

PSYCHOLOGY CURRICULUM MAP 2025 – 2026

Intent:

Year 11/ GCSE Psychology:

This qualification aims to engage students effectively in introducing the fundamentals of Psychology, developing critical analysis, independent thinking and research skills.

The course offers a comprehensive introduction to A level Psychology and insight into studying psychology at higher education or employment.

In year 11 the course will begin by teaching the topics in Paper 1 as they offer an introduction to many of the important core themes that run throughout the course. This will also allow the students to gain an understanding of the research methods used in Psychology which underpins the topics covered throughout.

Year 12 and 13/ A Level Psychology:

Students will learn the fundamentals of the subject and develop skills valued by higher education and employers, including critical analysis, independent thinking and research skills.

In year 12 and 13, students follow the AQA specification which has been developed into a scheme of work best suited for positive pupil outcomes. They start with the underpinnings of Psychology; the topic Approaches (Paper 2). They are then taught Research Methods (Paper 2) which again, underpins the rest of the specification (students are also tested on Research Methods in all three of their A level papers). They are then taught Clinical Psychology and Mental Health which is the final topic in Paper 2, this allows students to be assessed as soon as possible with a past paper.

The Approaches and Research Methods knowledge is then consistently drawn back upon throughout the learning of the rest of the specification. By the end of the course students can not only understand, apply and evaluate but can build synoptic links across all topics.

Implementation:

Year	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
11	<u>Research Methods</u> Students must demonstrate knowledge and understanding of a variety of research methods, when they should be used while also being able to evaluate such methods. Additionally, students should be able to interpret raw data in order to draw conclusions. Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed across all	<u>Perception</u> Students will be able to demonstrate knowledge and understanding of theories of sensation and perception. Whilst being able to analyse and evaluate such theories Students will be able to describe and evaluate factors affecting perception. They will also be able to show how the studies for topics relate to the associated theory.	<u>Language</u> Students will be able to describe and evaluate the possible relationship between language and thought. They will be able to apply their knowledge of the effects of language and thought on our view of the world. Students will demonstrate their knowledge and understanding of the differences of animal and	<u>Psychological problems</u> Students will be able to demonstrate knowledge and understanding of mental health and the risk factors. They will be aware of how the incidence of significant mental health problems changes over time. Students will also demonstrate knowledge of the effects of significant	<u>Social influence</u> Students will be able to demonstrate knowledge and understanding of social behaviour. Whilst, understanding and evaluating theories explaining such behaviour. They will be able to show how psychological knowledge of social behaviour change over time and how these inform our understanding of behaviour. In addition, they will be able	<u>Exams</u>

