

## AQA A Level Psychology Curriculum Map

### A Level Psychology curriculum statement

Our passion is for all students to be self-motivated and resilient learners. We want them to have the confidence to seek challenges, so that they can develop the skills necessary to be successful life-long learners. We endeavour to promote enquiring minds within our lessons, so that students have an appreciation for current research but are also able to discuss the implications of findings and critique the research process. We are committed to provide creative and stimulating lessons, which engage students with real-world issues. Students are provided opportunities to develop their understanding of psychology and so that they can see the relevance of the topics studied and how these relate to possible career paths. Finally, we aim to develop student empathy and raise awareness of mental health and other issues facing people within society so that they can become active and reflective citizens in a changing world.

Topic	Year 12	Year 13
<b>Knowledge taught</b>	<p><b>Paper 1</b></p> <ul style="list-style-type: none"> <li>- Social influence</li> <li>- Memory</li> <li>- Attachment</li> <li>- Psychopathology</li> </ul> <p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>- Approaches in psychology</li> <li>- Research methods (experimental and non-experimental methods)</li> </ul>	<p><b>Paper 2</b></p> <ul style="list-style-type: none"> <li>- Comparison of approaches</li> <li>- Biopsychology</li> <li>- Research methods (statistical testing and scientific processes)</li> </ul> <p><b>Paper 3</b></p> <ul style="list-style-type: none"> <li>- Issues &amp; debates</li> <li>- Schizophrenia</li> <li>- Gender</li> <li>- Forensic psychology</li> </ul>
<b>Key skills covered</b>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge &amp; understanding of psychological theories, concepts, key studies and research methods</li> <li>• Be able to evaluate key studies in terms of research methodology, ethical issues and issues &amp; debates within psychology</li> <li>• Apply psychological knowledge and understanding of theories &amp; concepts in a range of contexts</li> <li>• Demonstrate knowledge and understanding of research methods, practical research skills and mathematical skills</li> <li>• Introduction of PEEL paragraphs for developing evaluation skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge &amp; understanding of psychological theories, concepts, key studies and research methods</li> <li>• Be able to evaluate key studies in terms of research methodology, ethical issues and issues &amp; debates within psychology</li> <li>• Apply psychological knowledge and understanding of theories &amp; concepts in a range of contexts</li> <li>• Apply knowledge of psychological approaches to explanations and treatments of schizophrenia, gender and offending behaviour</li> </ul>

	<ul style="list-style-type: none"> <li>• Introduction of 16 mark essay structure</li> <li>• Develop practical skills through small-scale classroom-based experiments through completion of research project in summer term</li> <li>• Effective revision strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate knowledge and understanding of research methods, practical research skills and mathematical skills</li> <li>• Discuss issues &amp; debates in relation to psychology theories and approaches</li> <li>• Introduce GRENADES to support evaluation skills</li> <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>• Comparison of psychological approaches</li> <li>• Effective revision strategies</li> </ul>
<b>How do we build on previous learning?</b>	<ul style="list-style-type: none"> <li>• Application of knowledge relating to research methodology, scientific processes and ethical issues throughout the year</li> <li>• Using research methods terminology/concepts when evaluating theories and studies</li> <li>• Covering approaches at the end of year allows students to identify examples of theories/research for each approach aiding understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Application of knowledge relating to <u>research methodology</u>, scientific processes and ethical issues from Yr12</li> <li>• Knowledge of <u>approaches</u> which underpin key psychological theories relating to gender, schizophrenia and forensic psychology. Taught in Yr12 and at the beginning of Yr13.</li> <li>• Comparison of approaches following issues and debates topic to embed key understanding of both topics</li> <li>• Application of <u>issues &amp; debates</u> allows students to successfully discuss topics on paper 3</li> <li>• Golden assessments are developed with content from both year 1 and year 2</li> </ul>
<b>Links to the wider world?</b>	<ul style="list-style-type: none"> <li>• Application of psychological theories and explanations to contemporary examples (social influence, psychopathology, memory &amp; attachment)</li> <li>• Implications of explanations for wider society</li> <li>• Mental health awareness (psychopathology topic)</li> </ul>	<ul style="list-style-type: none"> <li>• Career links made throughout topics taught</li> <li>• Current developments and research articles in Psychology posted on Teams for students to access</li> <li>• Opportunities for students to attend online lectures</li> <li>• Application of psychological theories to contemporary examples and news events</li> </ul>
<b>Key vocab covered</b>	<p>Examples include..</p> <p><i>compliance, identification, internalisation, obedience, agentic shift, authoritarian personality, locus of control, augmentation principle, mundane realism, ecological validity, reliability, validity</i></p>	<p>Examples include..</p> <p><i>Reductionism, determinism, alpha bias, beta bias, ethnocentrism, statistical significance, diathesis-stress model, atavistic form, differential association, restorative justice,</i></p>
<b>Assessment</b>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>- Multiple-choice quizzes and knowledge-check questions at the start/end of lessons</li> <li>- Application questions within lessons</li> </ul> <p><b>Summative</b></p> <ul style="list-style-type: none"> <li>- Students complete an end of topic test for each topic consisting of 24 marks</li> <li>- Students complete a formal assessment prior to reports to help inform attainment grade</li> <li>- Mock exams completed at the end of Year 12 and in Spring during Year 13</li> </ul>	

