



St Augustine's Catholic High School & Sixth Form

Curriculum Overview 2021 – 2022

Psychology

Key Stage 5



Curriculum Overview

Psychology

Autumn Term

	Y12	Y13
Autumn 1	Content: Approaches in Psychology, including Origins	Content: Biopsychology
	Why am I learning this? (ie substantive content/link to previous work) <ul style="list-style-type: none"> Underpins and indicates the breadth of the course Multiple approaches provide the framework for all subsequent topics 	Why am I learning this? (ie substantive content/link to previous work) <ul style="list-style-type: none"> Understand the physical processes and structures which govern behaviour Links with the Fight/Flight topic in the Approaches
	Assessment Focus Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment Formative / maintenance assessment: Regular AO1 retrieval mini tests, past paper exam questions live-marked in class, peer-assessed application questions from set class text	Assessment Focus Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment Formative / maintenance assessment: Regular AO1 retrieval mini tests including Year 12 topics, past paper exam questions live-marked in class, peer-assessed application questions from set class text
Autumn 2	Content: Research Methods	Content: Issues and debates
	Why am I learning this? (ie substantive content/link to previous work) <ul style="list-style-type: none"> Comprises 25% of the subject Introduces students early on to the foundational principles of empiricism 	Why am I learning this? (ie substantive content/link to previous work) <ul style="list-style-type: none"> Explores the philosophical debates which underpin the study of behaviour Synoptic element which necessitates revisitation of all Year 12 topics
	Assessment Focus Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment Maintenance assessment: past paper exam questions live-marked in class, peer-assessed application questions from class set text, 'Design a Study' practice questions	Assessment Focus Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment Maintenance assessment: Regular AO1 retrieval mini tests including Year 12 topics, past paper exam questions live-marked in class, peer-assessed application questions from set class text
Termly themes	Links to Gospel Values: <ul style="list-style-type: none"> Faithfulness and Integrity by not giving up when work such as statistics is a challenge, being honest about own abilities and striving to improve. Links to careers: <ul style="list-style-type: none"> Exploration of where Psychology can lead to Signposting the BPS website – student membership gives access to career planning within Psychology 	Links to Gospel Values/vocations: <ul style="list-style-type: none"> Tolerance and peace as students respectfully listen to others' viewpoints in class debates Links to careers: <ul style="list-style-type: none"> Biopsychology links with the field of neuropsychology which is a substantial research area within psychology Brain imaging is a specialist field which attracts increasing numbers of graduates
	Enrichment: <ul style="list-style-type: none"> trip to Freud museum, London to appreciate the historical context of the world-famous founding father of psychotherapy. 	Enrichment: <ul style="list-style-type: none"> Biopsychology - students will begin to understand some of their own behaviour and relate to everyday situations (e.g. Fight or

	<ul style="list-style-type: none"> • Students begin to use psychological vocabulary with confidence and develop a basic viewpoint of why people behave in certain ways, and how we learn. • Students will develop transferable creative and critical thinking skills by learning to plan and design their own investigations 	<p>flight response) and how they can manage themselves in certain situations.</p> <ul style="list-style-type: none"> • Issues and debates - this builds on students' critical thinking skills and prepares them for a career in any social sciences field. They learn how important it is for research to be carried out correctly and ethically in order to keep the reputation of psychology (e.g. understanding cultural and gender bias in research; the impacts of this and when it is needed)
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Spring Term

	Y12	Y13
Spring 1	<p>Content: Social Influence</p> <p>Why am I learning this? (<i>ie substantive content/link to previous work</i>)</p> <ul style="list-style-type: none"> • Introduces seminal research studies of historical significance which are revisited at university 	<p>Content: Stress, Gender</p> <p>Why am I learning this? (<i>ie substantive content/link to previous work</i>)</p> <ul style="list-style-type: none"> • Two optional topics chosen for relevance, interest and engagement • makes explicit synoptic links with previous learning e.g. biopsychology, SLT
	<p>Assessment Focus</p> <p>Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment</p> <p>Formative / maintenance assessment: Regular AO1 retrieval mini tests, past paper exam questions live-marked in class, peer-assessed application questions from set class text</p>	<p>Assessment Focus</p> <p>Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment</p> <p>Formative / maintenance assessment: Regular AO1 retrieval mini tests including Year 12 topics, past paper exam questions live-marked in class, peer-assessed application questions from set class text</p>
Spring 2	<p>Content: Memory and forgetting</p> <p>Why am I learning this? (<i>ie substantive content/link to previous work</i>)</p> <ul style="list-style-type: none"> • Major applied area of cognitive psychology • Allows for practice and application of previously taught RMs 1 	<p>Content: Aggression</p> <p>Why am I learning this? (<i>ie substantive content/link to previous work</i>)</p> <ul style="list-style-type: none"> • Final optional topic chose for interest and engagement • makes explicit synoptic links with previous learning e.g. biopsychology, SLT
	<p>Assessment Focus</p> <p>Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment</p> <p>Maintenance assessment: Regular AO1 retrieval mini tests, past paper exam questions live-marked in class, peer-assessed application questions from set class text</p>	<p>Assessment Focus</p> <p>Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment</p> <p>Maintenance assessment: Regular AO1 retrieval mini tests including Year 12 topics, past paper exam questions live-marked in class, peer-assessed application questions from set class text</p>
Termly themes	<p>Links to Gospel Values/vocations:</p> <ul style="list-style-type: none"> • Forgiveness and mercy when learning about the social processes that underpin the Holocaust • Dignity and compassion by acknowledging the challenges that older people with dementia face when losing their memory <p>Links to careers:</p> <ul style="list-style-type: none"> • Research into memory loss and treatments increasingly relevant with an ageing population 	<p>Links to Gospel Values/vocations:</p> <ul style="list-style-type: none"> • Dignity and compassion when studying chromosomal disorders, impact of personality types on heart disease and determinants of aggression • Tolerance and peace in accepting others' views on gender <p>Links to careers:</p> <ul style="list-style-type: none"> • All topics promote understanding of people and the challenges they face

