

# Curriculum Intent, Implementation and Impact

Subject: **Psychology AQA**

Year group: **12**

Periods per fortnight: **8**

## **INTENT:**

The Psychology curriculum at KS5 aims to provide students with an understanding of how to conduct research in Psychology to test theories about behaviour. The curriculum also aims to develop students understanding about theirs and others behaviour, looking at introducing theories of specific behaviours such as memory, social influence, attachment and phobias and OCD.

Students should be able to outline core theories to explain criminal behaviour, how we develop depression, schizophrenia, OCD, why some people become a criminal, memory and social influences on behaviours. Students should also be able to understand how and conduct their own research to test their own theories of behaviour.

The Psychology curriculum is organised and sequenced so that students start with the foundations of Psychology. Approaches is covered first because the six core approaches explain all behaviour and are a reoccurring theme in explaining the specific behaviours covered in later topics. This means each topic builds on prior knowledge.

Through studying Psychology students should develop an understanding of others and be able to apply their knowledge outside of the classroom to explain situations they come across in real life. Students will develop skills that employers and universities are looking for. For example, meeting deadlines, written and oral communication skills, working independently and as part of a team, as well as self-motivation and analytical skills. Topics that we cover in Psychology transfer to the workplace, such as understanding how to motivate others and work within a team and specific topics such as looking at police procedures and mental health transfer to specific careers in social work and law. Students should become accepting of others despite individual differences and be role models in promoting good mental health and wellbeing amongst their peers.

It is the intention that students will develop empathy, integrity and respect by understanding others and why they may act the way they do because of factors outside of their control as well as looking at how some behaviours can be influenced by ourselves as well. Students will learn about ethical considerations and the implications of being unethical in research to promote integrity in the research process and how we should treat others. Students can expect to be challenged and supported in tackling challenging issues and topics to build curiosity, resilience, confidence and ambition. High expectations from teachers will help to model resilience and ambition from students. Furthermore, wider reading opportunities and extended learning will help to promote curiosity and a love for Psychology.

The intent is for all students to be successful in Psychology, whilst recognising that some individuals require a little more support at times than others. Students will have access to writing frames to help with structure and quality of extended writing. There will be opportunities for students to have access to journals to extend their knowledge of research. Some students will have access to funding to enable them to have access to textbooks and/or revision guides at home. It is the intent that the Psychology curriculum will be delivered through a variety of activities and styles that will suit a wide range of learners.

## IMPLEMENTATION:

*\*Flipped learning – Students are expected to watch the videos set on the Google Classroom and come to lesson having written their notes on the topic, in order for us to work on consolidation of topic, exam skills and evaluation and analysis skills. Wider reading is signposted on the classroom for students to read around topics and challenge themselves.*

*All work is accessible on the Google Classroom; any missed lessons should be caught up on by accessing the work here.*

