Psychology Curriculum Overview – Year 13 A Level

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
			Autumn Term 1			
BioPsychology	 The divisions of the nervous system: central and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline. Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, 	Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill) Apply psychological knowledge and understanding to novel scenarios (AO2 Skill) Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill) Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)	Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate) Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.	Seneca Learning Revision for in class assessments Flipped Learning tasks	 This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: (UV)Grateful when understanding how Psychological knowledge and understanding has developed and improved over time. (GV)Service and Sacrifice in the context of the theoretical and empirical contributions made by research into bioPsychology (CV)Solidarity and common good in applying BioPsych approach to real life 	Links closely with the biological approach on the Approaches unit in Year 1 and Schizophrenia as well as aggression and Stress

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	auditory and language		(BV)Mutual respect for
	centres; Broca's and		different beliefs when
	Wernicke's areas, split		evaluating and
	brain research.		appreciating different
	Plasticity and		perspectives in explaining
	functional recovery of		behaviour.
	the brain after trauma.		Cultured Constrain
	• Ways of studying the		Cultural Capital: Using formal
	brain: scanning		language and
	techniques, including		Psychological
	functional magnetic		terminology to
	resonance imaging		improve literacy
	(fMRI);		Widen students'
	electroencephalogram		contextual
	(EEGs) and event-		understanding with
			a 'watchlist', signposting high
	related potentials		quality
	(ERPs); post-mortem		documentaries
	examinations.		films and reading
	Biological rhythms:		Building Schema and
	circadian, infradian and		connections to the
	ultradian and the		wider world
	difference between		Understanding that
	these rhythms. The		research can feed
	effect of endogenous		into changes in law, for example, the
	pacemakers and		impact of research
	exogenous zeitgebers		on the economy and
	on the sleep/wake		health policy.
	cycle.		 Understanding data
			and how to interpret
			and draw
			conclusions, as well
			as thinking Critically
			regarding its application and use.
			application and use.
			Cross-curricular: CC Links to
			most other A Level and BTEC
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					subjects. In particular, Biology, BTEC Applied Biology, BTEC Health and Social Care, Maths, BTEC Applied Psychology and BTEC Sports Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This Unit fits well with Careers in research, Healthcare and other fields where understanding the physical body is important such as Physiotherapy, Osteopathy and Pharmacy.	
Research Methods	 Data handling and analysis Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data, including meta- analysis. Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, 	Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill) Apply psychological knowledge and understanding to novel scenarios (AO2 Skill) Analyse, interpret and evaluate psychological concepts, theories,	Autumn Term 2 Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate) Self-assessments and reflections on learning and feedback	Seneca Learning Revision for in class assessments Flipped Learning tasks	This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: • (UV) United in Harmony when discussing the impact of research on the scientific community and how it impacts wider, local and international communities. • (GV)Truth and Justice when	Research methods is applied assessed on all three papers and in the context of all units. It is an applied skill and students are expected to make links through evaluation as well as application.

