more, remember more (metacognition) used in lessons e.g. retrieval, elaboration, interleaving, dual coding, etc.</li> <li>✓ Differentiation and reasonable adjustments for students with SEND, EAL, etc. such as scaffolding, visual aids, audio, physical resources, planned questioning, etc.</li> <li>✓ Opportunities for Literacy, Numeracy and Oracy, including a focus on reading</li> <li>✓ Opportunities to apply key concepts and address misconceptions</li> </ul>			