



## Our curriculum in Psychology

What is the purpose of Psychology?	Department information
<p>In Psychology our intention is to ensure all students, particularly those with SEND and who are socially disadvantaged, to have a passionate awareness and appreciation of the role of Psychology in society and develop skills that will assist them on their journey of lifelong learners.</p> <ul style="list-style-type: none"> <li>• <b>Knowledge and understanding</b> of a wide range of psychological topics.</li> <li>• Understand human behaviour from five different approaches with <b>critical</b> consideration of theories and studies. Evaluations are deepened through discussions of wider <b>issues and debates</b>.</li> <li>• <b>Cultural capital</b> is embedded in discussions of the role psychology plays in society and acknowledges the importance of considering modern society when discussing data from older studies.</li> <li>• Using evidence and <b>data to analyse, to critique</b> and <b>apply</b> knowledge to novel scenarios.</li> <li>• Development of <b>skills</b> that will assist them on their journey of <b>lifelong learners</b>.</li> </ul>	<p>Core Leader: Maria Coombs &amp; Nicola Burton</p> <p>Exam board: AQA</p> <p>Psychology is a part of the Social Sciences Faculty. It is an option that students can choose to study at A-Level or AS Level in KS5.</p> <p>In both Y12 and Y13 students will have 10 hours of provision a fortnight. In AS Level students will have 9 hours of provision a fortnight.</p>
How do we develop Arthur Terry Learners?	
<p>As Arthur Terry Learners our students will take an active approach, be resilient, adopt a meta cognitive approach and be prepared for all lessons, as they will be proud and ready to learn. Within the Social Sciences faculty our students take pride and have a love for learning where they can contribute ideas and ask questions in an inclusive and kind environment. This allows them to be ready to engage in a society where they have an awareness of diversity and the barriers within society. This all allows students to develop vital skills such as problem solving, communication, team working and exam skills.</p>	

	Topics/Units	Summary of key content
12	<ul style="list-style-type: none"> <li>○ Social Influence</li> <li>○ Memory</li> <li>○ Attachment</li> <li>○ Psychopathology*</li> </ul>	<p><b>Research Methods</b> - is our first topic due to this underpinning the foundations of the course and it is the only topic that is assessed in all three exam papers. This also helps to bridge the gap of knowledge as very few students would have studied GCSE Psychology but would have studied Maths at GCSE. Research Methods has year 1 and year 2 material.</p>



## Our curriculum in Psychology

	<ul style="list-style-type: none"> <li>○ Approaches*</li> <li>○ Biopsychology*</li> <li>○ Research Method (Year 1)</li> </ul> <p>*Aspect of this topic taught for AS level Psychology</p>	<p><b>Approaches</b> - we initially learn this in the first half term in Psychology as this also underpins the key foundation to the course and links to all the topics studied, particularly Psychopathology &amp; Issues and Debates.</p> <p><b>Biopsychology</b> - is spread over two half terms in year 1 as it is the most challenging module and needs more time.</p> <p><b>Psychopathology</b> - is taught after approaches in year 1 as it links in with approaches and is a good way of revisiting knowledge. <b>Memory</b> also links to Research methods and Approaches. As does <b>Social Influence</b> and <b>Attachment</b>.</p> <p>Students generally find Paper 3 the most challenging as it builds on the foundation of their psychological knowledge and the assessment allows for increased synoptic links. Students find Paper 2 content more challenging than Paper 1, which informs the decision to start with this content first and continue to implement retrieval practice strategies whilst delivering Paper 1 content.</p>
13	<ul style="list-style-type: none"> <li>○ Issues and Debates</li> <li>○ Cognition and Development</li> <li>○ Eating Behaviour</li> <li>○ Aggression</li> <li>○ Research Methods (Year 2)</li> </ul>	<p><b>Paper 3 (Issue and options) – Issues and Debates</b> – is a compulsory topic and <b>Cognition and Development &amp; Aggression</b> are option topics that are taught parallel and across most the year. The final option topic is <b>Eating behaviours</b> and it is taught last as it can make links to previous knowledge. <b>Research methods</b> is a continuation of year 1 in that research methods are revisited and statistical analysis are taught.</p> <p>Our three optional topics have been chosen with several factors in mind: which will use the knowledge gained in year 1, how many mini topics does it have, what the local context is and our cohort needs.</p>