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Approaches in Psychology</p> <ul style="list-style-type: none"> <li>- Origins of Psychology</li> <li>- Behaviourist Approach</li> <li>- Social Learning Theory</li> <li>- Cognitive Approach</li> <li>- Biological Approach</li> </ul> <p>Research Methods</p> <ul style="list-style-type: none"> <li>- Aims, variables and hypothesis</li> <li>- Experimental Design</li> <li>- Sampling</li> <li>- Ethical considerations</li> </ul> <p>HALF TERM</p> <p>Psychopathology</p> <ul style="list-style-type: none"> <li>- Defining abnormality</li> <li>- Behaviourist explanations of phobias</li> <li>- Behaviourist treatments of phobias</li> <li>- Cognitive explanations of depression</li> <li>- Cognitive treatments of depression</li> <li>- Biological explanations of OCD</li> <li>- Biological treatments of OCD</li> </ul> <p>Research Methods</p> <ul style="list-style-type: none"> <li>- Types of experiment</li> <li>- Observations</li> <li>- Interviews and questionnaires</li> <li>- Types of data</li> <li>- Peer review</li> </ul> <p><u>Assessment 1</u></p> <p>Suitability test</p> <ul style="list-style-type: none"> <li>- Origins of Psychology</li> <li>- Behaviourist approach</li> <li>- Social Learning Theory</li> <li>- Cognitive approach</li> </ul> <p><u>Assessment 2</u></p> <p><i>Partial A Level Paper (1hr30mins)</i></p> <p>Approaches Psychopathology Research Methods</p>	<ul style="list-style-type: none"> <li>- Flipped learning: behaviourist approach</li> <li>- Flipped learning: Cognitive Approach</li> <li>- Flipped learning: Biological approach</li> <li>- Flipped learning: Experimental design</li> <li>- Flipped learning: Ethical considerations</li> <li>- Flipped learning: Definitions of abnormality</li> </ul> <ul style="list-style-type: none"> <li>- Flipped learning: Characteristics of phobias</li> <li>- Flipped learning: Behaviourist explanations of phobias</li> <li>- Flipped learning: Behaviourist treatments of phobias</li> <li>- Flipped learning: Characteristics of depression</li> <li>- Flipped learning: Cognitive treatments of depression</li> <li>Flipped learning: Biological explanations of OCD</li> <li>Flipped learning: Biological treatments of OCD</li> </ul> <p>Revise for assessments</p> <p>Trip: London Zoo for Phobias session to support learning of phobias and treatments of. Students are able to apply their knowledge of behaviourism to overcoming a phobia, experience being hypnotised and see if they can hold a tarantula</p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p> <p>Revision resources available to purchase:</p> <p>Year 1 textbook:</p> <p>AQA Psychology for A Level Year 1 and AS – Student Book. Cara Flanagan; Dave Berry; Matt Jarvis; Rob Liddle</p> <ul style="list-style-type: none"> <li>● ISBN-13: 978-1908682406</li> </ul> <p>Revision Book:</p> <p>AQA psychology for A Level Year 1 and AS – Revision Book. Cara Flanagan; Dave Berry; Michael Griffin; Rob Liddle</p> <ul style="list-style-type: none"> <li>● ISBN-13: 978-1908682444</li> </ul> <p>Revision Flashbook:</p> <p>AQA Psychology for A Level Year 1 and AS – Flashbook. Cara Flanagan; Rob Liddle; Arwa Mohamedbhai</p> <ul style="list-style-type: none"> <li>● ISBN-13: 978-1911208402</li> </ul> <p>Other resources available through the Tutor2U website: <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a></p>

