

## NKS Psychology Curriculum Map 2022

### The purpose of studying Psychology at NKS is.....

Psychology at NKS provides learners with a safe environment and strives to promote engaged and independent learners who apply their knowledge of theoretical concepts, models and research beyond the classroom. Psychology is a broad academic discipline and encompasses typical units such as social influence, memory and attachment. Students will learn about the different psychological approaches and will use these explain behaviours, such as OCD, depression and offending. Psychology is underpinned by research methodology and this A Level demonstrates how psychology aims to conduct research with ethical consideration and scientific rigour. The forensic and schizophrenia units are studied in the options paper to support those who continue their learning into the popular choices of clinical psychology or criminology. Students will develop their critical thinking skills by evaluating theories and research, providing them with essential skills sought by higher education and employers. Students will gain an appreciation for the embedded nature of psychology in everyday life and events surrounding them and will demonstrate a comprehensive understanding of how people's thinking, behaviour and culture impacts the wider community. Studying psychology will enhance written communication skills, promote ethical behaviour with a respect for diversity and cultural perspectives and create well developed all-rounded learners with a passion for learning and intellectual curiosity.

### For further information please contact:

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## Year 12

**Prior to commencing A Level students will have studied...** The majority of students will not have studied GCSE psychology (some external students may have, but the numbers are usually very low). Therefore, students typically have no prior experience of psychology other than the taster lesson and induction if attended. Students will be familiar with the basic mathematical requirements (measures of central tendency, graphs) and basic biological knowledge covered in Year 1 biopsychology (e.g. of the nervous system, endocrine system) from GCSE maths and biology.

**An understanding of students' starting points is achieved by...** All students sit a baseline test in psychology.

**Our Y12 curriculum builds on and extends this by...** In Year 12 following the baseline test, we start with introducing students to research methods as this underpins all research explored across the curriculum in psychology. A sound understanding of this allows students criticise research using methodological evaluation points in greater depth, and suggest alternative, more appropriate methods to employ as part of their critique. *Research methods* is a large unit so is split into smaller sections throughout the year and is embedded into every lesson. Introducing students to research methods also provides them with an appreciation of the scientific rigour and nature of the subject. Many of the review or apply questions in the other units also rely on research methods knowledge, making it a good starting point in Term 1. Research methods are then weaved throughout Year 12 to break up the other units – for example observations and case studies are brought up in attachment and memory. Students should have studied measures of central tendency before in Maths and primary school so this is reviewed in terms of why we use them in psychological research. Students should also have completed graph work in Maths and Geography so this is taught in relation to exam technique. The other units are then sequenced to cover Paper 1 content before the Year 12 PPE examinations so that students can sit a full 2 hour Paper 1.

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**Approaches** looks at the disciplines in psychology and underpins many of the explanations and treatments studied throughout the course. This unit is taught in a timeline order, with the exception of the biological approach which is taught last, which then feeds into the biopsychology unit. **Biopsychology** is a relatively large unit which students find the biopsychology unit difficult. Studying this unit earlier in Year 1 allows us to revisit the content, and gives students a better understanding of how drug therapies work in later units (psychopathology and schizophrenia) as they have the understanding of synaptic transmission and the endocrine system from biopsychology.

More research methods is introduced before embarking on the Paper 1 topics so that students can synoptically apply their research methods knowledge to research methods-based questions within each unit. Paper 1 topics are then taught in the following order:

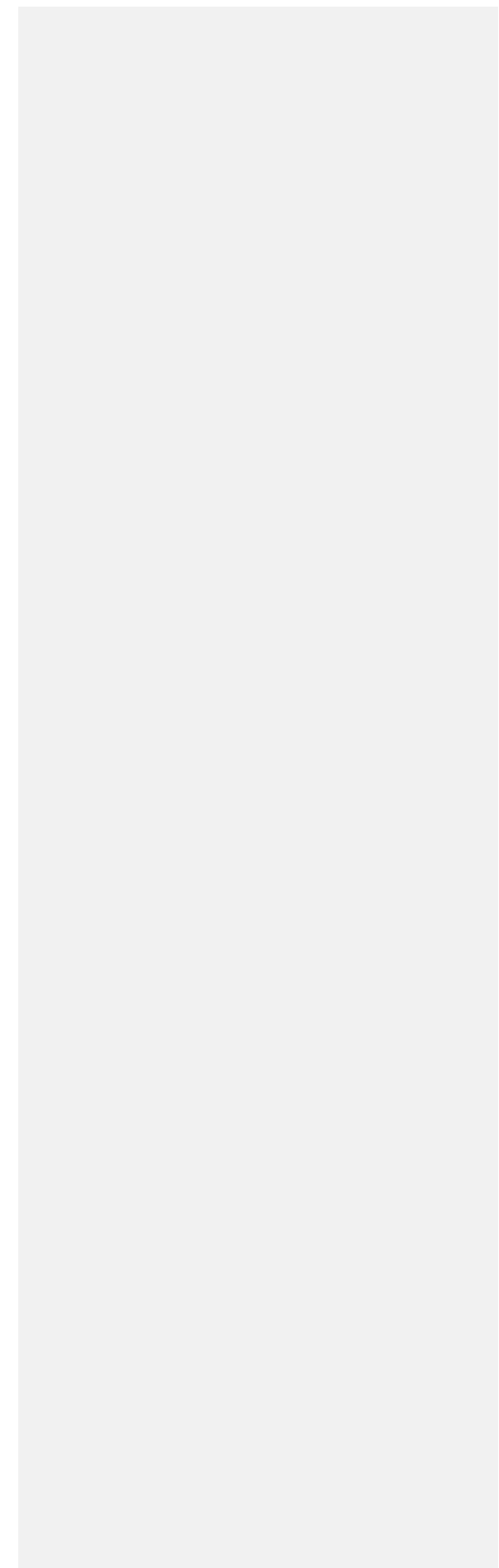
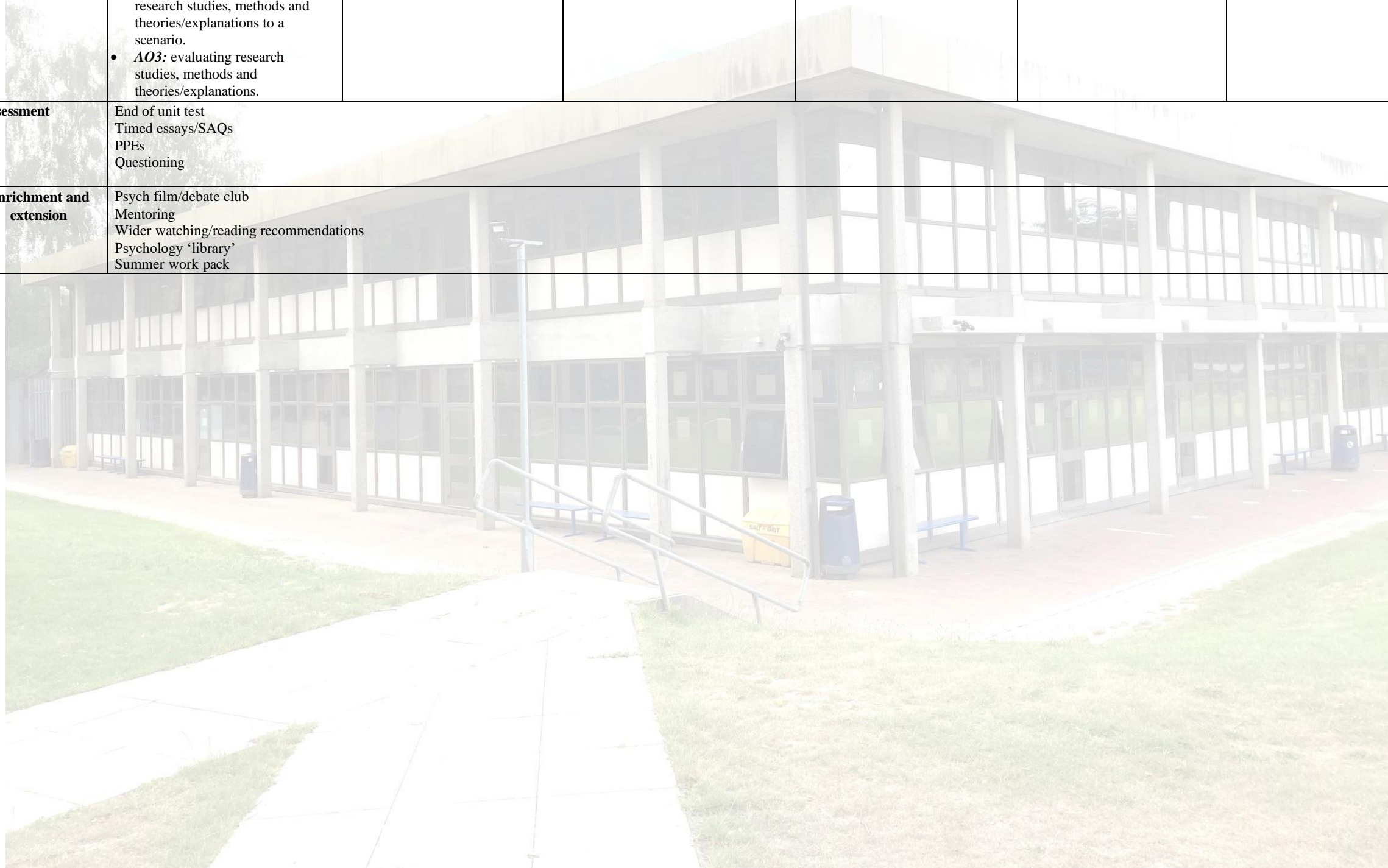
- **Social influence** is an engaging unit where students develop application (AO2) skills as they can relate knowledge easily to themselves and their social groups. Students will be able to apply knowledge about research methods to the 3 key research studies in this unit and are introduced to more varied types of exam technique and questioning e.g. ‘what does the research show’, ‘what has research told us’.
- **Attachment** is one of the largest units of study and students are exposed to a range of evaluation, methodological, theories and research in this unit, allowing us to fully embed learning of research methods. When teaching caregiver interactions and Ainsworth’s Strange Situation, observations (research methods) is outlined. Learning theory uses the principles of classical and operant conditioning which is later looked at in phobias and approaches. This unit itself has a lot of links and students in this unit begin to develop the skill of linking their knowledge (synopticity) e.g. IWM.
- **Memory** is excellent to promote application of research methods. Many students find memory fascinating as they can apply (AO2) effectively to their own learning habits. We look at case studies (research methods) which students find interesting and can use to discuss models/theories. In the Paper 1 units, we focus on modelling essays, SAQs and essay writing skills through planning, feedback/marking and writing timed essays.
- **Psychopathology** feeds into the approaches unit as students would have explored behavioural, cognitive and biological causes of disorders as well as links back to biopsychology when looking at how drug treatments work for OCD.