	<p>topic areas in Paper 1. So it is vital this module is taught first.</p> <p>Memory</p> <p>In this module, students must demonstrate knowledge and understanding of the models of memory. While remaining critical of such theories. Additionally, they must be able to analyse and evaluate evidence for the theories of memory. Students must also show their awareness of factors affecting their memory.</p> <p>This module is taught next as there are relevant links in the following topics.</p>	<p>This module is taught next as there are links with development.</p> <p>Development</p> <p>Students will be able to demonstrate knowledge and understanding of early brain development. Students will be able to describe and evaluate Piaget's stage theory and the development of intelligence. Whilst also being able to apply his ideas to education. In addition, students will be able to apply their knowledge of the effects of learning on development. Finally, students will be able to demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity.</p> <p>This topic is taught last so students have completed a whole paper.</p>	<p>human communication. They will also have understanding of non-verbal communication and be able to describe and evaluate the theories of non-verbal behaviour.</p> <p>This module is the first to be taught as there are some links with other topics such as psychological problems. Students also have prior knowledge about Piaget from an earlier topic (development).</p> <p>Brain and Neuropsychology</p> <p>Students will be able to demonstrate knowledge and understanding of the structure and function of neurons, nervous system and neuropsychology. They will be able to analyse, interpret and evaluate theories and studies.</p> <p>This module is taught as an understanding of the brain helps students with the next module (psychological problems) as there are several links.</p>	<p>mental health problems on individuals and society.</p> <p>Moreover, students will have the skills and knowledge necessary to describe and evaluate explanations of addiction and depression.</p> <p>Students will also be able to evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p>	<p>to show how the studies for this relate to the associated theory. Finally, students will be able to demonstrate the contribution of social behaviour to an understanding of individual, social and cultural diversity</p> <p>This module is taught last as it is a stand-alone topic.</p> <p>Recall of learning</p> <p>Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.</p>	
12	<p>Approaches</p> <p>In this module, students for the first time will examine the core psychological approaches and key studies from the specification. Students must demonstrate and evaluate their knowledge and understanding of the key concepts, approaches and related research studies. This module serves as a foundational building block for</p>	<p>Clinical Psychology and Mental Health</p> <p>In this module, students will learn to evaluate therapies and treatments including in terms of their appropriateness and effectiveness for different psychological disorders. This module gives students the opportunity to revisit and deepen their</p>	<p>Memory</p> <p>In this module, students must demonstrate knowledge and understanding of the different models of memory. While remaining critical of such theories. Additionally, they must be able to analyse and evaluate evidence for the theories of memory. Students will draw upon</p>	<p>Attachment</p> <p>This module focuses on human behaviour and how individuals build attachment. While, recognising the individual and societal consequences of when an attachment is broken or not formed. Through this module students are able to analyse, interpret and evaluate psychological</p>	<p>Exams</p>	<p>A2 Approaches</p> <p>Students are introduced to the psychodynamic and humanistic approach to build on their AS approaches knowledge. They then learn how to utilise this knowledge to be critical of the other modules and develop advanced AO3 skills that are required in A2.</p>

	<p>the KS5 curriculum as students use this knowledge and later apply it to other modules e.g. clinical psychology and mental health, memory and gender.</p> <p>Research Methods This module introduces and develops knowledge and understanding of psychological research methods. For instance, experimental and nonexperimental methodologies and techniques. It promotes an understanding of the methods of scientific enquiry used in empirical research and aims to develop relevant knowledge and skills for this process. It also encourages the acquisition of a range of evaluative concepts for reviewing and discussing the design and outcomes of research, and the application of such knowledge to the wider community, society and the economy.</p> <p>Students will deepen this knowledge in A2 research methods. Additionally, students research methods knowledge will be applied to the other modules, for instance attachment or social influence.</p>	<p>approaches knowledge by using it to explain the cause of key psychological disorders.</p> <p>Social influence The social influence module engages students in a debate about morality and behaviour. Through examining key topics such as obedience, conformity and resistance to social influence, students build a critical awareness of human behaviour. Students must demonstrate their knowledge and understanding of the key concepts, theories/ explanations, key research studies required in the specification.</p>	<p>their knowledge of the cognitive approach when examining topics such as retrieval failure and factors affecting eyewitness testimony. This gives students an opportunity to deepen their understanding and application skills of the cognitive approach.</p>	<p>concepts, theories and research studies in relation to attachment. Students also draw upon the learning approach to explain how an attachment is formed between mother and baby. This gives students an opportunity to deepen their understanding and application skills of the learning approach.</p> <p>Recall of learning Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.</p>		<p>Issues and Debates Students will be able to demonstrate knowledge and understanding of key debates in psychology. They will also be able to discuss the implications of such debates. Moreover, students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate. Students will later be able to draw upon this knowledge to enhance their evaluation in essay writing questions.</p>
13	<p>Issues and Debates Students will be able to demonstrate knowledge and understanding of key debates in psychology. They will also be able to discuss the implications of such debates. Moreover, students will be expected to illustrate their answers with knowledge and understanding</p>	<p>Biopsychology Students will be able to demonstrate knowledge and understanding of the nervous system, endocrine system, the brain and biological rhythms. They will be able to analyse, interpret and evaluate theories and studies.</p>	<p>Gender Students will be able to demonstrate knowledge and understanding of a variety of different explanations of gender (drawing from previous knowledge from approaches). Students will be able to evaluate such theories. Moreover, students</p>	<p>Forensic psychology Students will be able to demonstrate knowledge and understanding of Forensic psychology and the criminal justice system. Moreover, students will apply their psychological knowledge to the real-world application of the psychology discipline.</p>	<p>Recall of learning Students will revisit their previous learning during this time. Recall sessions start with a retrieval practice task and then moves into an application and practice phase and then lastly students will engage in critical skills tasks. During</p>	<p>Exams</p>

