

Year 13: Psychology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Research Methods <i>Foci:</i> How to design and conduct psychological research? How to justify and evaluate use of research methods? How to analyse and interpret data to form conclusions about human behaviour?	Relationships <i>Foci:</i> What factors affect attraction? How do theories explain the formation and maintenance of relationships? Do relationships develop differently online? Why do some people form parasocial relationships?	Relationships <i>Foci:</i> What factors affect attraction? How do theories explain the formation and maintenance of relationships? Do relationships develop differently online? Why do some people form parasocial relationships?	Schizophrenia <i>Foci:</i> How is schizophrenia classified? How can a diagnosis be influenced by gender or culture bias? How do biological and psychological approaches differ when explaining and treating schizophrenia?	Revision of All Content <i>Foci:</i> How to demonstrate knowledge and understanding? How to apply psychological knowledge in range of contexts? How to analyse, interpret and evaluate psychological concepts, research studies and research methods?	External A Level Exams
	Issues & Debates <i>Foci:</i> To what extent do we have freewill? To what extent is behaviour the product of nature and nurture? What are the implications of gender and culture bias on psychological research?	Forensic <i>Foci:</i> How is offender profiling used to solve crimes? How do biological and psychological explanations differ when explaining offending behaviour? What strategies are used to deal with offending behaviour?	Forensic <i>Foci:</i> How is offender profiling used to solve crimes? How do biological and psychological explanations differ when explaining offending behaviour? What strategies are used to deal with offending behaviour?	Revision of All Content <i>Foci:</i> How to demonstrate knowledge and understanding? How to apply psychological knowledge in range of contexts? How to analyse, interpret and evaluate psychological concepts, research studies and research methods?	External A Level Exams	
Assessments	Formative Assessments Ongoing	Paper 2 Mock Exam	Formative Assessments Ongoing	Paper 1 Mock Exam	External A Level Exams	
Building on Prior Learning		Substantive Knowledge: Students will build on prior knowledge to make synoptic links across topics, for example, using knowledge of approaches to evaluate explanations for human behaviour. Students will draw on their knowledge of research methods to evaluate methodology of research evidence and show ability to design a study. Disciplinary Knowledge: Students will build on mathematical skills to understand how to statistically analyse data and draw conclusions. Students will further develop their use of evaluation, learning how to counter-argue within a PEEL structure to show reasoned judgements.				
Cultural Capital		The study of Psychology complements the development of cultural capital. Through the study of the freewill and determinism debate, students will question whether criminals can be held accountable if behaviour is determined and consider the consequences of this for the criminal justice system. Students will develop understanding of living with a schizophrenia diagnosis and explore how both gender and cultural bias can influence diagnosis, e.g., how people of West Indian origin were over-diagnosed with schizophrenia by white doctors in Bristol.				
Mastery		Through modelling and guided practice, students will think like psychologists, thinking critically, analysing the evidence and asking inquisitive questions. Students 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 demonstrate accurate and detailed understanding of Psychology which is organised and presented clearly with appropriate use of psychological terminology. Students analyse, interpret and evaluate scientific information, ideas and evidence; develop logical arguments and show ability to reason and make judgements.				
Development of Character		A wide range of virtues: moral and intellectual are visited, practiced and embedded through Psychology. For example, individual responsibility, autonomy and reflection are promoted through the teachings of the Humanistic approach to psychology. Through research into cultural variations, citizenship, community and civility are explored. Through Social Influence, perseverance, resilience and teamwork are explored.				
Extra-Curricular Opportunities		In School: Online session with Freud Museum and Psychology Learning Day (with crime scene investigation). Outside of School: University learning days.				
Metacognitive Learning		Metacognitive learning will build through explicit teaching of effective learning strategies and actively explaining ‘thinking’ to students. Through questioning and modelling of expert thinking, students will learn how to think critically and ask questions of scientific information and evidence. Through modelling and guided practice, students will learn how to show application of knowledge in a theoretical and practical context. Scaffolding is gradually withdrawn to allow for independence and to build confidence. Students will be guided through feedback to set personal targets to further progress and encouraged to challenge themselves to achieve excellence.				