	<ul style="list-style-type: none"> • Social psychologists on SAGE committee advise government on how to influence people's decision-making re Covid 	<ul style="list-style-type: none"> • This in turn feeds into careers within clinical psychology, mental health, talking and biological therapies
	<p>Enrichment:</p> <ul style="list-style-type: none"> • Social influence - students will understand why people conform and obey. They will be able to apply this to making sense of history and other social issues, e.g. bullying, 'mob' mentality and peer pressure. • Memory - an understanding of how our memory works will give an opportunity for students to reflect upon their own memory patterns and enable them to apply this to revision techniques. 	<p>Enrichment:</p> <ul style="list-style-type: none"> • These three optional topics build on students' basic understanding of human behaviour to give deeper insight and appreciation of the complexity of behaviour and have been chosen with our students' needs in mind: • Gender is a very high-profile issue currently in society and this topic helps our students to develop a greater insight into the need for informed discussions, including the damage arising from stereotyping. We have a strong commitment to raising the profile of mental health care and well-being and so the topic of stress is an obvious choice, as well as being instantly relatable to sixth form students in exam season. The topic of aggression has been chosen as this behaviour impacts everyone either directly or indirectly, and is another example of where we encourage students to make links between their studies and real-life examples.

Summer Term

	Y12	Y13
Summer 1	<p>Content: Attachment</p> <p><i>Why am I learning this? (ie substantive content/link to previous work)</i></p> <ul style="list-style-type: none"> • Early relationships are of fundamental significance in people’s behaviour and their own relationships throughout their lifetime 	<p>Content:</p> <p><i>Why am I learning this? (ie substantive content/link to previous work)</i></p> <ul style="list-style-type: none"> • Revision of all taught material in preparation for Papers 1,2 and 3 in the summer exams
	<p>Assessment Focus</p> <p>Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment</p> <p>Formative / maintenance assessment: Regular AO1 retrieval mini tests, past paper exam questions live-marked in class, peer-assessed application questions from set class text</p>	<p>Assessment Focus</p> <p>Formative / maintenance assessment: A range of teacher and student -led revision strategies including past papers, essay technique workshops, research methods skills, and quizzes</p>
Summer 2	<p>Content: Psychopathology</p> <p><i>Why am I learning this? (ie substantive content/link to previous work)</i></p> <ul style="list-style-type: none"> • The causes and consequences of mental illness • Serves as an introduction to clinical psychology as a profession 	<p>Content:</p> <p><i>Why am I learning this? (ie substantive content/link to previous work)</i></p>
	<p>Assessment Focus</p> <p>Deep assessment: End of unit test comprising short answer questions and a longer length essay – formal teacher assessment</p> <p>Maintenance assessment: Regular AO1 retrieval mini tests, past paper exam questions live-marked in class, peer-assessed application questions from set class text</p>	<p>Assessment Focus</p> <p>Deep assessment:</p> <p>Maintenance assessment:</p>
Termly themes	<p>Links to Gospel Values/vocations: Tolerance and peace and Dignity and compassion in understanding those who suffer difficult life circumstances, in attempting to define ‘normal’ behaviour and when reading distressing accounts of childhood deprivation and abuse.</p> <p>Links to careers:</p> <ul style="list-style-type: none"> • Both topics directly feed into careers within mental health and talking therapies 	<p>Links to Gospel Values/vocations:</p>
	<p>Enrichment:</p> <ul style="list-style-type: none"> • Attachment will help students to understand their own attachments and reflect on current relationships. This should help students understand the importance of maintaining key relationships, particularly at such significant stages of their lives. • Psychopathology - students will become aware of common mental health illnesses which are on the rise in today’s society, especially in their age group. They will also understand more complex and severe mental illnesses. Education here reduces the stigma surrounding mental 	<p>Enrichment:</p>

	illness and students will feel comfortable enough to support their peers should they recognise any signs or symptoms.	
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