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median and mode;	research studies and	Assessment checks during	looking at the
measures of	research methods	lessons which include	integrity of
dispersion; range and	(AO3 Skill)	questioning techniques, quizzes, Exit tasks, Peer	empirical research
standard deviation;	Evaluate thereasies	instruction/Presentations	and the heavy
calculation of range;	Evaluate therapies and treatments	and more.	price we can pay
calculation of	including in terms of		for fraudulent or
percentages; positive,	their appropriateness		faulty research
negative and zero	and effectiveness		 (CV) Solidarity and
correlations.	(AO3 Skill)		common good
Presentation and			when discussing
			the importance of
display of quantitative			scientific research
data: graphs, tables,			(BV) The rule of law when
scattergrams, bar			understanding that
charts, histograms.			research can feed into
Distributions: normal			changes in law, for
and skewed			example, the impact of
distributions;			research on the economy
characteristics of			and health policy.
normal and skewed			
distributions.			Cultural Capital:
Analysis and			Using formal
interpretation of			language and
			Psychological terminology to
correlation, including			terminology to improve literacy
correlation coefficients.			Widen students'
Levels of			contextual
measurement:			understanding with
nominal, ordinal and			a 'watchlist',
interval.			signposting high
Content analysis and			quality
coding. Thematic			documentaries
analysis.			films and reading
Inferential testing			Building Schema and
Students should			connections to the wider world
demonstrate			Understanding that
			Orderstanding that research can feed
knowledge and			into changes in law,
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	understanding of	I			for example, the	
	understanding of				impact of research	
	inferential testing				on the economy and	
	and be familiar with				health policy.	
	the use of inferential				Understanding data	
	tests.				and how to interpret	
	 Introduction to 				and draw	
	statistical testing; the				conclusions, as well	
	sign test. When to use				as thinking Critically	
	the sign test;				regarding its	
	calculation of the sign				application and use.	
	test.				Cross-curricular: CC Links to	
	Probability and				most other A Level and BTEC	
	significance: use of				subjects. In particular,	
	statistical tables and				Sociology, BTEC Applied	
					Psychology, Maths, Govt and	
	critical values in				Politics, Science, Geography,	
	interpretation of				Economics	
	significance; Type I and					
	Type II errors.				Careers: Psychology is an applied subject. Therefore,	
	 Factors affecting the 				there are regular	
	choice of statistical				opportunities to explore the	
	test, including level of				many areas of work that	
	measurement				Psychology can lead to.	
	and experimental				Research Methods is a	
	design. When to use				transferable skill which can be	
	the following tests:				useful in almost any career	
	Spearman's rho,				and workplace.	
	Pearson's r, Wilcoxon,					
	Mann-Whitney, related					
	•					
	t-test, unrelated t-test					
	and Chi-Squared test.					
			Spring Term 1			
Issues and	Gender and culture in	Knowledge and	Range of Formal and	Seneca Learning	This unit will fit well and can	Issues and Debates
debates	Psychology –	understanding of psychological	informal assessments including:	Revision for in	link well with almost Catholic	underpin all units
	universality and bias.	concepts, theories,		class assessments	Social Teaching and Ursuline	and is used
					Values.	

Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. research studies, research methods and ethical issues (AO1 Skill) Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills Flipped Learning tasks In particular: • (UV) Faith filled and hopeful issues and debates lends itself to discussion and reflection on the course tasks	ally across se.
alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. and ethical issues (AO1 Skill) Apply psychological knowledge and	
cultural bias, including ethnocentrism and cultural relativism.(AO1 Skill)choice to extended 16 mark questions focusing on AO1, 2 and 3 skillsand hopeful issues and debates lends itself to discussion	
ethnocentrism and cultural relativism.Apply psychological knowledge andon AO1, 2 and 3 skillsand debates lendsitself to discussion	
cultural relativism. knowledge and itself to discussion	
knowledge and	
Free will and understanding to End of topic assessment and reflection on and reflection on	
determinism: hard novel scenarios (AO2 (with integrated RM our role in the	
determinism and soft Skill) where appropriate) world	
determinism; Analyse interpret Self-assessments and and more when	
Analyse, interpret and mercy when and mercy when	
environmental and evaluate and feedback	
such as such as	
psychic determinism. concepts, theories, The scientific emphasis research studies and Assessment checks during (c) (b) bit his science	
an causal explanations. (AO3 skill) questioning techniques, responsibilities as	
Ine nature-nurture quizzes, Exit tasks, Peer Psychologist when	
debate: the relative Evaluate therapies instruction/Presentations considering gender	
importance of heredity and treatments and more. and culture bias in	
and environment in including in terms of research	
determining behaviour; their appropriateness (BV) Law: Ethical	
the interactionist and effectiveness implications of research.	
approach. (AO3 Skill) What is Law and what is	
Holism and 'Ethics'	
reductionism: levels of Cultural Capital:	
explanation in Using formal	
Psychology. Biological language and	
reductionism and Psychological	
environmental terminology to	
(stimulus-response) improve literacy	
Widen students'	
contextual	
Idiographic and understanding with a 'watchlist',	
psychological	
investigation. films and reading	

Filtration for the			
Ethical implications of research		Building Schema and	
studies and theory, including		connections to the	
reference to social sensitivity.		wider world	
		Understanding that	
		research can feed	
		into changes in law,	
		for example, the	
		impact of research	
		on the economy and	
		health policy.	
		Understanding data	
		and how to interpret	
		and draw	
		conclusions, as well	
		as thinking Critically	
		regarding its	
		application and use.	
		Cross-curricular: CC Links to	
		most other A Level and BTEC	
		subjects. In particular,	
		Sociology, BTEC Applied	
		Psychology, Maths, Govt and	
		Politics, Science, Geography,	
		Economics and Philosophy	
		and Ethics	
		Careers: Psychology is an	
		applied subject. Therefore,	
		there are regular	
		opportunities to explore the	
		many areas of work that	
		Psychology can lead to.	
		Studying Issues and debates	
		gives students a wealth of	
		knowledge and skill that is	
		transferable to most careers	
		but especially Law, Academia,	
		Medicine and Science related	
		careers.	
	Spring Term 2		