The summer term then allows us a contingency if required to recover Paper 1 and Paper 2 content. If not required, we start Issues & Debates. Knowledge and discussion in this unit can enhance terminology and argument in evaluation points. If contingency is required, this unit will be taught before the Year 13 PPEs as the synoptic links are from Year 1 content, providing an excellent revision recap of these units just before their Year 13 PPE examinations in December. Students are set summer work which focuses on the issues and debates unit to review the concepts and new terminology which can be used to boost their AO3 points in essay plans.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Content – Knowledge and Understanding</b>	<p><b>Research Methods 1</b></p> <ul style="list-style-type: none"> <li>• Aims and hypothesis</li> <li>• Variables and controls</li> <li>• Types of experiment</li> <li>• Experimental design</li> <li>• Sampling methods</li> <li>• Ethical issues</li> </ul> <p><b>Approaches</b></p> <ul style="list-style-type: none"> <li>• Origins of psychology (Wundt)</li> <li>• Behaviourist approach</li> <li>• SLT approach</li> <li>• Cognitive approach</li> <li>• Psychodynamic approach</li> <li>• Humanistic approach</li> <li>• Biological approach</li> <li>• Comparison of approaches</li> </ul> <p><b>Biopsychology</b></p> <ul style="list-style-type: none"> <li>• The nervous system</li> <li>• The endocrine system</li> <li>• Fight or flight response</li> <li>• Neurons and synaptic transmission</li> <li>• Localisation of function</li> <li>• Lateralisation and split-brain research (Sperry)</li> <li>• Plasticity and functional recovery of the brain</li> <li>• Ways of studying the brain</li> <li>• Circadian rhythms</li> <li>• Ultradian and infradian rhythms</li> </ul>	<p><b>Biopsychology - finish</b></p> <p><b>Research methods 2</b></p> <ul style="list-style-type: none"> <li>• Questionnaires/interviews</li> <li>• Observations</li> <li>• Correlations</li> <li>• Case studies</li> </ul> <p><b>Social Influence</b></p> <ul style="list-style-type: none"> <li>• Types and explanations of conformity</li> <li>• Variables affecting conformity (Asch)</li> <li>• Conformity to social roles (Zimbardo)</li> <li>• Situational variables affecting obedience (Milgram)</li> <li>• Agentic state and legitimacy of authority</li> <li>• Authoritarian personality</li> <li>• Resistance to social influence</li> <li>• Minority influence</li> <li>• Social influence processes in social change</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> </ul>	<p><b>Attachment</b></p> <ul style="list-style-type: none"> <li>• Caregiver-infant interactions</li> <li>• Stages of attachment</li> <li>• Animal studies of attachment</li> <li>• Learning theory of attachment</li> <li>• Bowlby’s monotropic theory</li> <li>• Ainsworth’s Strange Situation</li> <li>• Cultural variations in attachment</li> <li>• Bowlby’s theory of maternal deprivation</li> <li>• Romanian orphan studies: effects of institutionalisation</li> <li>• The influence of early attachment</li> </ul> <p><b>Memory</b></p> <ul style="list-style-type: none"> <li>• Short and long-term memory</li> <li>• Multi-store model</li> <li>• Working memory model</li> <li>• Types of LTM</li> <li>• Explanations of forgetting: interference and retrieval failure</li> <li>• Accuracy of EWT: misleading information and anxiety</li> <li>• The cognitive interview</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> </ul>	<p><b>PPEs and feedback</b></p> <p><b>Research methods 3</b></p> <ul style="list-style-type: none"> <li>• Content analysis</li> <li>• Descriptive statistics, types of data, distributions and graphs</li> <li>• Reliability and validity</li> <li>• Pilot studies/peer review/economy</li> <li>• Reporting psychological investigations</li> <li>• Features of science</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	<p><b>Psychopathology</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality</li> <li>• Characteristics of mental disorders</li> <li>• Behavioural explanation of phobias</li> <li>• Behavioural treatment of phobias</li> <li>• Cognitive explanation of depression</li> <li>• Cognitive treatments of depression</li> <li>• Biological explanation of OCD</li> <li>• Biological treatment of OCD</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	<p><b>Issues and Debates</b></p> <ul style="list-style-type: none"> <li>• Gender bias</li> <li>• Cultural bias</li> <li>• Free will and determinism</li> <li>• Nature-nurture</li> <li>• Holism and reductionism</li> <li>• Ideographic and nomothetic</li> <li>• Ethical implications (socially sensitive research)</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>
<b>Skills and concepts</b>						



