



Curriculum Intent: Psychology



The Psychology curriculum at Trinity High School has been carefully designed so that students' **knowledge** – both substantive and disciplinary – becomes more broad and more sophisticated as they progress through the key stages. We have used the strong **subject expertise** within our department to ensure **inclusivity** - that all students are able to access and understand even the most complex of concepts.

For example, as Psychology is a new subject for most students in Year 12, we want them to have a good understanding of the basics of the scientific discipline, so we start with Research Methods, introducing students to relevant scientific ideas and procedures that shape the foundations which underpin psychology theory. We revisit and build on Research Methods knowledge as students progress throughout the A Level course, e.g., using observations to investigate early attachments in Attachment or conducting experiments to explore how memory works in Memory.

Our curriculum also ensures that students' disciplinary knowledge develops in an equally advanced way. For example, students will begin evaluating psychological research through consideration of validity and reliability and progress to consideration of features of science, ethical issues, social implications and/or bias, practical applications and usefulness of research. They will develop their ability to think like psychologists; thinking critically, analysing the evidence and asking inquisitive questions.

We use the principles of **cognitive science** in the planning of our curriculum, to ensure that students develop bodies of knowledge through revisiting key concepts in different contexts. Each element of the curriculum has been **carefully sequenced** to aid the **acquisition and remembering** of this content and through this, students will be enabled in their learning - to think **metacognitively**.

Finally, although outcomes are very important, we know that teaching to the test is counterproductive in developing knowledge and understanding. Our curriculum is therefore enriched by a wealth of **cultural capital** – the glue which helps the core content to stick. For example, while students are studying Social Influence, they will consider the dire consequences of extreme obedience and conformity, through real-life examples such as the Holocaust, Abu Ghraib prison scandal and the Russian invasion of Ukraine. They will also listen to a podcast from the infamous researcher Dr. Philip Zimbardo about the 'Psychology of Evil'.



Psychology Curriculum Intent (Year 12)

Term	Substantive Knowledge (The What)	Disciplinary Knowledge (The How)	Hinterland & Cultural Capital
<p>Autumn</p>	<p>Research Methods Develop knowledge and understanding of how psychologists use research methods, scientific processes and techniques of data handling and analysis to conduct psychological research. Be familiar with their use and be aware of their strengths and limitations. <i>Remaining research methods will be taught alongside each topic throughout the year. This includes practical lessons to implement many scientific and mathematical skills.</i></p> <p>Memory Employ a cognitive approach to understand how memory works through two different models and understand explanations for forgetting. Investigate how we can improve the recall of eye-witness testimonies.</p> <p>Social Influence Develop an understanding of why people conform or obey and comparison of situational and dispositional explanations. Alternatively, develop an understanding of why some people can resist social pressures and how minority influence can lead to social change.</p>	<p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; organize and present information clearly, using appropriate psychological terminology; link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures and research in a theoretical and practical context and show explicit and effective application to stimulus and contextual material.</p> <p>AO3: Think critically to analyse, interpret and evaluate scientific information, ideas and evidence; use scientific information, ideas and evidence to develop arguments, consider strengths and limitations and make appropriate judgements; make comparisons between scientific information, methods and perspectives and draw sound conclusions; analyse the methodology, validity, reliability of evidence; question whether scientific</p>	<p>Research Methods Derren Brown: Trick or Treat episode. Discussion of unethical studies and the need to follow moral/ethical standards in psychological research.</p> <p>Memory Case studies of memory loss e.g. Clive Wearing video clip. Episode of ‘Murder in the Pub’ and discussion about consequences of inaccurate EWT i.e. convictions following mistaken identity (Ronald Cotton). Elizabeth Loftus’ work on Harvey Weinstein & Ted Bundy cases (highlight female researcher) The Mind, Explained: Memory on Netflix Dr Julia Shaw and work on false memories (highlight female researcher)</p> <p>Social Influence Derren Brown: Anonymous episode. Youtube video about consequences of conformity (e.g. Woolworth’s fire). Discussion of consequences of group behaviour (pro & anti-social, joint enterprise law). Use of examples of conformity e.g. Abu Ghraib, Taliban, Russian invasion of Ukraine. Use of examples of obedience throughout history and the consequences of obeying</p>



