

Notes	
New exam board (AQA) so subject to change.	

Subject group	Faculty	Social Science
	Subject	A-Level Psychology

Year 12		Term	Aut 1	Unit	1 & 2	Term	Aut 2	Unit	1 & 2	Term	Spr 1	Unit	1 & 2	Term	Spr 2	Unit	1 & 2	Term	Sum 1	Unit	1 & 2	Term	Sum 2	Unit	1 & 2
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Paper 1: Introductory Topics in Psychology. <b>Paper 2: Psychology in Context.</b>				Paper 1: Introductory Topics in Psychology. <b>Paper 2: Psychology in Context.</b>				Paper 1: Introductory Topics in Psychology. <b>Paper 2: Psychology in Context.</b>				Paper 1: Introductory Topics in Psychology. <b>Paper 2: Psychology in Context.</b>				Paper 1: Introductory Topics in Psychology. <b>Paper 2: Psychology in Context.</b>				Paper 1: Introductory Topics in Psychology. <b>Paper 2: Psychology in Context.</b>			
	Subject Knowledge introduced / developed / revised	Paper 1: Introductory topics in Psychology. Students have an overview of research methods, practical research skills and mathematical skills required. <b>Paper 2: Approaches in Psychology. Students explore the origins of Psychology and the assumptions of the learning, social biological, psychodynamic and humanistic approaches.</b>				Paper 1: Social influence. Students explore types of conformity, explanations of obedience and disobedience, explanations of resistance to social influence and the role of social influence processes in social change. <b>Paper 2: Biopsychology. Students explore the divisions of the nervous system, the role of neurons, flight or fight response, localisation of function in the brain and ways to study the brain.</b>				Paper 1: Memory. Students explore the multi-store model of memory, the working memory model, explanations for forgetting and factors affecting the accuracy of eyewitness testimony. <b>Paper 2: Research methods. Students study scientific processes in research.</b>				Paper 1: Attachment. Students study explanations of attachment, including Bowlby's theory of maternal deprivation and the influence of early attachment on childhood and adult relationships. <b>Paper 2: Research methods. Students consider how data is handled and analysed.</b>				Paper 1: Psychopathology. Students understand definitions of abnormality, consider characteristics of phobias, depression and obsessive-compulsive disorder. Students explore different approaches to explaining and treating phobias, depression and obsessive-compulsive disorder. <b>Paper 2: Students learn which inferential tests to use.</b>				Paper 1 and Paper 2 recap and exam question focus.			
	skills developed / extended / used	Students will develop skills to enable them to understand psychological concepts, theories, research studies, research methods and ethical issues in relation to content. Students will develop their maths skills. <b>Students use the approaches to discuss topics.</b>				Students demonstrate an understanding of the impact of research into conformity by Zimbardo. <b>They demonstrate knowledge and understanding of biopsychology.</b>				Students can apply knowledge from this topic to their own memory and recall of their own post 16 studies. <b>Students can apply research skills and conduct their own pilot study.</b>				Students analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the content. <b>Students can apply research skills and conduct their own pilot study.</b>				Students evaluate therapies and treatments including in terms of their appropriateness and effectiveness. <b>Students demonstrate knowledge and understanding of inferential testing and be familiar with the use of inferential tests.</b>				Students demonstrate knowledge and understanding of paper 1 and 2 topics. Students apply knowledge to exam questions and have confidence in their evaluative skills.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Introduction to different approaches and concepts encourages students to consider there can be different explanations and views for people's actions and attitudes.				Understanding of how social influence explains individuals behaviour. <b>Students understand difference in how individual's brains work and biological reasons for behaviour.</b>				Students develop an understanding of the diversity of academic ability. <b>Students understand the importance of ethical issues in research.</b>				Understanding of some reasons some individuals may struggle to form relationships. Inclusion of looked after children. <b>Students understand the importance of ethical issues in research.</b>				Students develop an understanding of how some mental health issues affect individuals and the impact it has on their lives. <b>Students understand the importance of ethical issues in research.</b>				Scenarios in the exam could reflect students personal circumstances so students understand the need to be respectful in discussions.			
	Links to 'Destinations and Employability'	An understanding of human behaviour is fundamental to many jobs in society and the study of psychology at degree level.				Aids progression to a range of sectors where knowledge of psychology is helpful, including law enforcement, business and marketing, education and health care.				Use of standard sector research methodology used in higher education.				Use of standard sector research methodology used in higher education.				Developing the ability to improve practice through self-reflection and feedback from others, on personal and professional development which is good workplace practice.				These topics help progression to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.			
	Enrichment Opportunities offered or developed	Students offered extra study support sessions.				Students offered extra study support sessions. Links with History Department to further explore conformity and obedience historically.				Students set up and facilitate study groups using skills learnt from this topic.				Extra support offered to guide students in conducting their pilot study. Students chose their own sample so could involve the community.				Links with the school counsellors to speak to students about treatments and therapies in practice.				Students offered extra study support sessions.			

