| Psychology Curriculum Overview, 2021-2022 | |
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| Why do we teach Psychology at Ark BDA? | Psychology offers insight into the complex nature of the human mind and behaviour, providing multiple explanations for phenomena. This deepens students' empathy by encouraging the all-important skill of seeing events and behaviours from other perspectives. An understanding of Psychology is invaluable for a global citizen. Psychology creates critical thinkers through extensive development of analytical and evaluative skills, including data analysis. Psychology helps students become inquisitive about human nature, society and their own behaviour. Students learn to be critical of society and ethical issues and take on responsibility for its improvement through demonstrating their knowledge and understanding.<br><br>An understanding of individual and group behaviour is beneficial in all areas of work and life. Psychology is directly relevant in a wide variety of careers, from clinical psychology and medicine to advertising, recruitment and Human Relations. It also gives learners the skills they need to carry out research. Psychology is an incredibly relevant social science which prepares students well for future. |
| How do we deliver our Christian values in Psychology? | At its core, Psychology centres on developing an understanding of the behaviour of individuals and groups. Understanding some of the reasons a person acts the way they do may not prevent disagreements, but it will increase empathy and therefore compassion. Further to this, Psychologists see similarities among people and behaviour when others are focussed on differences. As experiments from social psychologists show, seeing ourselves in others increases favourable and even loving tendencies.<br><br>Students are pushed to present their own ideas in class and to critique and challenge one another. These peer interactions require both courage and resilience. The process of challenging one another is essential in Psychology to improve experimental design, research analysis and conclusions. Students demonstrate commitment through implementing the regular feedback from teachers to continuously improve as scientists.<br><br>Students are encouraged to take pride in their understanding of human behaviour and resulting compassion. Such qualities are essential in the future leaders BDA students will become. |
| How do we build core skills and knowledge over time? | Skills and vocabulary are introduced early in the year and continuously built on and developed through the study of different topics.<br><br>Students are first given a grounding in key approaches to studying Psychology. These build on maths, biology and English skills in particular. Psychology students learn to incorporate data into their analytical writing, bridging the gap between numerical and verbal fluency. Vocabulary is introduced early and used consistently through the year. Students are encourage to use scientific words and are corrected where needed. This solid understanding of key concepts contributes to success in written answers.<br><br>Students apply these skills to core topics (Biopsychology, Social Psychology, Attachment, Memory and Psychopathology) and keep developing them through their option topics (Schizophrenia, Aggression and Gender). All topics require factual knowledge and evaluative skills. Psychopathology and Biopsychology require the further knowledge of brain structure and function. Within each unit, students examine atypical development and behaviour and why we call it 'abnormal'. Students must have a deep understanding of concepts and vocabulary in order to do so.<br><br>Through the study of research methods, students develop a thorough understanding of how to plan and carry out Psychological research, using a variety of methods such as experiments and observations. They also gain a sound understanding of ethical issues which must be considered – a crucial skill for any social scientist. Finally, students also develop the ability to analyse and interpret complex data. Students use mathematical knowledge to consider correlations, for example, which is a skill essential to becoming a critical consumer of information in our data-rich society. |
| How does the study of Psychology prepare students for life beyond Ark BDA? | The skills developed in Psychology are complementary to many other subjects, and prepare students well for life beyond BDA. Students will develop a wide variety of skills including critical thinking, research design and data analysis. This prepares students well for studying Psychology or any other social science at university level, and for the wide variety of jobs which require individuals to analyse data. It also gives students an in-depth understanding of human behaviour, which is beneficial for any and all jobs and roles which involve working with other people.<br><br>A large amount of content in the biological areas of Psychology cross over with AQA Biology. In addition, Psychology also compliments Maths and Further Maths by further developing skills such as basic math skills, sampling, correlations and statistical testing in year 12 and the Chi-Squared test and parametric testing of difference in year 13. Psychology also has transferable skills for English Literature. Within units such as approaches and schizophrenia students are encouraged to analysis and evaluate a given issue from multiple perspectives; moreover, analytical and evaluative |

