# Psychology KS5 Curriculum Map 2023-2024

**A-level Psychology encourages students to:**
• develop essential knowledge and understanding of different areas of the subject and how they relate to each other
• develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
• develop competence and confidence in a variety of practical, mathematical and problem solving skills
• develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
• understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society
**There are 3 Assessment Objectives in Psychology**
AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures:
• in a theoretical context
• in a practical context
• when handling qualitative data
• when handling quantitative data.
AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to:
• make judgements and reach conclusions
• develop and refine practical design and procedures.

## Teacher 1 (60% of timetabled lessons) and Teacher 2 (40% of timetabled lessons)

| Yr12 (KS5) | Topic Area | Knowledge/Skills that are taught | Knowledge/Skills revisited | What does good look like? | Resources/support at home |
|---|---|---|---|---|---|
| Autumn 1 | Approaches in Psychology (teacher 1) | Introductory lessons on Psychology as a Science, the scientific method and the historical and philosophical assumptions of Psychology with different approaches.<br>Origins of Psychology<br>• Learning approaches: | Knowledge of the **Research Methods terminology** plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. | Ability to outline an approach, using specific terminology and examples of research. Being able to evaluate the approach based on its generalisability, reliability, application to the real world, validity and ethics. | Resources to support students independent learning are all shared via the google classroom platform under the module: Essential links. |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | Research Methods in Psychology (teacher 2) | i) the behaviourist approach, classical and operant conditioning, types of reinforcement; Skinner's research<br>ii) social learning theory the role of mediational processes and Bandura's research.<br>• The cognitive approach: the study of internal mental processes, schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.<br>•The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego defence mechanisms including repression, denial and displacement, psychosexual stages.<br>• Humanistic Psychology: free will, self-actualisation and Maslow's hierarch of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.<br>• Comparison of approaches.<br><br>**Research Methods**<br>Experimental method. Types of experiment,<br>• Observational techniques. Types of observation: | | Being able to compare all of the five approaches and detect similarities and differences.<br><br>To be confident in using specialist terminology in Research Methods, for exmaple, IV's and DV's.<br><br>To be able to evaluate different research designs and methods. | These include:<br>The specification<br>The Year 2 digital textbook<br>The year 1 digital textbook<br>Past Papers Resources<br>Model Answers<br>Tutor2U Website<br><br>Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | | • Self-report techniques. Questionnaires; interviews, structured and unstructured.<br>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.<br>• Self-report techniques. Questionnaires; interviews, structured and unstructured.<br>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. | | | |
| Autumn 2 | Psychopathology (teacher 1)<br><br>Research Methods (teacher 2) | • Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.<br>• The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive compulsive disorder (OCD).<br>• The behavioural approach to explaining phobias: the two-process model, including classical and operant conditioning;<br>• The behavioural approach to treating phobias: systematic desensitisation, including relaxation and use of hierarchy; flooding. | Knowledge of the **Research Methods terminology** plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.<br><br>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for phobias, depression and OCD. | Being able to understand how the approaches are used to explain the cause and treatment for depression, OCD and phobias.<br><br>To be able to apply a treatment to a case study.<br><br>To be able to evaluate cause and effect.<br><br>To show knowledge and evaluation of different treatments. | The specification<br>The Year 2 digital textbook<br>The year 1 digital textbook<br>Past Papers Resources<br>Model Answers<br>Tutor2U Website<br><br>Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |

