

Psychology



Curriculum Overarching Intent - The aim of the psychology curriculum is to equip students with the appropriate knowledge, skills and vocabulary needed to be able to understand and explain the causes of human behaviour. In addition to this, the psychology curriculum will enable our learners to value the importance of psychological research and the real world impact such research can have in every day life. Students will understand underlying psychological principles and apply them in a variety of familiar and unfamiliar contexts and develop evaluative skills in order to think analytically and reach logical conclusions based on scientific evidence and reasoning. In addition to this, our students will be organised, be encouraged to think independently, work collaboratively when engaging in all lessons and to play an active role in whole class debates. They will enjoy challenge, develop resilience when faced with psychological questions and have a clear understanding of the core concepts and be able to use this knowledge to apply it to a wide range of situations.

Prior Learning – Our students should have a good to excellent level of understanding of scientific methods and processes due to the heavy nature and focus of research methods and an enthusiasm for understanding biological processes that govern behaviour. In addition to this, students should also have a good level of understanding of mathematical knowledge and the ability to write concisely, coherently and critically. There will also be plenty of opportunities for debating, so ideally students should have a level of maturity and sensitivity that allows them to consider varying points of view for the causes of behaviour and a good level of resilience and time management skills.

	Vision	Key Concepts and Key Skills
Year 13	Students will start year 13 developing a deeper understanding of biological processes that govern human behaviour. They will then move onto the synoptic unit of work, Issues and Debates -a key topic that considers some of the important arguments in relation on how to conduct psychological research and the philosophical debates in explaining the causes of behaviour. We have a strong commitment to raising the profile of mental health awareness and good mental health care within St Wilfrid's and studying Schizophrenia will give the students the opportunity to further dispel myths about this and other psychotic disorders. The topic of Forensics has been chosen as criminal behaviour impacts everyone either directly or indirectly. The causes of offending behaviour and ways of dealing with offending behaviour have many moral, social and political implications. Finally, it is the intention to deliver Relationships as the final unit of work as it is the most relevant to students lives. The theories are accessible and relatable to students and should encourage students to feel confident that they have mastered a range of skills as they then begin their three a level papers.	By the end of year 13, our students will be well rounded individuals and who will have gained a deep rooted insight into the many causes of human behaviour. They will have had many opportunities to develop their descriptive and evaluative skills, as well as developing sound scientific reasoning, debating skills and above all else, become socially aware and empathic individuals.
Year 12	Our students at St Wilfrid's will begin to develop the skills and ability to understand, apply, analyse, evaluate and discuss psychological terms, concepts, research studies and explanations/approaches of human behaviour; students will apply knowledge and understanding of material covered to real-life behaviours and learn to critically analyse the credibility of theories and research studies examined. We will provide opportunities for an enriched understanding and appreciation of the subject by starting to integrate key issues and debates surrounding human behaviour; this should lead to a respect for all through deeper compassion and empathy for the diverse behaviours displayed by others and the wealth of issues experienced	By the end of year 12, students will have mastered several topics, including: Research Methods, Approaches in psychology, some insight into Issues and Debates in psychology, Psychopathology, Social Influence and Memory. All topics are built upon previous content starting with Approaches. They will have a secure grasp of the core assessment objectives and developed resilience to overcome any barriers to their learning which will support them in future examinations and for further study. Students will have developed knowledge and understanding of concepts, theories, research evidence, methods and ethics and have developed the skills to write good evaluative commentaries.

Our Curriculum Progression Model is:

Knowledge over time	Year 13 Module 1 Biopsychology Issues and Debates	Year 13 Module 2 Schizophrenia Forensics	Year 13 Module 3 Relationships Revision/Exams
	Year 12 Module 1 Approaches (Biopsych AS) Psychopathology	Year 12 Module 2 RM Memory	Year 12 Module 3 Attachment Social Influence (RM A LEVEL)
Knowledge over time			

Key texts and websites that you can access to support their knowledge development in this subject include:

	Year 12	Year 13
Websites	Exam Board website: https://www.aqa.org.uk/subjects/psychology/as-and-a-level/psychology-7181-7182	
	https://www.simplypsychology.org/ https://www.tutor2u.net/psychology https://studyrocket.co.uk/revision/a-level-psychology-aqa https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/ https://www.bps.org.uk/public/what-is-psychology	
Texts	1. Opening Skinner's Box – Lauren Slater 2. The Little Book of Psychology – Riggs and Ralls 3. The Curious Incident of the Dog in the Night-Time – Mark Haddon	1. Why We Sleep – Matthew Walker 2. Reaching Down the Rabbit Hole – Dr Allan Ropper 3. Why Are All the Black Kids Sitting Together