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| | skills are rigorously practiced and consistently established throughout the course, which can be helpful for the deeper thinking skills required of A-level English Literature.<br><br>The skills developed on this course will complement a range of both A-levels and courses at university. The skills are of particular importance to biology, social sciences, medicine and critical thinking subjects such as English and philosophy. Data and analytic skills acquired are crucial in economics and business. The precision of vocabulary and reliance on factual evidence feed into subjects like Law.<br><br>Regardless of course and career choices, Psychology develops empathy and critical thinking that is invaluable in daily life. |
| Implementation | Year 1 content begins with introductory topics surrounding the science of Psychology and its development over time. This leads into explanations of the different approaches to Psychology. Students study these topics first to encourage students to view each upcoming topic from multiple angles. Students may encounter questions on Research Methods in any examined topic, so we spend an extended period covering the wide-ranging topics and vocabulary included. Students complete Paper 1 content in Year 1. Students learn to critique theories and are encouraged to come to their own conclusions about the strengths and weaknesses using evidence from contemporary and historical research. Discussions are based on and guided by AQA specifications. These skills are developed further in the Paper 3 options taught in Year 2. Paper 2 is taught over the two years. Biopsychology ties Year 1 knowledge directly with Biology and Chemistry – more familiar sciences.<br><br>Students will need to recall their Maths and Science GCSEs to excel at Research Methods and Biopsychology. Students are also required to draw on writing skills learned in GCSE English to present complete and coherent arguments. This is of particular importance for Issues and Debates, the unit that addresses key arguments that are pervasive through Psychology's history.<br><br>Homework is assigned as preparation for class using UpLearn and class booklets. Students are expected to arrive knowing factual content and vocabulary. This allows greater focus on discussion, analysis and exam practice during class time. Students receive regular feedback on written work. Students are guided through revision and exam techniques and are presented with clear exam criteria. |

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| **Year 12** | Topic | **Introductory topics**<br><br>**Approaches to Psychology**<br><br>**Research methods (plus A2)** | **Social influence**<br><br>**Research Methods** | **Memory**<br><br>**Attachment** | **Psychopathology** | **Revision** | **EOY Assessments**<br><br>**Biopsychology** |
| | Key question | What is Psychology? Why is it a science? | When and why do individuals tend to | What is the structure of | What is abnormality? What are the | What is expected in a full-mark answer? | How is the brain structured? |

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| | | How has the science developed over the years?<br><br>What different approaches do psychologists use to understand behaviour?<br><br>How do psychologists carry out research? | conform or obey? When and why is social influence resisted?<br><br>How do psychologists interpret data and make conclusions based on their findings? | memory? How do we recall information and why do we forget? To what extent is memory reliable?<br><br>Why do different individuals form different types of attachment and how does this affect their relationship patterns? | characteristics, explanations and treatments of psychological disorders? | How should I split my time on an exam?<br><br>What is best revision practice? | How does the brain control our responses to the environment?<br><br>What happens when the brain is damaged? |
| | Content | • What is Psychology?<br>• What is a science?<br>• Early theories and research methods --> approaches<br><br>• Cognitive approach<br>• Biological approach<br>• Psychodynamic approach<br>• Humanistic psychology<br>• Strengths and weaknesses, and comparison of approaches<br><br>• Experimental method and design<br>• Ethics<br>• Hypotheses<br>• Variables<br>• Validity and reliability<br>• Types of experiment: Lab, Field, Natural and Quasi; Case studies | • Types of and explanations for conformity<br>• Explanations of obedience<br>• Minority influence<br>• Explanations of resistance to social influence<br>• The role of social influence in social change<br><br>• Data collection techniques: Observational and Self-report<br>• Content analysis<br>• Correlations<br>• Data handling and analysis | • Models of memory: The multi-store model; The working memory model<br>• Types of long-term memory<br>• Explanations for forgetting<br>• Factors affecting the accuracy of eyewitness testimony<br>• Improving the accuracy of eyewitness testimony<br><br>• Explanations of attachment:<br>• Caregiver-infant interactions<br>• The influence of early attachment<br>• Ainsworth's 'Strange Situation'<br>• Bowlby's theory of maternal deprivation<br>• Animal studies of attachment | • Define and critique definitions of abnormality<br>• Behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).<br>• The behavioural approach to explaining and treating phobias<br>• The cognitive approach to explaining and treating depression<br>• The biological approach to explaining and treating OCD | Exam technique:<br>• Understanding the question: Name one/two, Outline, Explain, Evaluate, Discuss<br>• Structuring 16-mark answers<br>• Design an experiment<br><br>Revision:<br>• Explanation of revision resources: Revision booklets, textbook skills, UpLearn | • The divisions of the nervous system<br>• The structure and function of sensory, relay and motor neurons<br>• Localisation of function in the brain and hemispheric lateralisation<br>*Continue into Y13 if incomplete:*<br>• *The function of the endocrine system*<br>• *Biological rhythms*<br>• *Methods of studying the brain* |