| | | | | | |
|---|---|---|---|---|---|
| | | • The cognitive approach to explaining depression: Beck's negative triad and Ellis's ABC model;<br>• The cognitive approach to treating depression: cognitive behaviour therapy (CBT), including challenging irrational thoughts.<br>• The biological approach to explaining OCD: genetic and neural explanations;<br>• The biological approach to treating OCD: drug therapy.<br><br>---<br><br>Quantitative and qualitative data; the distinction between qualitative and quantitative data<br>collection techniques.<br>• Primary and secondary data, including meta-analysis.<br>• Descriptive statistics: measures of central tendency – mean, median, mode; calculation of<br>mean, median and mode; measures of dispersion; range and standard deviation; calculation<br>of range; calculation of percentages; positive, negative and zero correlations.<br>• Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, | | To be able to calculate the mean, identify the median and mode in exmaple research.<br><br>To be able to decide on which is the best graph to use to show results and to justify this decision.<br><br>TO be able to understand and explain distributions and skewed distributions. | |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | | histograms.<br>• Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.<br>• Analysis and interpretation of correlation, including correlation coefficients.<br>• Levels of measurement: nominal, ordinal and interval.<br>• Content analysis and coding. Thematic analysis. | | | |
| Spring 1 | Biopsychology (teacher 1)<br><br>Research Methods (teacher 2) | • The divisions of the nervous system: central and peripheral (somatic and autonomic).<br>•The structure and function of sensory, relay and motor neurons.<br>• The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition (and summation).<br>• The function of the endocrine system: glands and hormones.<br>• The fight or flight response including the role of adrenaline.<br>• Localisation of function in the brain: motor, somatosensory, visual, auditory and language centres;<br>• Hemispheric lateralisation: Broca's and Wernicke's areas, split brain research. | Knowledge of the **Research Methods terminology** plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.<br><br>Knowledge of key studies from the Approaches, Psychopathology and Memory sections will be revisited when examining the relevant research methods that were used in the named and extra studies used to evaluate in these modules. | To be able to label diagrams of the brain, the CNS and PNS.<br><br>To know the different parts of a neuron and to be able to explain the process of synaptic transmission.<br><br>To evaluate the effectiveness of different ways of studying the brain.<br><br>To be able to read at a research journal in Psychology and ascertain the different | The specification<br>The Year 2 digital textbook<br>The year 1 digital textbook<br>Past Papers Resources<br>Model Answers<br>Tutor2U Website<br><br>Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |

| | | | | | |
|---|---|---|---|---|---|
| | | • Plasticity and functional recovery of the brain after trauma.<br>• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations.<br>• Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms.<br>• The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.<br><br>---<br><br>• Content analysis.<br>• Case studies.<br>• Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer improving reliability.<br>• Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.<br>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. | | components, for example, the abstract as opposed to the introduction. To be able to know the format of academic referencing. | |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | | • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.<br>• Statistical testing; the sign test. When to use the sign test; calculation of the sign test. | | | |
| Spring 2 | Memory (teacher 1)<br><br>Attachment (teacher 2) | • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview<br><br>• Caregiver-infant interactions in humans: reciprocity and interactional | Knowledge of the **Research Methods terminology** plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.<br><br>Knowledge of key studies from the Approaches, Psychopathology and Memory sections will be revisited when examining the relevant research methods that were used in the named and extra studies used to evaluate in these modules.<br><br>The attachment unit contains elements of cognitive psychology, specifically the role of schema and how biologists would argue that attachment style is as also related and influenced by the | To be able to draw different memory models<br><br>To refer back to the cognitive approach when learning about memory<br><br>To be able to infer results from memory research and use these to evaluate the effectiveness of different memory models<br><br>To be able to identify the different approaches in learning about relationships<br><br>To be able to understand the process of research used in relationship studies and evaluate the design and methods used in that research | The specification<br>The Year 2 digital textbook<br>The year 1 digital textbook<br>Past Papers Resources<br>Model Answers<br>Tutor2U Website<br><br>Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | | synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. | biological temperament of the the infant and caregiver. | | |
| Summer 1 | Memory (teacher 1)<br><br>Attachment (teacher 2) | • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interview<br><br>• Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and | Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.<br><br>The memory unit is a cognitive psychological module so there are links into this approach and the methods used to evaluate cognitive psychology.<br><br>The memory unit is a cognitive psychological module so there are links into this approach and the methods used to evaluate cognitive psychology<br><br>The attachment unit contains elements of cognitive psychology, specifically the role of schema and how | | |