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		<p>criteria has been met; assess usefulness of scientific information and possible real-world applications; consider implications for the economy; develop and refine practical design and procedures effectively and appropriately.</p>	<p>authority (Holocaust, Hofling study, Manchester Arena response, school shooting response, Russian invasion of Ukraine). Use of examples of minority influence that have led to social change (Suffragettes, MLK, BLM, Trump, climate change activists, anti-maskers, other riots/protests). Stanford Prison Experiment film. Discussion of authority figures we obey and reasons for this e.g. teachers, government. Social cryptoamnesia BBC article. Debunking the SPE article and discussion. Inform students that Milgram and Zimbardo attended same school. Complete F-scale & locus of control questionnaire. Highlight Milgram and Zimbardo's heritage (Italian & Jewish) and their contribution to psychology. Zimbardo: Psychology of Evil and Heroism podcast.</p> <p>Wider Students combine and apply knowledge of Research Methods and Social Influence to design and conduct own psychological study investigating how situational variables affect obedience and produce psychological report. Reports are peer reviewed.</p> <p><i>Relevant news articles, podcasts, TED talks, tv shows/documentaries shared throughout course in lessons and via Teams.</i></p>
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			<p><i>The wider reading channel on Teams publishes weekly BPS Researcher’s Digest articles about psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. Also copies of ‘The Psychologist’ magazine, InPsychful news articles & QR codes for more reading available in classroom library.</i></p> <p><i>PsychFlix available via teams for psychology-related tv shows, films & podcasts.</i></p> <p><i>Lots of discussion in Psychology related to real-world examples and students’ own personal experiences and values discussed.</i></p>
Spring	<p>Approaches Develop understanding of the origins of Psychology and how Psychology emerged as a scientific discipline. Consider human behaviour from various perspectives and know the basic assumptions underpinning each approach. Compare the similarities and differences of the approaches.</p> <p>Attachment Understand why and how attachments are formed and compare different explanations. Reflect upon our own attachments and how our early interactions affected our future relationships. Analyse the impact of disruption in attachments.</p> <p>Research Methods</p>	<p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; organize and present information clearly, using appropriate psychological terminology; link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures and research in a theoretical and practical context and show explicit and</p>	<p>Approaches Big Bang Theory clip for CC. Pavlov’s work on dogs and children. Use of token economy systems in schools, prisons and hospitals. ‘Are Love Island stars positive role models’ debate? Use of celebrities for media/advertising. Three Strangers film on Netflix and BPS article. Discussion around moral and ethical implications of separating twins/siblings for research. TED talk about twins/long-lost twins’ episode. Discussion of how schemas can reinforce stereotypical beliefs. Potential use of brain scanning within criminal justice system.</p>