	<ul style="list-style-type: none"> <li>• Endogenous pacemakers and exogenous zeitgebers</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>			
<b>Assessment</b>	<ul style="list-style-type: none"> <li>End of unit test</li> <li>Timed essays/SAQs</li> <li>PPEs</li> <li>Questioning</li> </ul>					
<b>Enrichment and extension</b>	<ul style="list-style-type: none"> <li>Psych film/debate club</li> <li>Mentoring</li> <li>Wider watching/reading recommendations</li> <li>Psychology 'library'</li> <li>Summer work pack</li> </ul>					



# NKS Psychology Curriculum Map 2022

## Year 13

**Our Y13 curriculum builds on and extends the work done in Y12 by...** As well as teaching the Year 2 units, we also regularly embed Year 1 content through reviews/past paper questions and assessment to ensure students are consistently reviewing Year 1 content. We also weave research method assessments into Year 13 as this content can appear in any unit, any paper and be worth up to 30% of the overall grade. We also review the previous lesson and previous unit past paper questions as starter activities.

Year 13 study is predominantly spent on Paper 3: Options content. We study the options of forensics, schizophrenia and gender.

- **Forensics:** this is a popular choice amongst students and many students go on to study further (criminology/forensic psychology). Forensics provides a good opportunity to recap some Year 1 learning (e.g. psychodynamic approach, token economies and operant conditioning). Forensics also is the highest performing unit in this option block (compared to aggression and addiction which also have a strong biological basis which many students struggle to understand in the depth required).
- **Gender:** extremely relevant in today's society and students show a keen interest. This also draws on a lot of previous knowledge (e.g. psychodynamic approach, cognitive biases, and biological approach) to provide good opportunity to recap Year 1 content and apply to gender. Statistically, gender performs the highest out of the three options in this category. It is also a relatively short unit content-wise in comparison to relationships and cognition and development so is a good option alongside the other two which are content-heavy but firm favourites amongst student choices.
- **Schizophrenia:** many students are interested in careers in clinical psychology which schizophrenia emphasises. People also have many misconceptions about schizophrenia as a disorder so this is a good option to address misconceptions about mental disorders. In this option block are eating disorders which I do not teach as students can be negatively affected/distressed by the content and students tend to dislike the unit of stress which is lengthy and very biological in content.

When students return in September we begin with statistics which is the last component of research methods. By this point, all research methods have been covered and students should be able to answer any research methods component of Paper 2. We then move onto forensics, followed by gender. We then have the PPEs for the final two weeks of December. On return in January, students will be debriefed on their PPE performance, and we move onto the final unit of schizophrenia, aiming to finish all content by the February half term. This allows us plenty of time for contingency (if required), revision and exam preparation.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p><b>Content – Knowledge and Understanding</b></p>	<p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• Probability and significance</li> <li>• Choosing a test</li> <li>• Sign test</li> </ul> <p><b>Forensics</b></p> <ul style="list-style-type: none"> <li>• Offender profiling: bottom up and top down approaches</li> <li>• Biological explanations: atavistic form, genetic and neural</li> <li>• Psychological explanations: Eysenck's theory, cognitive, psychodynamic</li> <li>• Custodial sentencing</li> <li>• Behaviour modification in custody</li> <li>• Anger management</li> <li>• Restorative justice</li> </ul> <p><b>Gender</b></p> <ul style="list-style-type: none"> <li>• Sex-role stereotypes and androgyny</li> <li>• Role of chromosomes and hormones in sex and gender</li> </ul>	<p><b>Gender – finish</b></p> <p><b>Revision for PPEs</b></p> <p><b>PPEs</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	<p><b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Classification of SZ</li> <li>• Reliability and validity in diagnosis and classification</li> <li>• Biological explanations for SZ: genetics, dopamine hypothesis, neural correlates</li> <li>• Psychological explanations for SZ: family dysfunction, cognitive explanations</li> <li>• Drug therapy: typical and atypical antipsychotics</li> <li>• Cognitive behavioural therapy and family therapy</li> <li>• Token economy (management of SZ)</li> <li>• Interactionist approach</li> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	<p><b>Contingency</b></p> <p><b>Revision</b></p> <p><b>Exam preparation</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	<p><b>Revision</b></p> <p><b>Exam preparation</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>	
<p><b>Skills and concepts</b></p>						



	<ul style="list-style-type: none"> <li>• Chromosomal abnormalities: Turner's and Klinefelter's syndrome</li> <li>• Cognitive explanations of gender development: Kohlberg and gender schema theory</li> <li>• Psychodynamic explanation of gender development</li> <li>• SLT as applied to gender development</li> <li>• Cultural and media influences on gender roles</li> <li>• Atypical gender development</li> </ul> <p>-----</p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> describing concepts, research studies and theories/explanations.</li> <li>• <b>AO2:</b> applying concepts, research studies, methods and theories/explanations to a scenario.</li> <li>• <b>AO3:</b> evaluating research studies, methods and theories/explanations.</li> </ul>					
<b>Assessment</b>	End of unit test Timed essays/SAQs PPEs Questioning					
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