

# Curriculum Overview

Subject: Psychology

Year Group: 10



**CHASE HIGH SCHOOL**  
AMBITION - RESILIENCE - KINDNESS

Teaching in year 10 will focus on content for paper 1; Cognition and Behaviour, and on developing the analytical skills to think like a psychologist. Students will be able to;

- demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories.
- apply psychological knowledge and understanding of the content in a range of contexts
- analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity
- develop an understanding of the interrelationships between the core areas of psychology
- demonstrate knowledge and understanding of research methods

TERM 1	TERM 2	TERM 3
<b>KNOWLEDGE/SKILLS</b>  Research Methods, including; <ul style="list-style-type: none"> <li>• Formulation of hypotheses</li> <li>• Variables</li> <li>• Sampling methods</li> <li>• Designing research</li> <li>• Correlation</li> <li>• Research procedures</li> <li>• Planning and conducting research</li> <li>• Ethical Considerations</li> <li>• Quantitative and qualitative data</li> <li>• Primary and secondary data</li> </ul> Memory, including; <ul style="list-style-type: none"> <li>• Processes of memory</li> </ul>	<b>KNOWLEDGE/SKILLS</b>  Memory, including; <ul style="list-style-type: none"> <li>• Structures of memory</li> <li>• Memory as an active process</li> </ul> Research Methods, including; <ul style="list-style-type: none"> <li>• Computation</li> <li>• Descriptive statistics</li> <li>• Interpretation and display of quantitative data</li> <li>• Normal distributions</li> </ul> Perception, including; <ul style="list-style-type: none"> <li>• Sensation and perception</li> <li>• Visual cues and constancies</li> <li>• Gibson's direct theory of perception</li> <li>• Visual illusions</li> </ul>	<b>KNOWLEDGE/SKILLS</b>  Perception, including; <ul style="list-style-type: none"> <li>• Gregory's constructivist theory of perception</li> <li>• Factors affecting perception</li> </ul> Development, including; <ul style="list-style-type: none"> <li>• Early brain development</li> <li>• Piaget's stage theory</li> <li>• The role of Piaget's theory in education</li> <li>• The effects of learning on development</li> </ul>
<b>KEY ASSESSMENTS</b> In addition to extended writing answers completed fortnightly;  Half Term 1	<b>KEY ASSESSMENTS</b> In addition to extended writing answers completed fortnightly;  Half Term 1	<b>KEY ASSESSMENTS</b> In addition to extended writing answers completed fortnightly;  Half Term 1

<p>Research methods extended written task – designing an experiment, 9 mark answer</p> <p>Half Term 2</p> <p>Research Methods topic test – taken from a past exam paper and completed under exam conditions.</p>	<p>Memory topic test – taken from a past exam paper and completed under exam conditions.</p> <p>Half Term 2</p> <p>Perception topic test – taken from a past exam paper and completed under exam conditions.</p>	<p>Research methods extended task. PPE – full paper 1</p> <p>Half Term 2</p> <p>Development topic test – taken from a past exam paper and completed under exam conditions.</p>
<p>Extended reading suggestions and external resources:</p> <p>The tutor2u website has content and exam practice for all topics <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a>  The Psych Boost YouTube channel is useful for revision <a href="https://www.youtube.com/@PsychBoost">https://www.youtube.com/@PsychBoost</a></p> <p>Flanagan, AQA Psychology for GCSE – copies available in the classroom and online link.</p>		

# Curriculum Overview

Subject: Psychology

Year Group: 11



Teaching in year 11 will focus on the second paper; Social context and behaviour. Students will be able to

- demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories.
- apply psychological knowledge and understanding of the content in a range of contexts
- analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness
- show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour
- demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity
- demonstrate knowledge and understanding of research methods

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Social Influence, including;</b></p> <ul style="list-style-type: none"> <li>• Conformity</li> <li>• Obedience</li> <li>• Prosocial Behaviour</li> <li>• Crowd and collective behaviour</li> </ul> <p><b>Language, thought and communication, including;</b></p> <ul style="list-style-type: none"> <li>• The possible relationship between language and thought.</li> <li>• The effect of language and thought on our view of the world.</li> <li>• Differences between human and animal communication</li> <li>• Non-verbal communication.</li> <li>• Explanations of non-verbal behaviour</li> </ul> <p><b>Brain and neuropsychology, including;</b></p> <ul style="list-style-type: none"> <li>• Brain and neuropsychology.</li> <li>• Neuron structure and function</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p><b>Brain and neuropsychology, including;</b></p> <ul style="list-style-type: none"> <li>• Structure and function of the brain</li> <li>• An introduction to neuropsychology</li> </ul> <p><b>Psychological problems, including;</b></p> <ul style="list-style-type: none"> <li>• An introduction to mental health</li> <li>• How the incidence of significant mental health problems changes over time.</li> <li>• Effects of significant mental health problems on individuals and society</li> <li>• Characteristics of clinical depression</li> <li>• Theories of depression</li> <li>• Interventions or therapies for depression</li> <li>• Characteristics of addiction</li> <li>• Theories of addiction</li> <li>• Interventions or therapies for addiction</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>This term we work to a bespoke revision plan created with the class, drawing from the QLA/PLC.</p>