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	<p>Develop knowledge and understanding of how psychologists use research methods, scientific processes and techniques of data handling and analysis to conduct psychological research. Be familiar with their use and be aware of their strengths and limitations.</p>	<p>effective application to stimulus and contextual material.</p> <p>AO3: Think critically to analyse, interpret and evaluate scientific information, ideas and evidence; use scientific information, ideas and evidence to develop arguments, consider strengths and limitations and make appropriate judgements; make comparisons between scientific information, methods and perspectives and draw sound conclusions; analyse the methodology, validity, reliability of evidence; question whether scientific criteria has been met; assess usefulness of scientific information and possible real-world applications; consider implications for the economy; develop and refine practical design and procedures effectively and appropriately.</p>	<p>Online Session with psychoanalyst through Freud Museum about Freud’s work and Little Hans case study.</p> <p>Discussion of Freud’s theories of women being inferior sex . Link with Horney, Neo-Freudian who questions Freud’s views on penis envy. Instead suggesting men had womb envy and behaviour was result of overcompensating for their inability to bear children.</p> <p>Evil or genius podcast focusing on Freud. ‘Homeless Artist’ idea to challenge hierarchy of needs leading to discussion around how self-actualisation occurs.</p> <p>Peter Sutcliffe ‘Yorkshire Ripper’ example to apply Approaches.</p> <p>Attachment Netflix episode: Babies. Egg baby project. TED talks on Attachment. Discussions surrounding role of the father; BBC3 clip on stay-at-home dads, working mothers, working parents & paternity articles & discussion of paternity leave guidance in UK and other cultures. Article about role of the father during Covid. Tv/film clips to represent monotropic theory. Discussions surrounding cultural differences in parenting behaviours and attachment types– video to support. ‘Is the Western way of child-rearing weird?’ article.</p>
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			<p>Channel 4 news clip of Romanian orphanages scandal. BBC article on future development of Romanian orphans. Love Quiz questionnaire. Schaffer - was an immigrant and an orphan (his parents both died in concentration camps leading to interest in Attachment). Highlight Ainsworth as female researcher.</p> <p>Research Methods Descriptive statistics – cookie class experiment. TV show clips for types of observations – Big Brother, Secret Life of 4-year-old etc. Bad interviews video</p> <p>Wider Criminology & Policing conference with Professor David Wilson. Make something for May competition.</p> <p><i>Relevant news articles, podcasts, TED talks, tv shows/documentaries shared throughout course in lessons and via Teams. The wider reading channel on Teams publishes weekly BPS Researcher's Digest articles about psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. Also copies of 'The Psychologist' magazine, InPsychful news articles & QR codes for more reading available in classroom library.</i></p>
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			<p><i>PsychFlix available via teams for psychology-related tv shows, films & podcasts.</i></p> <p><i>Lots of discussion in Psychology related to real-world examples and students' own personal experiences and values discussed.</i></p>
<p>Summer</p>	<p>Psychopathology Consider how to define 'abnormality' and compare psychological definitions. Develop an understanding of mental health conditions; phobias, depression and OCD. Develop understanding of explanations and treatments through different psychological approaches.</p> <p>Biopsychology Employ the biological approach to understand the biological basis of human behaviour and develop a deeper understanding of the workings of the brain. <i>Complete Year 12 Biopsychology content.</i></p> <p><i>Revision for end of Year 12 exams – Paper 1 content.</i></p> <p>Research Methods Develop knowledge and understanding of how psychologists use research methods, scientific processes and techniques of data handling and analysis to conduct psychological research. Be familiar with their use and be aware of their strengths and limitations.</p>	<p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; organize and present information clearly, using appropriate psychological terminology; link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures and research in a theoretical and practical context and show explicit and effective application to stimulus and contextual material.</p> <p>AO3: Think critically to analyse, interpret and evaluate scientific information, ideas and evidence; use scientific information, ideas and evidence to develop arguments, consider strengths and limitations and make appropriate judgements; make comparisons between scientific information, methods and</p>	<p>Psychopathology Discussions surrounding mental health stigma and appropriate use of terminology. NHS website and videos. Hooker's work led to removal of homosexuality from DSM. Israel's research focuses on supporting mental health and wellbeing of LGCBTQ individuals and communities. News articles/diaries/videos from patients' perspectives. Wider news articles – OCD & COVID, OCD mistaken for paedophilia. Neil Holborn's OCD poem. Medical debates – e.g. use of brain surgery to treat OCD, use of drug treatments for young people. Jahoda highlighted as female researcher Discussion of cultural bias when using social/cultural norms as part of criteria for mental health diagnoses, e.g., in other cultures - hearing other voices is communication with ancestors & positive experience. Variations in mental health across cultures and time.</p>