Cabizanhrania	Classification of	Knowledge and	Range of Formal and	Seneca Learning	This unit will fit well and can	Classily links to
Schizophrenia	Classification of cohizonbronia Bacitiv		informal assessments		link well with almost Catholic	Closely links to
	schizophrenia. Positiv	psychological	including:	Revision for in		Psychopathology
	symptoms of	concepts, theories,	including.	class assessments	Social Teaching and Ursuline	and Bio Psychology
	schizophrenia,	research studios	Regular exam focused		Values.	
	including hallucination	research methods	timed assessments in class	Flipped Learning		
	and delusions.	and ethical issues	ranging from multiple	tasks	In particular:	
	Negative symptoms o	(AO1 Skill)	choice to extended 16		 (UV)Listening and 	
	schizophrenia,	, ,	mark questions focusing		attentive.	
	including	Apply psychological	on AO1, 2 and 3 skills		Exploring how they	
	speech poverty and	knowledge and			feel about mental	
	avolition. Reliability	understanding to	End of topic assessment		health and	
	and validity in	novel scenarios (AO2	(with integrated RM		misconceptions	
	diagnosis and	Skill)	where appropriate)		they may have.	
	classification				 (GV) Dignity and 	
	of schizophrenia,	Analyse, interpret	Self-assessments and		compassion. Are all	
	including reference to	and evaluate	reflections on learning		treatments ethical	
	co-morbidity, culture	psychological	and feedback		and treat patients	
	and gender bias	concepts, theories,			-	
	and symptom overlap	research studies and	Assessment checks during		with dignity and	
	 Biological explanation 	research methous	lessons which include questioning techniques,		Compassion	
		^S (AO3 Skill)	quizzes, Exit tasks, Peer		• (CV) Rights and	
	for schizophrenia:		instruction/Presentations		responsibility of	
	genetics and neural	Evaluate therapies	and more.		those that are	
	correlates, including	and treatments			suffering with	
	the dopamine	including in terms of			mental health	
	hypothesis.	their appropriateness			issues and those	
	Psychological	and effectiveness			who care for them	
	explanations for	(AO3 Skill)			from family to	
	schizophrenia: family				professionals and	
	dysfunction and				govts)	
	cognitive explanations	, ,			(BV) Individual liberty. Are	
	including dysfunctiona	al			treatments ethical in	
	thought processing.				allowing individuals	
	Drug therapy: typical				freedom of choice. Can	
	and atypical				some be used for social	
	antipsychotics.				control by governments	
	Cognitive behaviour				control by governments	
	therapy and family				Cultural Capital:	
	therapy as used in the				Cultural Capital.	
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treatment		Using formal
of schizophrenia. Token		language and
economies as used in		Psychological
the management of		terminology to
schizophrenia.		improve literacy
The importance of an		Widen students'
		contextual
interactionist approach		understanding with
in explaining and		a 'watchlist',
treating schizophrenia;		signposting high
the diathesis-stress		quality
model		documentaries
		films and reading
		Building Schema and
		connections to the
		wider world
		Understanding that
		research can feed
		into changes in law,
		for example, the
		impact of research
		on the economy and
		health policy.
		Understanding data
		and how to interpret
		and draw
		conclusions, as well
		as thinking Critically
		regarding its
		application and use.
		application and use.
		Cross-curricular: Links to
		most other A Level and BTEC
		subjects. In particular,
		Biology, BTEC Applied
		Biology, BTEC Health and
		Social Care, Maths, BTEC
		Applied Psychology
		Careers: Psychology is an
		applied subject. Therefore,
		there are regular