<p><b>KEY ASSESSMENTS</b> In addition to extended writing answers completed fortnightly;</p> <p><b>Half Term 1</b> Language and communication topic test – taken from a past exam paper and completed under exam conditions. Paper 1 PPE</p> <p><b>Half Term 2</b> Brain and neuropsychology topic test – taken from a past exam paper and completed under exam conditions.</p>	<p><b>KEY ASSESSMENTS</b> In addition to extended writing answers completed fortnightly;</p> <p><b>Half Term 1</b> Paper 1 and Paper 2 PPEs</p> <p><b>Half Term 2</b> Psychological problems topic test – taken from a past exam paper and completed under exam conditions.</p>	<p><b>KEY ASSESSMENTS</b>  Exam papers practised in class</p>
<p><b>Extended reading suggestions and external resources:</b></p> <p>The tutor2u website has content and exam practice for all topics <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a> The Psych Boost YouTube channel is useful for revision <a href="https://www.youtube.com/@PsychBoost">https://www.youtube.com/@PsychBoost</a></p> <p>Flanagan, AQA Psychology for GCSE – copies available in the classroom and online link.</p>		

# Curriculum Overview

Subject: Psychology

Year Group: 12

Teaching in year 12 will focus on paper 1, Introductory topics in Psychology and paper 2, Psychology in context. Students will be able to;

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified topics
- apply psychological knowledge and understanding of the content in a range of contexts, which will benefit students in everyday life as well as in preparation for assessments.
- demonstrate a confident understanding of research methods and apply these concepts to existing and hypothetical research studies. This is crucial for success in Psychology.
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods, building study skills to support them beyond the KS5 curriculum.
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness, developing critical thinking and justification skills.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p>Psychological approaches, including:</p> <ul style="list-style-type: none"> <li>• Learning approaches: the behaviourist approach and social learning theory</li> <li>• The cognitive approach and the emergence of cognitive neuroscience.</li> <li>• The biological approach</li> <li>• The psychodynamic approach</li> <li>• Humanistic Psychology and the influence on counselling Psychology.</li> </ul> <p>Research methods, including:</p> <ul style="list-style-type: none"> <li>• Types of experiment.</li> <li>• Scientific processes.</li> <li>• Ethics.</li> <li>• The role of peer review in the scientific process.</li> <li>• The implications of psychological research for the economy.</li> <li>• Reliability and validity</li> <li>• Features of science</li> <li>• Reporting psychological investigations.</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Memory, including;</p> <ul style="list-style-type: none"> <li>• The multi-store model of memory. Features of each store: coding, capacity and duration.</li> <li>• Types of long-term memory: episodic, semantic, procedural.</li> <li>• The working memory model. Features of the model: coding and capacity.</li> <li>• Explanations for forgetting.</li> <li>• Factors affecting the accuracy of eyewitness testimony</li> <li>• The use of the cognitive interview.</li> </ul> <p>Research Methods, including</p> <ul style="list-style-type: none"> <li>• The sign test</li> <li>• Probability and significance.</li> <li>• Factors affecting the choice of statistical test,</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Psychopathology, including;</p> <ul style="list-style-type: none"> <li>• Definitions of abnormality.</li> <li>• The characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>• The behavioural approach to explaining and treating phobias</li> <li>• The cognitive approach to explaining and treating depression.</li> <li>• The biological approach to explaining and treating OCD.</li> </ul> <p>Biopsychology, including;</p> <ul style="list-style-type: none"> <li>• The divisions of the nervous system.</li> <li>• The structure and function of sensory, relay and motor neurons. The process of synaptic transmission.</li> <li>• The endocrine system: glands and hormones.</li> <li>• The fight or flight response including the role of adrenaline.</li> <li>• Localisation of function.</li> </ul>