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		<p>perspectives and draw sound conclusions; analyse the methodology, validity, reliability of evidence; question whether scientific criteria has been met; assess usefulness of scientific information and possible real-world applications; consider implications for the economy; develop and refine practical design and procedures effectively and appropriately.</p>	<p>Biopsychology Gender differences in Broca’s area – discussion of how this may reinforce gender stereotypes Case studies of stroke victims. Phineas Gage and Patient Tan case studies. The “knowledge test” for taxi drivers. Sleep deprivation case studies Impact of stress/being in fight or flight response – linking to exams. Debunking brain myths. Seasonal affective disorder/use of phototherapy. Sleep stages recording on phones Sleep/wake cycle – links to jet lag, shift work, napping.</p> <p>Research Methods End of year research methods project investigating if students should listen to music when revising? Involves reading articles exploring music and memory and academic journals (university-level) are researched and reviewed to help students form a rationale for their own research project. Students to design and conduct own psychological study and produce psychological report, using wider reading & research to form arguments critiquing previous research and analysing their own study design. Encouraged to follow APA formatting and referencing in preparations for higher education.</p>
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			<p>Wider London Zoo visit to attend educational session. University learning days.</p> <p><i>Relevant news articles, podcasts, TED talks, tv shows/documentaries shared throughout course in lessons and via Teams.</i> <i>The wider reading channel on Teams publishes weekly BPS Researcher’s Digest articles about psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. Also copies of ‘The Psychologist’ magazine, InPsychful news articles & QR codes for more reading available in classroom library.</i> <i>PsychFlix available via teams for psychology-related tv shows, films & podcasts.</i> <i>Lots of discussion in Psychology related to real-world examples and students’ own personal experiences and values discussed.</i></p>
Year 12 End Point	<p>By the end of Year 12, students can demonstrate mostly accurate and detailed substantive knowledge and show sound understanding of Paper 1 topics (Social Influence, Memory, Attachment & Psychopathology) and relevant scientific ideas, processes, techniques and procedures (Research Methods year 12 content). They will have begun to demonstrate and apply appropriate disciplinary knowledge in a theoretical and practical context. They will be able to analyse, interpret and evaluate relevant scientific information, ideas and evidence and be able to develop mostly logical arguments showing an ability to reason and think critically. They can propose mostly appropriate developments and/or refinements of practical design and procedures. They are able to organise and present knowledge clearly and employ disciplinary knowledge of Psychology-specific skills and strategies such as PEEL paragraphs for AO3 or the use of GRAVEE for developing lines of arguments. Alongside this, they have begun to use appropriate psychological terminology. Students will have begun to think like psychologists, thinking critically, analysing the evidence and asking inquisitive questions. Students have developed competence and confidence in the application of their knowledge and skills and are embracing the challenges of Psychology A Level.</p>		



Rationale for curriculum sequencing

Year 12 begin the two-year A-Level course with Research Methods as this knowledge underpins the whole subject and marks from research methods questions contributes to approximately 25-30% of overall A-Level grade. Students will learn core research methods knowledge i.e., techniques, methods and justification of their use and then develop this knowledge throughout the two years by contextualising when applying to other topics. Students will then study Memory as much of the evaluation is based upon research methods knowledge e.g., use of lab experiments, so students can immediately practice application and contextualisation of research methods knowledge. The next topic of the first term is Social Influence as this is an engaging topic (but may give unrealistic picture of Psychology A-Level if studied as first topic) and requires the need for other evaluation (compared to Memory), such as ethical issues and can begin embedding use of GRAVEE (an evaluation acronym that can be applied throughout two-year course). Spring term will begin with Approaches as students have a greater understanding of Psychology at this point of the year and Approaches may be too abstract if taught earlier. However, if taught any later, students would not be able to apply their knowledge of Approaches to other topics and make synoptic links. Students are then taught Attachment topic where students can combine their knowledge of research methods and GRAVEE to evaluate explanations for human behaviour. They are also encouraged to make comparisons when thinking critically and reach conclusions, e.g., is the learning or monotropic theory a better explanation of attachment? Psychopathology will follow where students will use their prior Approaches knowledge to understand different psychological approaches to explaining and treating mental health disorders. These Spring topics will be interleaved with Research Methods lessons where appropriate (i.e. observations during Attachment). The following topic is Biopsychology and as much of this is covered as possible (at least year 12 content) to allow for more time for revision in year 13. The end of year 12 consists of more Research Methods, including the opportunity for students to practically apply knowledge by designing and conducting their own study and writing a psychological research report. For students who are considering studying Psychology at University, this also offers experience of writing research reports and reading academic journals.

Opportunities for retrieval practice are planned throughout the Year 12 curriculum where topics overlap organically e.g. classical conditioning is introduced in Approaches then revisited in Attachment and Psychopathology, but also implemented throughout in a more abstract manner to ensure spaced revision and interleaving of topics is constant. The disciplinary skills required for mastery of Psychology A Level are taught throughout the two-year course, e.g. essay skills, dissection of exam questions, application of research methods knowledge. All students will sit assessments at the end of each topic to address misconceptions and facilitate appropriate teacher interventions.