<p>Spring Term</p>	<p>Memory</p> <ul style="list-style-type: none"> <li>- Coding, capacity and duration</li> <li>- Multi-store model of memory</li> <li>- Types of Long Term Memory</li> <li>- Working memory model</li> <li>- Interference theory</li> <li>- Retrieval failure theory</li> <li>- Effects of misleading information on eyewitness testimony</li> <li>- Effects of anxiety on eyewitness testimony</li> <li>- Ways of improving accuracy of eyewitness testimony: The cognitive interview</li> </ul> <p>HALF TERM</p> <p>Attachment</p> <ul style="list-style-type: none"> <li>- Caregiver infant interactions and the role of the father</li> <li>- Stages of attachment</li> <li>- Animal studies of attachment</li> <li>- Learning theory of attachment</li> <li>- Bowlby's monotropy theory of attachment</li> <li>- Ainsworth's strange situation</li> <li>- Cultural variations of attachment</li> <li>- Bowlby's maternal deprivation theory</li> <li>- Romanian Orphan Studies</li> <li>- Effects of early attachment on later relationships</li> </ul> <p><u>Assessment 3</u></p> <p><i>Partial A Level Paper 1 (1hr)</i> Memory Psychopathology</p> <p><i>Partial A Level Paper 2 (1hr)</i> Approaches Research Methods</p> <p><u>Assessment 4</u></p> <p><i>Partial A Level Paper 1 (1hr30mins)</i> Memory Psychopathology Attachment</p> <p><i>Partial A Level Paper 2 (1hr30mins)</i> Approaches Research Methods</p>	<ul style="list-style-type: none"> <li>- Flipped learning: Multi-store model of memory</li> <li>- Flipped learning – Working Memory Model</li> <li>- Flipped learning: Retrieval failure theory</li> <li>- Flipped learning: Effects of anxiety on EWT</li> <li>- Flipped learning: Ways of improving EWT</li> </ul> <p>Revise for assessments</p> <ul style="list-style-type: none"> <li>- Flipped learning: Caregiver infant interactions and the role of the father</li> <li>- Students to look after their egg baby for 2 weeks and log a diary about their attachments</li> <li>- Students to plan lesson on animal studies of attachment to deliver to peers</li> <li>- Flipped learning: Learning theory of attachment</li> <li>- Flipped learning: Ainsworth's strange situation</li> <li>- Flipped learning: Bowlby's maternal deprivation</li> <li>- Flipped learning: Romanian orphan studies</li> <li>- Write up report on Egg Baby</li> </ul> <p>Revise for assessments</p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p>
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<p>Summer Term</p>	<p>Social Influence</p> <ul style="list-style-type: none"> <li>- Types of conformity and explanations of conformity</li> <li>- Majority influence: Asch</li> <li>- Social roles: Zimbardo</li> <li>- Obedience: Milgram</li> <li>- Situational factors on obedience</li> <li>- Psychological-social factors of obedience: Agentic shift and legitimacy of authority</li> <li>- Dispositional factors of obedience: Authoritarian personality</li> <li>- Resistance to social influence: Locus of control and social support</li> <li>- Minority influence</li> <li>- Minority influence and social change</li> </ul> <p>HALF TERM</p> <ul style="list-style-type: none"> <li>- Content and thematic analysis</li> <li>- Correlation coefficients</li> <li>- Reliability and validity</li> <li>- Inferential statistics</li> <li>- Issues and debates intro</li> </ul> <p><b><u>End of Summer Exams</u></b></p> <p><i>A Level Paper 1 (2 hrs)</i>  Social Influence  Memory  Attachment  Psychopathology</p> <p><i>Partial A Level Paper 2 (1hr30mins)</i>  Approaches  Research Methods</p>	<ul style="list-style-type: none"> <li>- Flipped learning: Types and explanations of conformity</li> <li>- Flipped learning: Zimbardo</li> <li>- Flipped learning: Milgram</li> <li>- Flipped learning: Situational factors of obedience</li> <li>- Flipped learning: Dispositional factors of obedience</li> <li>- Flipped learning: Minority influence</li> </ul> <p>Revision for assessments</p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p>
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**IMPACT:**

Students will demonstrate that they can conduct research and plan research, students will be able to evaluate and apply their psychological knowledge to scenarios and exam questions. This will be demonstrated through being able to achieve their MEG's or better on assessments throughout the year

Students will be equipped with transferable skills to aid them in their post 6F goals, i.e. university, apprenticeships or full time employment.

Students will demonstrate resilience in being able to identify not only where they were successful on an assessment but how they can improve. Their ambition to achieve will be shown in an improvement in their assessments over the term of the Psychology course.

Students will demonstrate integrity and curiosity by completing extended learning to deadlines. Curiosity will be shown when students complete wider reading tasks around the topics being covered.

Students will show ambition and respect through the presentation of their work in folders being neat, tidy and up to date, as well as demonstrating the progress they have made in Psychology over the year. Students will show ambition by completing challenging work and seeking wider reading to suit their learning levels.

Students will confidently participate in psychological discussion being mindful of and respectful of their peer's opinions. They will be able to do this in an empathetic way by considering all viewpoints and analysing these in their critiques of psychological theory.