Subject group	Faculty	Social Science
	Subject	A-Level Psychology

Year 13		Term	Aut 1	Unit	3	Term	Aut 2	Unit	3	Term	Spr 1	Unit	3	Term	Spr 2	Unit	3	Term	Sum 1	Unit		Term	Sum 2	Unit	
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Paper 3: Issues and Options in Psychology				Paper 3: Issues and Options in Psychology				Paper 3: Issues and Options in Psychology				Paper 3: Issues and Options in Psychology				All papers							
	Subject knowledge introduced / developed / revised	Issues and debates: Students consider the issues and debates in Psychology. These include gender and culture, free will and determinism, the nature-nurture debate, holism and reductionism, and idiographic and nomothetic approaches to psychological investigation. Students also consider ethical implications of research studies and theory.				Relationships: Students explore evolutionary explanations for partner preferences, factors affecting attraction in romantic relationships, theories of romantic relationships, virtual relationships in social media and parasocial relationships.				Stress: Students consider the physiology of stress, sources of stress, measuring and managing stress.				Addiction: Students describe addiction, discuss risk factors in the development of addiction, give explanations for nicotine and gambling addiction and suggest ways of reducing addiction				All papers recap and exam question focus.							
	skills developed / extended / used	Students demonstrate and apply a knowledge and understanding of the Issues and debates in Psychology. They give reasons for the application of the debates and evaluate them.				Explore the use and effectiveness of psychological approaches and theories in relation to explaining and evaluating relationships.				Students develop analytical and evaluative skills when discussing sources of stress and managing it.				Students use approaches to give explanations of addiction. They apply theories of behaviour change to addictive behaviour.				Students demonstrate knowledge and understanding of all topics. Students apply knowledge to exam questions and have confidence in their evaluative skills.							
	Opportunities to develop 'respectful attitudes' / Inclusion and Diversity	Students respectfully discuss if behaviour is fixed or if people have the choice to change it. They discuss the impact of upbringing and experiences on behaviour.				Students discuss situations with respect and sensitivity around the topic of relationships.				Children's Mental Health Week is during this time with whole school assemblies addressing stress, mental health and inclusivity.				Students discuss situations with respect and sensitivity around the topic of addiction.				Scenarios in the exam could reflect students personal circumstances so students understand the need to be respectful in discussions. Students learn skills to cope with exam pressures.							
	Links to 'Destinations and Employability'	Students often progress to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.				Aids progression to a range of sectors where knowledge of psychology is helpful, including law enforcement, business and marketing, education and health care.				Students are equipped with skills that will help to prepare for a higher-education course such Nursing, Social Worker or becoming a Counsellor.				Students are equipped with skills that will help to prepare for a higher-education course such Nursing, Social Worker or becoming a Counsellor.				Students are equipped with skills that will help to prepare for a higher-education course such Nursing, Social Worker or becoming a Counsellor.							
	Enrichment Opportunities offered or developed	Students offered extra study support sessions.				Students offered extra study support sessions. Exploring opportunities to involve services such as Relate.				Students offered extra study support sessions. Exploring opportunities to involve local employers in this unit.				Students offered extra study support sessions. Exploring opportunities to involve local employers in this unit.				Students offered extra study support sessions. Exploring opportunities to involve local employers in this unit.							