Psychology Curriculum Intent (Year 13)

Term	Core Propositional Knowledge (The What)	Procedural Knowledge (The How)	Hinterland & Cultural Capital
<p>Autumn</p>	<p>Biopsychology Employ the biological approach to understand the biological basis of human behaviour and develop a deeper understanding of the workings of the brain. <i>Complete Year 13 Biopsychology content.</i></p> <p>Issues & Debates Develop knowledge of significant issues and debates that are consistent across all areas of Psychology. Enhance AO3 skills by using relevant issues & debates when evaluating theories and research evidence.</p> <p>Relationships Develop understanding of theories of romantic relationships, including how they form and break down. Consider how relationships can also be formed virtually through social media and one-sided relationships with celebrities.</p>	<p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; organize and present information clearly, using appropriate psychological terminology; link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures and research in a theoretical and practical context and show explicit and effective application to stimulus and contextual material.</p> <p>AO3: Think critically to analyse, interpret and evaluate scientific information, ideas and evidence; use scientific information, ideas and evidence to develop arguments, consider strengths and limitations and make appropriate judgements; make comparisons between scientific information, methods and perspectives and draw sound conclusions;</p>	<p>Biopsychology Gender differences in Broca’s area – discussion of how this may reinforce gender stereotypes Case studies of stroke victims. Phineas Gage and Patient Tan case studies. The “knowledge test” for taxi drivers. Sleep deprivation case studies Impact of stress/being in fight or flight response – linking to exams. Debunking brain myths. Seasonal affective disorder/use of phototherapy. Sleep stages recording on phones Sleep/wake cycle – links to jet lag, shift work, napping.</p> <p>Issues & Debates Do genes make you a criminal article and Stephen Mobley case leading to discussion about responsibility within criminal justice system (mens rea). Discussion of accountability, morality & legality issues linked to determinism. Discussion of our own amounts of freewill – students to make list of free choices made that day.</p>



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		<p>analyse the methodology, validity, reliability of evidence; question whether scientific criteria has been met; assess usefulness of scientific information and possible real-world applications; consider implications for the economy; develop and refine practical design and procedures effectively and appropriately.</p>	<p>Historical examples used to question freewill. Case study of David Reimer and Dr Money – nature-nurture Discussion (with examples) of implications of gender & cultural bias on psychological research and wider society. Discussion (with examples) of implications of socially sensitive research on wider population & e.g., for working mothers. Examples of socially sensitive research e.g., exploring cultural differences in IQ, eugenics promoting discrimination.</p> <p>Relationships Find a mate game – evolutionary explanations. Discussion of how partner preferences have evolved over time. Challenging stereotypes through discussion of evolutionary approaches e.g., gender stereotypes (male being breadwinner) and assumption that heterosexual relationships are the norm. Exploring theories explaining why people stay in dissatisfactory relationships – links to abusive relationships. Video clip of Catfish film & discussion of how online dating has changed how relationships are formed e.g. Tinder removes geographical barriers. Links to reality dating shows that demonstrates psychological theory (e.g., Love is Blind – absence of gates).</p>
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			<p>Newspaper articles for parasocial relationships – examples of fan behaviour e.g. tweets/videos.</p> <p>Wider <i>Relevant news articles, podcasts, TED talks, tv shows/documentaries shared throughout course in lessons and via Teams.</i> <i>The wider reading channel on Teams publishes weekly BPS Researcher’s Digest articles about psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. Also copies of ‘The Psychologist’ magazine, InPsychful news articles & QR codes for more reading available in classroom library.</i> <i>PsychFlix available via teams for psychology-related tv shows, films & podcasts.</i> <i>Lots of discussion in Psychology related to real-world examples and students’ own personal experiences and values discussed.</i></p>
<p>Spring</p>	<p>Research Methods Develop knowledge and understanding of how psychologists use research methods, scientific processes and techniques of data handling and analysis to conduct psychological research. Be familiar with their use and be aware of their strengths and limitations. Develop knowledge and understanding of inferential testing.</p> <p>Forensic</p>	<p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; organize and present information clearly, using appropriate psychological terminology; link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p>	<p>Research Methods Content analysis on secondary data e.g. magazines, tweets, John Lewis adverts, personal statements. Carry out content analysis on representations of race in local news stories.</p> <p>Forensic Case studies & real life examples – Jack the Ripper, Railway Rapist, Colin Stagg, Rachel Nickell.</p>