<p><b>Feedback</b></p>	<ul style="list-style-type: none"> <li>• Feedback for end of topic assessments is given in the form of 'Areas of strength and areas for development' using standardised feedback sheets</li> <li>• Feedback relating to topic assessments may take the form of a narrated power point uploaded to team for all students to access.</li> <li>• Specific tasks where students act on feedback provided are to be completed following every assessment</li> <li>• Regular knowledge check quizzes will be in a range of formats including multiple choice questions, application style questions and short answer questions.</li> <li>• Lessons often begin with some form of 'low stakes' assessment (key concepts, quiz from previous learning, application tasks) with opportunities for verbal feedback or self-marking.</li> <li>• Students are given a copy of the specification for each topic. They are made aware of the assessment objectives and encouraged to engage with these throughout the course.</li> </ul>
<p><b>Homework</b></p>	<p><b>Frequency:</b> Homework tasks will be set on a weekly basis. Students will spend 1 hour per lesson on homework tasks.</p> <p><b>Types of tasks:</b></p> <ul style="list-style-type: none"> <li>▪ To embed key subject content in long term memory, e.g. research study summaries.</li> <li>▪ Complete key terminology sheets with terms and definitions.</li> <li>▪ Learning and revision for class tests and examinations e.g. completing topic summary sheets.</li> <li>▪ Extend learning and reinforce key learning in class e.g. complete examination questions.</li> <li>▪ Practice and develop essay writing skills e.g. plan essays or write elaborated evaluation points.</li> <li>▪ Extension of learning from the lesson e.g. questions related to key learning.</li> <li>▪ Improvement tasks e.g. redoing an essay acting upon feedback given.</li> <li>▪ Research in preparation for future tasks.</li> <li>▪ Answer examination questions.</li> <li>▪ To research news articles or case studies related to topics being studied</li> </ul>
<p><b>How can I support my child?</b></p>	<ul style="list-style-type: none"> <li>• Encourage them to watch the news and discuss real-life examples related to the theories covered.</li> <li>• Watch our documentary suggestions with your child (these are on your child's teams page)</li> <li>• Help to test them on key terminology and theories by using their flashcards and glossaries</li> <li>• Encourage them to watch tutorial videos on youtube – follow the psychboost and tutor2uppsychology channels</li> <li>• There are useful revision resources that can be purchased – please see the subject handbook for suggestions</li> </ul>