Subject group	Faculty	Social Science
	Subject	BTEC Applied Psychology

Year 12		Term	Aut 1	Unit	1	Term	Aut 2	Unit	1	Term	Spr 1	Unit	2	Term	Spr 2	Unit	2	Term	Sum 1	Unit	2	Term	Sum 2	Unit	3
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Unit 1: Psychological Approaches and Applications				Unit 1: Psychological Approaches and Applications				Unit 2: Conducting Psychological Research				Unit 2: Conducting Psychological Research				Unit 2: Conducting Psychological Research				Unit 3: Health Psychology			
	Subject knowledge introduced / revised	Key psychological approaches, their assumptions and concepts introduced.				Key psychological approaches developed to allow students to understand how these approaches and concepts can explain gender, aggression and consumer behaviour.				Understand research methods and their importance in psychological inquiry. Students produce a report discussing the importance of research in informing and improving practice and provision, detailing the way in which research is organised and giving an evaluation of the importance of research in answering specific questions.				Plan research to investigate psychological questions. Students produce a report discussing a proposal for a pilot study that takes account of research questions, methods, participants, procedures, time and organisational management. Students carry out their planned pilot study to explore current issues in psychology.				Review implications of research into psychological inquiry. Students produce a report that discusses the findings and success of the pilot study, the implications of research on practice and provision, and the impact, through self-reflection and feedback from others, on personal and professional development.				Psychological definition of health and ill health, addiction and stress. Psychological approaches to health and suggest how these could be applied to different scenarios. Theories of stress, behavioural addiction and physiological addiction, and application of these to different scenarios.			
	skills developed / extended / used	Demonstrate psychological knowledge, be able to recall key assumptions, concept.				Demonstrate understanding by explaining the link between psychological assumptions and concepts to behaviour in society. Apply and evaluate psychological assumptions and concepts to explain contemporary issues of relevance to society.				Students select and apply both transferable and specialist knowledge and concepts from unit 1 to explain contemporary issues of relevance to society.				Students complete their own psychological investigations using standard sector research methodology and examine the application of their findings and the implication for professional practice and provision. Students develop these skills by carrying out a pilot study to explore current issues in psychology. Students produce a report on procedures followed for conducting research and collecting and analysing data.				Students use self reflection skills and feedback from others to evaluate their own development in personal terms and as a researcher.				Students demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change.			
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Introduction to different approaches encourages students to consider there can be different explanations and views for people's actions and attitudes.				Understanding of how psychological concepts explain gender. Discussion around LGBTQ+ individuals and communities.				Understanding of socially sensitive research and the ethical code.				Understanding of people's attitudes when conducting research. Choosing representative sampling methods.				Giving respectful and constructive feedback to peers on their presentation. Acknowledging own strengths and weaknesses in self reflection.				Scenarios in the exam could reflect students personal circumstances so students understand the need to be respectful.			
	Links to 'Destinations and Employability'	An understanding of human behaviour is fundamental to many jobs in society and the study of psychology at degree level.				Aids progression to a range of vocational sectors where knowledge of psychology is helpful, including law enforcement, business and marketing, education and health care.				Students are equipped with skills that will help to prepare for a higher-education course such as a BSc in Criminology and Psychology.				Use of standard sector research methodology used in higher education.				Developing the ability to improve practice through self-reflection and feedback from others, on personal and professional development which is good workplace practice.				The unit places an emphasis on applying health psychology in a vocational setting and gives the opportunity to develop an understanding of the work of health psychologists and other healthcare practitioners. It will also help progression to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.			
	Enrichment Opportunities offered or developed	Students offered extra study support sessions. Exploring opportunities to involve local employers in this unit.				Students offered extra study support sessions. Exploring opportunities to involve local employers in this unit.				Exploring contemporary issues in society by keeping up to date with current affairs.				Extra support offered to guide students in conducting their pilot study. Students chose their own sample so could involve the community.				Students develop public speaking skills.				Students offered extra study support sessions. Exploring opportunities to involve local employers in this unit.			

Subject group	Faculty	Social Science
	Subject	BTEC Applied Psychology

Year 13		Term	Aut 1	Unit	3	Term	Aut 2	Unit	3	Term	Spr 1	Unit	6	Term	Spr 2	Unit	6	Term	Sum 1	Unit	6	Term	Sum 2	Unit	
		Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage				Curriculum / Syllabus coverage			
	Unit title	Unit 3: Health Psychology				Unit 3: Health Psychology				Unit 6: Introduction to Psychopathology				Unit 6: Introduction to Psychopathology				Unit 6: Introduction to Psychopathology							
	Subject Knowledge introduced / developed / revised	Students demonstrate and apply a knowledge and understanding of the key principles of approaches to non-substance related addiction. This is developed from the approaches learnt in unit 1.				Students demonstrate a knowledge and understanding of the key concepts of theories and explore their effectiveness in predicting behavioural change and treatments which apply these theories to scenarios, justifying their decisions.				Understand modern and historical concepts of psychopathology in society. Students make a report exploring ways in which psychopathology has been defined, and the changing perceptions and explanations of the way psychopathology is perceived and treated.				Students examine causes, types and characteristics of mental disorders.				Students develop their understanding of mental health disorders by examining approaches used by professionals in treating different mental disorders and their specific roles in diagnosing and treating individuals.							
	skills developed / extended / used	Students apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts.				Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change.				Students develop analytical and evaluative skills when evaluating how the concept of psychopathology has been viewed historically.				Students develop skills to analyse and evaluate the impact of causal factors that contribute to mental disorders in relation to its associated characteristics.				Students analyse and evaluate the ways in which professionals can contribute to the treatment of individuals with mental disorders.							
	Opportunities to develop 'Respectful attitudes' / Inclusion and Diversity	Links made to topics such as discrimination and body image which are explored in KS3/4 PSHE curriculum.				Students discuss situations with respect and sensitivity around the topic of addiction.				Children's Mental Health Week is during this time with whole school assemblies addressing mental health and inclusivity.				Students develop an understanding to the causes of mental health disorders which reduces the stigma and barriers faced.				Students understand the role of health professionals in treating mental health disorders and can relate to professionals within our school environment and the community referral process.							
	Links to 'Destinations and Employability'	The unit places an emphasis on applying health psychology in a vocational setting and gives the opportunity to develop an understanding of the work of health psychologists and other healthcare practitioners. It will also help progression to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.				The unit places an emphasis on applying health psychology in a vocational setting and gives the opportunity to develop an understanding of the work of health psychologists and other healthcare practitioners. It will also help progression to employment in a healthcare profession such as nursing or social care and to a role that supports the motivation of others, such as teacher, life coach and sports coach.				Students are equipped with skills that will help to prepare for a higher-education course such as Nursing, Social Worker or becoming a Counsellor.				Students are equipped with skills that will help to prepare for a higher-education course such as Nursing, Social Worker or becoming a Counsellor.				Students are equipped with skills that will help to prepare for a higher-education course such as Nursing, Social Worker or becoming a Counsellor.							
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