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	<p>Develop knowledge of how crime is defined and how it is managed. Develop understanding of explanations for criminality and how offending behaviour is dealt with.</p>	<p>AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures and research in a theoretical and practical context and show explicit and effective application to stimulus and contextual material.</p> <p>AO3: Think critically to analyse, interpret and evaluate scientific information, ideas and evidence; use scientific information, ideas and evidence to develop arguments, consider strengths and limitations and make appropriate judgements; make comparisons between scientific information, methods and perspectives and draw sound conclusions; analyse the methodology, validity, reliability of evidence; question whether scientific criteria has been met; assess usefulness of scientific information and possible real-world applications; consider implications for the economy; develop and refine practical design and procedures effectively and appropriately.</p>	<p>Mindhunter on Netflix – shows origin of top-down profiling and work of John Douglas and Robert Kessler. Tv episode that shows work of David Cant to develop bottom-up approach to profiling. Jamie Bulgers’ killers article – leading to discussion about freewill/determinism & accountability. Charles Manson video clip. Marshmallow clip and explanation of delayed & immediate gratification. Personality Inventory. Discussion of moral development and moral dilemmas such as the Heinz dilemma. Boggles family article – links to determinism (genetics/modelling) and role of self-fulfilling prophecy. Feminist writer Germaine Greer’s criticism of Bowlby for placing responsibility of child-rearing onto mother.</p> <p>Wider <i>Relevant news articles, podcasts, TED talks, tv shows/documentaries shared throughout course in lessons and via Teams. The wider reading channel on Teams publishes weekly BPS Researcher’s Digest articles about psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. Also copies of ‘The Psychologist’ magazine, InPsychful news articles & QR</i></p>
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			<p><i>codes for more reading available in classroom library.</i></p> <p><i>PsychFlix available via teams for psychology-related tv shows, films & podcasts.</i></p> <p><i>Lots of discussion in Psychology related to real-world examples and students' own personal experiences and values discussed.</i></p>
<p>Summer</p>	<p>Schizophrenia</p> <p>Develop an understanding of the classification of schizophrenia and analyse the reliability and validity of a diagnosis. Compare biological and psychological approaches to explaining and treating schizophrenia.</p> <p><i>Revision of all topics for A Level examinations.</i></p>	<p>AO1:</p> <p>Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures; organize and present information clearly, using appropriate psychological terminology; link new semantic knowledge to schemas and build on these; contextualize knowledge to wider world through real-life examples and make synoptic links across topics; activate working memory and make effective use of retrieval practice.</p> <p>AO2:</p> <p>Apply knowledge and understanding of scientific ideas, processes, techniques and procedures and research in a theoretical and practical context and show explicit and effective application to stimulus and contextual material.</p> <p>AO3:</p> <p>Think critically to analyse, interpret and evaluate scientific information, ideas and evidence; use scientific information, ideas and evidence to develop arguments, consider strengths and limitations and make</p>	<p>Schizophrenia</p> <p>Video showing perspective/experience of people with Sz diagnosis.</p> <p>Patient case studies.</p> <p>Rosenthal study – linked to reliability & validity.</p> <p>Discussion of reliability/validity of SZ diagnosis and how that may be influenced e.g. cultural, gender or class biases with examples/statistics.</p> <p>Discussion of family/parent blaming.</p> <p>Antipsychotics articles.</p> <p>CBT articles.</p> <p>Treatment debates.</p> <p>Case study of the Genain quadruplets.</p> <p>Online session with psychoanalyst through Freud Museum about schizophrenia and psychosis.</p> <p>Wider</p> <p>Psychology learning day with forensic crime scene investigation.</p> <p><i>Relevant news articles, podcasts, TED talks, tv shows/documentaries shared throughout course in lessons and via Teams.</i></p>