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| | Assessment | Assessment: In class exam practice; knowledge quizzes | Assessment:<br>*Paper 1:*<br>Approaches<br>Social influence<br><br>*Paper 2:*<br>Research Methods | Assessment: In class exam practice; knowledge quizzes | Assessment: In class exam practice - extended answers (16 marks; designing experiments); knowledge quizzes | Assessment: In class exam practice; knowledge quizzes | Assessment:<br>*Paper 1:*<br>Social Influence<br>Attachment<br>Memory<br><br>*Paper 2:*<br>Approaches<br>Psychopathology<br>Research Methods (shortened) |
| **Year 13** | Topic | **Issues and debates**<br><br>**Biopsychology:**<br>Complete and review<br><br>**Research Methods:**<br>Review | **Schizophrenia**<br><br>**Research Methods:**<br>Year 2 content | **Gender**<br><br>**Aggression** | **Revision** | **Revision**<br><br>**Exams** | **Exams** |
| | Key question | What are the key contemporary debates which influence Psychology and psychological research?<br><br>To what extent are psychological theories and studies gender or culturally biased?<br><br>Is human behaviour due to genetic inheritance or the environment?<br><br>What are the ethical issues and implications of psychological research? | Why does schizophrenia occur? Is it biological or psychological or both?<br><br>How can schizophrenia be treated and managed? | What is the distinction between sex and gender? Why is this important?<br><br>What is the roles of chromosomes in sex and gender?<br><br>How do culture and the media affect perceptions of gender roles?<br><br>What is atypical gender development and why might it occur?<br><br>Why do humans exhibit aggressive behaviour and what happens to the body when we do? | What are the best revision strategies and tools? | | |

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| | | | | Why are some people more aggressive than others?<br><br>How does media affect aggression?<br><br>What factors increase and decrease levels of aggression in society? | | | |
| | Content | • Gender and culture bias in research and theories<br>• Free will and determinism<br>• The nature-nurture debate<br>• Holism and reductionism<br>• Idiographic and nomothetic approaches<br>• Ethical implications of research studies and theory, including reference to social sensitivity | • Classification of schizophrenia<br>• Biological explanations for schizophrenia<br>• Psychological explanations for schizophrenia<br>• Drug therapy<br>• Cognitive behaviour therapy and family therapy<br>• Managing schizophrenia with token economies<br>• The importance of an interactionist approach<br><br>• Inferential testing: Choosing the right statistical test<br>• Analysing data for significance | • Sex and gender<br>• Androgyny (displaying traits associated with both gender)<br>• The role of chromosomes and hormones and atypical patterns<br>• Cognitive, psychodynamic and social learning explanations of gender development<br>• The influence of culture and the media on gender roles<br>• Atypical gender development<br><br>• Biological factors in aggression<br>• Explanations of aggression: Ethological, evolutionary and social (Frustration-aggression hypothesis, Social learning theory, De-individuation)<br>• Aggression in prisons<br>• The influence of media on aggression | Exam technique:<br>• Understanding the question: Name one/two, Outline, Explain, Evaluate, Discuss<br>• Structuring 16-mark answers<br>• Design an experiment<br><br>Revision:<br>• Discuss the most common errors<br>• Explanation of revision resources: Revision booklets, textbook skills, UpLearn | Independent revision including:<br>• UpLearn quizzes<br>• Short answer practice submitted for marking<br>• Classwork binders from Years 1 and 2<br><br>• Teams revision classes | *Paper 1:*<br>Social Influence<br>Attachment<br>Memory<br>Psychopathology<br><br>*Paper 2:*<br>Approaches<br>Biopsychology<br>Research Methods<br><br>*Paper 3:*<br>Schizophrenia<br>Gender<br>Aggression |

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| | | | | • Desensitisation, disinhibition and cognitive priming | | | |
| | Assessment | Assessment: In class exam practice; knowledge quizzes | Assessment:<br>*Paper 1:*<br>Social Influence<br>Attachment<br>Memory<br>Psychopathology<br><br>*Paper 2:*<br>Approaches<br>Biopsychology<br>Research Methods | Assessment: In class exam practice; knowledge quizzes<br><br>Timed short answer practice | Assessment: In class exam practice; knowledge quizzes<br><br>Informal assessment practice:<br>*Paper 3:*<br>Schizophrenia<br>Gender<br>Aggression | Assessment: In class exam practice; knowledge quizzes<br><br>**A-LEVEL EXAMS** | **A-LEVEL EXAMS** |