<ul style="list-style-type: none"> <li>• Data handling and analysis</li> </ul> <p><b>Social Influence, including;</b></p> <ul style="list-style-type: none"> <li>• Types of conformity.</li> <li>• Explanations for obedience.</li> <li>• Dispositional explanation for obedience:</li> <li>• Explanations of resistance to social influence.</li> <li>• Minority influence.</li> </ul>	<p><b>Attachment, including;</b></p> <ul style="list-style-type: none"> <li>• Animal studies of attachment.</li> <li>• Explanations of attachment.</li> <li>• Ainsworth's 'Strange Situation'.</li> <li>• Bowlby's theory of maternal deprivation..</li> <li>• The influence of early attachment on childhood and adult relationships.</li> </ul> <p>Exam skills; During this term there is a series of lessons exploring revision and exam skills;</p> <ul style="list-style-type: none"> <li>• Spaced learning techniques</li> <li>• Effective revision techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Ways of studying the brain.</li> </ul> <p>Exam skills; During this term there are two sets of DIRT lessons reflecting on the full exam papers that have been completed. 4 full lessons in addition to the half lessons following essay completion.</p>
<p><b>KEY ASSESSMENTS</b></p> <p>In addition to extended writing answers completed weekly;</p> <p>Half Term 1 Approaches topic test.</p> <p>Half Term 2 Research methods topic test</p>	<p><b>KEY ASSESSMENTS</b></p> <p>In addition to extended writing answers completed weekly;</p> <p>Half Term 1 Social Influence topic test Memory topic test.</p> <p>Half Term 2 Attachment topic test. PPE – Paper 2 with social influence in place of biopsychology which has not yet been taught.</p>	<p><b>KEY ASSESSMENTS</b></p> <p>In addition to extended writing answers completed weekly;</p> <p>Half Term 1 Psychopathology topic test</p> <p>Half Term 2 Biopsychology topic test Paper 1 practice – students sit a full paper 1 in class, in exam timings and conditions.</p>
<p><b>Extended reading suggestions and external resources:</b></p> <p>The tutor2u website has content and exam practice for all topics <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a>  The Psych Boost YouTube channel is useful for revision <a href="https://www.youtube.com/@PsychBoost">https://www.youtube.com/@PsychBoost</a>  Psychology Review magazine – available in the study room.</p> <p>Lawton and Willard, AQA A Level Psychology – our main textbook, copies available in PS1 and the study room.  Cardwell and Flanagan, Psychology A Level; The Complete Companion – books available in PS1 and the study room.</p> <p>There is a wide range of wider reading available in the study room library.</p>		

# Curriculum Overview

Subject: Psychology

Year Group: 13

Teaching in year 13 will focus on Paper 3, Issues and debates in Psychology. Students will be able to;

- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the synoptic topics, drawing on their learning from year 12 to develop their understanding.
- apply psychological knowledge and understanding in a range of contexts, developing skills for life as well as the assessment.
- analyse, interpret and evaluate psychological concepts, theories, research studies and research methods, building study skills to support them beyond the KS5 curriculum.
- evaluate therapies and treatments including in terms of their appropriateness and effectiveness.
- plan and organise their own revision practice, identifying their personal strengths and weaknesses, developing skills to support them beyond the KS5 curriculum.

TERM 1	TERM 2	TERM 3
<p><b>KNOWLEDGE/SKILLS</b></p> <p>Issues and Debates, including;</p> <ul style="list-style-type: none"> <li>• Gender and culture in Psychology.</li> <li>• Free will and determinism</li> <li>• The nature-nurture debate.</li> <li>• Holism and reductionism.</li> <li>• Idiographic and nomothetic approaches.</li> <li>• Ethical implications of research studies and theory.</li> <li>• Comparing the Psychological approaches using Issues and Debates.</li> </ul> <p>Cognition and Development, including;</p> <ul style="list-style-type: none"> <li>• Piaget's theory of cognitive development.</li> <li>• Vygotsky's theory of cognitive development.</li> <li>• Baillargeon's explanation of early infant abilities.</li> <li>• The development of social cognition.</li> </ul> <p>Schizophrenia, including;</p> <ul style="list-style-type: none"> <li>• Classification of schizophrenia.</li> <li>• Biological explanations for schizophrenia.</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>Schizophrenia, including;</p> <ul style="list-style-type: none"> <li>• Drug therapy.</li> <li>• Cognitive behaviour therapy and family therapy.</li> <li>• The interactionist approach</li> </ul> <p>Forensic Psychology, including;</p> <ul style="list-style-type: none"> <li>• Offender profiling.</li> <li>• Biological explanations of offending behaviour.</li> <li>• Psychological explanations of offending behaviour.</li> <li>• Dealing with offending behaviour:</li> </ul>	<p><b>KNOWLEDGE/SKILLS</b></p> <p>This term we work to a bespoke revision plan created with the class, drawing from the QLA/PLC.</p>

<ul style="list-style-type: none"> <li>Psychological explanations for schizophrenia.</li> </ul>		
<b>KEY ASSESSMENTS</b> In addition to extended writing answers completed weekly;  Half Term 1 PPEs – Paper 1 and Paper 2   Half Term 2 Cognition and Development topic test.	<b>KEY ASSESSMENTS</b> In addition to extended writing answers completed weekly;  Half Term 1 Schizophrenia topic test.  PPEs – Paper 1, Paper 2, Paper 3  Half Term 2 Forensic Psychology topic test.	<b>KEY ASSESSMENTS</b>  Half Term 1 Full paper 3 completed in class under exam conditions.
<p>Extended reading suggestions and external resources:</p> <p>The tutor2u website has content and exam practice for all topics <a href="https://www.tutor2u.net/psychology">https://www.tutor2u.net/psychology</a>  The Psych Boost YouTube channel is useful for revision <a href="https://www.youtube.com/@PsychBoost">https://www.youtube.com/@PsychBoost</a>  Psychology Review magazine – available in the study room.  Lawton and Willard, AQA A Level Psychology – our main textbook, copies available in PS1 and the study room.  Cardwell and Flanagan, Psychology A Level; The Complete Companion – books available in PS1 and the study room.</p> <p>There is a variety of wider reading available in the study room library.</p>		