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		<p>appropriate judgements; make comparisons between scientific information, methods and perspectives and draw sound conclusions; analyse the methodology, validity, reliability of evidence; question whether scientific criteria has been met; assess usefulness of scientific information and possible real-world applications; consider implications for the economy; develop and refine practical design and procedures effectively and appropriately.</p>	<p><i>The wider reading channel on Teams publishes weekly BPS Researcher's Digest articles about psychology studies that are relevant to real life, make an important contribution and/or novel or thought-provoking. Also copies of 'The Psychologist' magazine, InPsychful news articles & QR codes for more reading available in classroom library.</i></p> <p><i>PsychFlix available via teams for psychology-related tv shows, films & podcasts.</i></p> <p><i>Lots of discussion in Psychology related to real-world examples and students' own personal experiences and values discussed.</i></p>
<p>Year 13 End Point</p>	<p>By the end of Year 13, students can draw together their skills, knowledge and understanding from across the full course of study. They can demonstrate accurate and detailed substantive knowledge and show sound understanding of all year 12 & 13 topics and relevant scientific ideas, processes, techniques and procedures. They will use disciplinary knowledge to show appropriate and explicit application in a theoretical and practical context and can make thorough and well-focused synoptic links across their body of substantive psychological knowledge. They will be able to analyse, interpret and evaluate relevant scientific information, ideas and evidence and be able to develop effective and logical arguments showing thorough and substantiated reasoning. They can propose appropriate developments and/or refinements of practical design and procedures and have developed competence and confidence in a variety of practical, mathematical and problem-solving skills. They are able to organise and present knowledge clearly and employ disciplinary knowledge of Psychology-specific skills and strategies such as, the use of counterarguments or Issues & Debates to expand/elaborate further in AO3, whilst making consistent and accurate use of appropriate psychological terminology. Students will feel competent and confident in their ability to think like psychologists; thinking critically, analysing the evidence and asking inquisitive questions, and in their ability to demonstrate and apply their psychological knowledge and skills in their A Level examination, as well as beyond secondary education. All students have had an interest and enthusiasm for the subject nurtured with some having developed an interest in further study and careers associated with Psychology.</p>		
<p>Rationale for curriculum sequencing</p>	<p>The beginning of year 13 covers the remaining areas of Biopsychology topic that were not covered at the end of year 12 – also as this is a topic that students can find more difficult, due to the biological focus, it is beneficial to do at beginning of year when students are most engaged and allows for retrieval practice of previous content taught prior to six weeks holiday. The next topic is Issues and Debates as it is necessary to learn at this point in the year so students can use I&D knowledge as evaluation for all future topics (and we can begin embedding this during the remaining year 13 topics) and use as evaluation of year 12 topics during revision. Any later, and they would not have as much opportunity to practise using I&D knowledge to make evaluation more thorough and effective. Research Methods is interleaved throughout year 13 and this involves revision of year 12 content and</p>		



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learning of new year 13 content. At the beginning of the Spring term, the remaining year 13 Research Methods knowledge is taught as this is necessary for students to apply this knowledge in Paper 2 mock exam in January. The following three topics left to cover during year 13 are the optional Paper 3 topics (Relationships, Forensic and Schizophrenia). Forensic topic has recently been introduced (2021-22) following a change from Aggression as Forensics is a more engaging topic as can take advantage of students' natural curiosity and more links to real-life examples/wider society can be made. Also, more useful for those students considering Forensic Psychology and/or Criminology at University. To improve AO3 skills, during the three optional topics, students will focus on applying I&D knowledge to elaborate on their evaluation, using counter-arguments to expand their evaluation and making synoptic links across all Psychology topics, e.g., comparing biological and psychological explanations for offending behaviour and schizophrenia.

Opportunities for retrieval practice are planned throughout the Year 13 curriculum, particularly retrieval of Year 12 content so spaced revision and interleaving of topics is constant and students' exam preparation has been consistent throughout the year. The disciplinary skills required for mastery of Psychology A Level are taught throughout the two-year course, e.g. essay skills, dissection of exam questions, application of research methods knowledge. All students will sit assessments at the end of each topic to address misconceptions and facilitate appropriate teacher interventions. Mock examinations will be sat in October (Paper 1) and January (Paper 2) and appropriate interventions will follow these.