<p>of topics studied elsewhere in the specification as appropriate. This module is taught first as it allows students to enhance their evaluation in essay writing questions.</p> <p><u>A2 Research methods</u></p> <p>In this module students revisit and deepen their AS research methods knowledge. Students must demonstrate knowledge and understanding of a variety of research methods, when they should be used while also being able to evaluate such methods. Additionally, students should be able to carry out inferential testing in order to interpret data to draw conclusions. Moreover, students must have knowledge and understanding of research methods, practical research skills and mathematical skills. They should also know how to design research. Students are encouraged to recall their experience of their own small-scale research and apply this to the designing a research method topic.</p> <p>This section is taught so students are able to answer application research method questions that appear throughout the rest of the paper.</p>	<p>This module is taught so students are able to complete a whole paper.</p> <p><u>Schizophrenia</u></p> <p>Students will be able to demonstrate knowledge and understanding of symptoms of schizophrenia. Moreover, students will have the skills and knowledge necessary to describe and evaluate explanations of schizophrenia (drawing from relevant knowledge from approaches and psychopathology). Students will also be able to evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p>	<p>will be able to analyse, interpret and evaluate studies to support or refute explanations of gender. Finally, students will be able to describe and evaluate explanations of gender dysphoria.</p>	<p>Students will draw upon their relevant knowledge of approaches and biopsychology to build and deepen the new knowledge they acquire.</p>	<p>this time students will also develop their exam skills through walking talking mocks, exam skills workshop and past paper practice.</p>	
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Enrichment Opportunities:

Students are presented with a wide range of enrichment activities. Students are given the opportunity to take part in Psychology Society, whereby each student delivers a session on a topic of their choice. In an effort to foster an interest in Psychology and social issues, we have a virtual noticeboard on teams where we share links to taster days, free public lectures, potential work experience and any summer school opportunities. For each module, students are presented with wider reading in the form of news articles and psychological reports. This provides students with the opportunity to develop a deeper understanding of the content as well as promoting independent learning.

This year, our Year 12 psychologists were given the opportunity to take part in the Psychology Olympiad. Students completed round 1 which consists of multiple-choice questions, round 2 which consists of short answer questions and round 3 which involved designing their own research project. Students were able to design their study, recruit participants, gather data, draw conclusions and summarise their study in a psychological report. Students expand on their practical skills later in the term. For instance, during half term 6 AS Psychology students conduct their own small-scale research. This gives them a chance to practically apply their knowledge and get first-hand experience of problems using research methods. The student's findings are then collated into a Social science magazine

Impact:

Formative assessment is an integral part of our approach to Teaching and Learning. Over the course of their study, we will use weekly/fortnightly cumulative formative diagnostic assessments (in class or for homework) to ensure that students are consistently retrieving their knowledge of different components. The purpose of this is to ensure all knowledge is retained (and any gaps are identified and addressed promptly) and also to inform teachers' planning. Using this style of assessment, we will make use of the advantages of spaced practice as well as allowing pupils to be able to apply their knowledge to a wide variety of contexts. Students will also sit a summative assessment every term. This assessment will be cumulative and will assess not only what the students have learned over the previous term, but also their understanding of all relevant material previously taught. Staff are supported to mark these accurately and post assessment moderation also takes place to ensure the validity of the data. All data is analysed centrally (not by teachers) and each Subject Leader is given a report outlining the areas of strength and weakness. This is used to inform future planning, support with additional interventions and set changes.