			Summer Term 1		opportunities to explore the many areas of work that Psychology can lead to. In Particular the NHS and Healthcare settings	
Relationships	The evolutionary explanations for partner preferences.	Knowledge and understanding of psychological	Range of Formal and informal assessments including:	Seneca Learning Revision for in	This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline	Links to Approaches, attachments and
	 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. 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 	concepts, theories, research studies, research methods and ethical issues (AO1 Skill) Apply psychological knowledge and understanding to novel scenarios (AO2 Skill) Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill) Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)	Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate) Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.	class assessments Flipped Learning tasks	 Social Teaching and Ursuline Values. In particular: (UV) Serviam How we serve others in romantic relationships. Are they about equality or equity (GV) Forgiveness and mercy when exploring the breakdown of relationships (CV) Dignity of the human person in understanding the impact of virtual relationships (CV) Individual Liberty Cultural Capital: Using formal language and Psychological terminology to improve literacy Widen students' contextual 	attachments and issues and debates

breakdown: intra-		understanding with	
psychic, dyadic, social		a 'watchlist',	
and grave dressing		signposting high	
phases.		quality	
Virtual relationships in		documentaries	
social media: self-		films and reading	
disclosure in virtual		 Building Schema and 	
		connections to the	
relationships; effects of		wider world	
absence of gating on		 Understanding that 	
the nature of virtual		research can feed	
relationships.		into changes in law,	
		for example, the	
Parasocial relationships: levels		impact of research	
of parasocial relationships, the		on the economy and	
absorption addiction model		health policy.	
and the attachment theory		 Understanding data 	
		and how to interpret	
explanation.		and draw	
		conclusions, as well	
		as thinking Critically	
		regarding its	
		application and use.	
		Cross-curricular: Links to	
		most other A Level and BTEC	
		subjects. In particular,	
		Biology, BTEC Applied	
		Biology, BTEC Health and	
		Social Care, Sociology,	
		English, Philosophy and Ethics	
		and RS	
		Careers: Psychology is an	
		applied subject. Therefore,	
		there are regular	
		opportunities to explore the	
		many areas of work that	
		Psychology can lead to. In	
		particular Relationships	
		Counselling, Therapy,	
		Coaching and more.	

		Summer Term 2			
Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. Social psychological explanations of human aggression, including the frustration- aggression hypothesis, social learning theory as applied to human aggression, and de- individuation. Institutional aggression in the context of prisons: dispositional and situational explanations. Media influences on aggression, including	Knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues (AO1 Skill) Apply psychological knowledge and understanding to novel scenarios (AO2 Skill) Analyse, interpret and evaluate psychological concepts, theories, research studies and research methods (AO3 Skill) Evaluate therapies and treatments including in terms of their appropriateness and effectiveness (AO3 Skill)	Range of Formal and informal assessments including: Regular exam focused timed assessments in class ranging from multiple choice to extended 16 mark questions focusing on AO1, 2 and 3 skills End of topic assessment (with integrated RM where appropriate) Self-assessments and reflections on learning and feedback Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.	Seneca Learning Revision for in class assessments Flipped Learning tasks	This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values. In particular: • (UV) Courageous and resilient when explaining aggression and exploring how to avoid it – 'Doing the right thing' • (GV) Tolerance and peace can link well to the whole topic • (CV) Rights and responsibilities when discussing the impact of aggression and de individuation or personal responsibility Individual Liberty. Do we have a right to aggressive behaviour through freedom of choice? Determinisms VS free will. Cultural Capital: • Using formal language and Psychological terminology to improve literacy • Widen students' contextual	Links to approaches, biopsychology and Social Psychology, and issues and debates

Image: Interview of the effects of computer games. The role of desensitisation, disinhibition and cognitive priming Image: I
signposting high quality disinhibition and cognitive priming Building Schema and connections to the wider world Understanding that research can feed into changes in law, for example, the impact of research on the economy and
desensitivation, quality disinhibition and documentaries cognitive priming Films and reading Building Schema and connections to the wider world Understanding that research can feed into changes in law, for example, the impact of research on the economy and on the economy and
disinhibition and cognitive priming Building Schema and connections to the wider world Understanding that research can feed into changes in law, for example, the impact of research on the economy and
cognitive priming into connections of the wider world into changes in law, for example, the impact of research on the economy and
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for example, the impact of research on the economy and
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on the economy and
health policy.
Understanding data
and how to interpret
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Cross-curricular: Links to
most other A Level and BTEC
subjects. In particular,
Biology, BTEC Applied
Biology, BTEC Health and
Social Care, Maths, BTEC
Applied Psychology,
Sociology, English
Careers: Psychology is an
applied subject. Therefore,
there are regular
opportunities to explore the
many areas of work that
Psychology can lead to. In
Particular the NHS and
Healthcare settings, Law,
Police and Youth Justice.

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