## Year 12 Psychology curriculum map (8 lessons per fortnight)

Time period	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Topics covered</b>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Psychology –</b> Development of Psychology and introduction to psychological approaches</li> <li>• <b>Approaches in Psychology</b> <ul style="list-style-type: none"> <li>- Biological approach</li> <li>- Behaviourism</li> <li>- Social learning theory</li> <li>- Cognitive approach</li> <li>- Psychodynamic approach</li> </ul> </li> <li>Humanism</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Psychology –</b> How do psychologists conduct research?</li> <li>• <b>Psychopathology</b></li> <li>• Definitions of abnormality</li> <li>• Phobia</li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• <b>Research methods</b> <ul style="list-style-type: none"> <li>- Experiments</li> <li>- Observations</li> <li>- Self-reports</li> <li>- Correlations</li> <li>- Case studies</li> <li>- Statistical testing</li> <li>- Reporting investigations</li> </ul> </li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• <b>Psychopathology</b> <ul style="list-style-type: none"> <li>- Depression</li> <li>- OCD</li> </ul> </li> <li>• <b>Research methods (embedded)</b></li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• <b>Research methods</b></li> <li>• <b>Attachment</b> <ul style="list-style-type: none"> <li>- Caregiver-infant interactions</li> <li>- Stages of attachment</li> </ul> </li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• <b>Memory</b></li> <li>• Models of memory</li> <li>• Long-term memory</li> <li>• <b>Research methods (embedded)</b></li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• <b>Attachment</b> <ul style="list-style-type: none"> <li>- The role of the father</li> <li>- Animal studies</li> <li>- Explanations of attachment</li> <li>- Cultural variations of attachment</li> <li>- Influence of attachment on later life</li> </ul> </li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• <b>Memory</b> <ul style="list-style-type: none"> <li>- Forgetting</li> <li>- Eyewitness testimony</li> </ul> </li> <li>• <b>Research methods (embedded)</b></li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• <b>Social influence</b> <ul style="list-style-type: none"> <li>- Conformity</li> <li>- Obedience</li> <li>- Explanations of obedience</li> </ul> </li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• <b>Memory</b> <ul style="list-style-type: none"> <li>- Improving eyewitness testimony</li> </ul> </li> <li>• <b>Research methods (embedded)</b></li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• <b>Social influence</b> <ul style="list-style-type: none"> <li>- Minority influence</li> <li>- Social change</li> </ul> </li> <li>• Revision of content</li> <li>• Yr13 research methods</li> <li>• Research methods project</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Revision of content</li> <li>• Yr13 research methods</li> <li>• Introduction to issues and debates in psychology</li> </ul>
<b>Purpose</b>	To provide students with an understanding of what psychology is	To understand theories of attachment and social influence	To gain a deeper understanding of mental health disorders	To understand how mental health disorders	To build on prior knowledge of topics to gain a deeper	To prepare students for internal mock exams

	<p>and how psychologists conduct research To introduce students to the assessment objectives and key skills required in Psychology</p> <p>To introduce key psychological studies and theories</p> <p>To gain an interest in understanding and investigating human behaviour</p>	<p>To apply knowledge of explanations to own life experiences</p> <p>To evaluate theories using key concepts and knowledge of research methodology</p> <p>To summarise and evaluate research studies relating to social influence and attachment</p>	<p>To challenge pupils views on mental health and 'normal behaviour'</p> <p>To understand how memory works, what affects this and how to improve memory</p>	<p>are diagnosed, explained and treated</p> <p>To evaluate different forms of treatment for mental health conditions</p> <p>To apply theories of memory to the context of eyewitness testimony and analyse ways to improve the accuracy of recall</p>	<p>understanding of psychological approaches and concepts</p> <p>To assess the contribution different approaches have made to the development of psychology</p>	<p>and develop exam technique</p> <p>To develop more synoptic skills through introduction of issues and debates</p> <p>To provide students with an opportunity to plan and conduct a small-scale research project linked to a topic studied.</p>
<b>Wider links</b>	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples	Appreciation of issues and debates within psychology through links to case studies and contemporary research articles
<b>Skills acquired and developed</b>	<p>Key vocabulary relating to research methodology</p> <p>Being able to effectively outline theories and studies</p> <p>Identifying and explaining evaluation of theories and studies</p> <p>Introduce students to short exam questions across AO1 (knowledge), AO2</p>	<p>Developing evaluation skills using PEEL paragraphs</p> <p>Exam technique - introduce students to 8- and 16-mark exam questions</p>	<p>Developing evaluation skills using PEEL paragraphs</p> <p>Application of research methods skills</p> <p>Exam technique – short answer questions and applying knowledge to scenarios</p>	<p>Develop synoptic skills by applying theories covered to treatments</p> <p>Comparison of different treatments and assess their effectiveness</p> <p>Developing evaluation skills using PEEL paragraphs</p> <p>Exam technique – 16-mark essays and application questions</p>	<p>Synoptic skills linking previous topic knowledge to different approaches</p>	<p>Opportunity to plan, conduct and review small-scale research methods project</p> <p>Discussing strengths and limitations of theories using GRENADES</p>