| | | | | | |
|---|---|---|---|---|---|
| | | adult relationships, including the role of an internal working model. | biologists would argue that attachment style is as also related and influenced by the biological temperament of the the infant and caregiver. | | |
| Summer 2 | Social Influence (teacher 1)<br><br>Revision (teacher 2) | Types of conformity: internalisation, identification and compliance.<br>• Explanations for conformity: informational social influence and normative social influence,....<br>• The variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.<br>• Conformity to social roles as investigated by Zimbardo.<br>• Explanations for obedience: agentic state and legitimacy of authority, ….<br>• The situational variables affecting obedience including proximity uniform and location as investigated by Milgram.<br>• Dispositional explanation for obedience: the Authoritarian Personality.<br>• Explanations of resistance to social influence, including social support (situational) and locus of control.(dispositional)<br>• Minority influence including reference to consistency, commitment and flexibility. | Biopsychology revisits all knowledge about biological approach and biological explanations and treatments for OCD. It covers some content that is on the GCSE science curriculum. It will be necessary to know the biological approach for Schizophrenia. | To be able to make connections between different approaches and research methods in understanding social influence<br><br>To be able to describe a piece of research used in social influence and to evaluate the design and methods used in that research<br><br>To draw together all aspects of the course so far and use this knowledge and understanding to develop responses to exam questions. | Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | | • The role of social influence processes in social change. | | | |
| **Yr13 (KS5)** | **Topic Area** | **Knowledge/Skills that are taught** | **Knowledge/Skills revisited** | **What does good look like?** | **Resources/support at home** |
| Autumn 1 | Schizophrenia (teacher 1)<br><br>Relationships (teacher 2) | • Classification of schizophrenia.<br>•Symptoms of schizophrenia<br>•The anti-psychiatry movement and its influence on attitudes towards Sz<br>•Reliability and validity in diagnosis and classification of schizophrenia, • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations • Drug therapy: typical and atypical antipsychotics.<br><br>• The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. • Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. | Knowledge of the **Research Methods terminology** plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.<br><br>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches. | To refer back to approaches when describing causes and treatments for Schizophrenia<br><br>To be able to critique the language of diagnosis in psychological disorders<br><br>To contextualise the psychological view of Sz by learning about the anti-psychiatry movement<br><br>To be able to evaluate one approach against another approach in understanding the causes and treatments of Sz | The specification<br>The Year 2 digital textbook<br>The year 1 digital textbook<br>Past Papers Resources<br>Model Answers<br>Tutor2U Website<br><br>Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| Autumn 2 | Sz<br>(teacher 1)<br><br>Relationships<br>(teacher 2) | • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. •Token economies as used in the management of schizophrenia. • The interactionist approach; the diathesis-stress model.<br><br>• Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. • Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. | Knowledge of the **Research Methods terminology** plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.<br><br>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.<br><br>Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly. | Identify and elaborate on at least one detailed strength and one detailed limitation for each sub section of Relationships.<br><br>To ensure a variety of analytical points are made where students draw upon different areas of the specification e.g issues and debates, methodology, ethics as well as specific research that provide a strength/limitation<br><br>That students understand the question posed and are providing relevant content for that question. Sections of Relationships are similar e.g 'factors affecting' and 'theories of'. Use of past papers and mark schemes can help here.<br><br>A firm understanding of the specialist terminology in this area<br><br>Effectively applying theoretical content to a novel, everyday situation posed by examiners. | The specification<br>The Year 2 digital textbook<br>The year 1 digital textbook<br>Past Papers Resources<br>Model Answers<br>Tutor2U Website<br><br>Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |
| Spring 1 | Issues and Debates<br>(teacher 1) | • Gender and culture in Psychology – universality and bias. • Free will and determinism: hard determinism and | The issues and debates module explicitly revisits all the approaches learnt in both | | Powerpoints from the lesson (posted on google classroom) |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| | Aggression (teacher 2) | soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. • The nature-nurture debate • Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity.<br><br>• Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation.<br>• Institutional aggression in the context of prisons: dispositional and situational explanations.<br>• Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. | year 1 and year 2 as well as the evaluatory difference between them.<br><br>Theories in aggression tend to come from either the cognitive or biological perspectives and can be evaluated accordingly. | Identify and elaborate on at least one detailed strength and one detailed limitation for each sub section of Aggression.<br><br>To ensure a variety of analytical points are made where students draw upon different areas of the specification e.g issues and debates, methodology, ethics as well as specific research that provide a strength/limitation<br><br>To understand the difference between Evolutionary theories of aggression and Ethological theories. Students confuse content here.<br><br>Use specialist terminology and key concepts appropriately<br><br>Effective application of theory to real life situations.<br><br>To be able to describe the nature and structure of the limbic system in relation to aggression | Journals for extension (available on the shared drive and google classroom) |

fortismere **Psychology KS5 Curriculum Map 2023-2024**

| | | | | | |
|---|---|---|---|---|---|
| Spring 2 | RM in context (teacher 1)<br><br>Aggression (teacher 2) | •Revision of all RM by looking at numerous studies in all topics<br><br>• Neural and hormonal mechanisms in aggression, including the roles of the limbic system,<br>serotonin and testosterone. Genetic factors in aggression, including the MAOA gene.<br>• The ethological explanation of aggression, including reference to innate releasing<br>mechanisms and fixed action patterns. Evolutionary explanations of human aggression. | Students' understanding of research methods, gained through classroom experience of practical<br>Psychology, will be assessed using familiar scenario-based question style and research methods questions embedded in topics | To be able to analyse a piece of research in psychology and identify all the correct components of it. To be able to read critical values in inferential statistics | Powerpoints from the lesson (posted on google classroom)<br><br>Journals for extension (available on the shared drive and google classroom) |
| Summer 1 | Revision | | | | |
| Summer 2 | Exams | Exams | | | |