	(application) and AO3 (evaluation) skills					
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Mid topic test (24 marks – no 16 mark questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• End of topic test formal assessment (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• Topic test (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• 16 mark questions based upon approaches</li> <li>• Approaches topic test (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal mock exams</li> <li>• Paper 1 (Introductory topics in psychology)</li> <li>• Paper 2 (Approaches &amp; Methods sections – 1hr)</li> </ul>

## Year 13 Psychology curriculum map (10 lessons per fortnight)

Time period	Half-term 1	Half-term 2	Half-term 3	Half-term 4	Half-term 5	Half-term 6
<b>Topics covered</b>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• Research methods recap</li> <li>• Biopsychology</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Approaches recap</li> <li>• Schizophrenia</li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• Biopsychology</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Schizophrenia</li> <li>• Issues &amp; Debates in Psychology</li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• Forensic Psychology</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Issues &amp; Debates in Psychology</li> <li>• Comparison of approaches</li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• Forensic Psychology</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Gender</li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• Forensic Psychology</li> <li>• Revision for exams</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Revision for exams</li> </ul>	<p><b>Teacher 1</b></p> <ul style="list-style-type: none"> <li>• Revision of content</li> </ul> <p><b>Teacher 2</b></p> <ul style="list-style-type: none"> <li>• Revision of content</li> </ul>
<b>Purpose</b>	<p>To check student understanding of research methods and approaches which are developed throughout Yr13</p> <p>To introduce issues and debates in psychology which can then be used to develop evaluation points throughout Yr13</p> <p>To gain an understanding of biological influences on</p>	<p>To apply knowledge of issues and debates to approaches and topics in psychology</p> <p>To develop an understanding of comparison style essays</p> <p>To raise awareness of mental health issues</p>	<p>To gain a deeper understanding of criminal behaviour and schizophrenia</p> <p>To apply issues and debates to topics through GRENADES evaluation</p> <p>To apply biological explanations of behaviour to topics</p>	<p>To apply psychological approaches and explanations to the topics of crime and gender</p> <p>To develop an appreciation of socially sensitive topics and issues within psychology</p>	<p>To build on prior knowledge of topics to gain a deeper understanding of psychological approaches and concepts</p>	<p>To prepare students for final exams and develop exam technique</p> <p>To develop more synoptic skills</p>

	behaviour which will be applied throughout topics studied in Yr13					
<b>Wider links</b>	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples  To link with careers within psychological research	Application of theories and studies to wider society and contemporary examples	Application of theories and studies to wider society and contemporary examples  To link with careers within prison service, probation and therapy	Application of theories and studies to wider society and contemporary examples	Appreciation of issues and debates within psychology through links to case studies and contemporary research articles
<b>Skills acquired</b>	Key vocabulary relating to research methodology  To appreciate scientific methodology and issues raised within the research process  To apply knowledge of issues & debates to topics studied  To understand how to improve evaluation skills using GRENADES	To apply key concepts within writing  Being able to effectively outline theories and studies  Developing evaluation skills using PEEL paragraphs  To develop ability to answer 8- and 16-mark questions	To compare and contrast different explanations and treatments of behaviour  To gain an understanding of how to answer questions requiring more than one theory or treatment	Discussing strengths and limitations of theories using GRENADES  To develop ability to answer 8- and 16-mark questions	To make effective revision resources  To apply understanding of knowledge to exam questions	Discussing strengths and limitations of theories using GRENADES  Students encouraged to think synoptically making links between topics taught through revision activities
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• End of topic test (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• End of topic test (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Key terms tests</li> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• End of topic test (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ quizzes</li> <li>• Assessment tasks within lessons</li> <li>• End of topic test (24 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• External exams</li> </ul>

