







Key Stage 4 Curriculum Map:

The curriculum in the Psychology department at Ashlawn seeks to teach learners the importance of our biology and environment on our behaviour. In order that they know, understand and can apply psychological perspectives to real life situations, institutions and contemporary examples. This is important because it will enable young people to understand how interactions between our nature (neuropsychology that is entwined throughout the course) and our nurture, shape outcomes for themselves and other groups in both a positive and negative way. Our intent is that through the study of the Psychology curriculum students are better prepared to understand the impact of their actions and the actions of those in authority and how this ultimately shapes all our outcomes. This will be the foundation they need to lead fulfilling lives and make a valuable contribution to society.

THE YEAR 10 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3 & 4	HALF TERM 5 & 6
Topic and learning focus	 Criminal & RM	 Criminal & RM	 Development & RM	 Memory & Revision
Breakdown	Research methods	Criminal	Development	Memory
Foundational Knowledge Prior learning needed	The basic knowledge of the different research methods. An understanding of dealing with statistics including graphs and numerical manipulation involving ratio, percentages and fractions.	The basic knowledge of the concepts and vocabulary of the topic. The different types of crime that affect society and how we measure crime rates and its impact. How crime deterrents are implemented.	The basic knowledge of the concepts and vocabulary of the topic. Stages of development. Areas of the brain. How intelligence is measured.	The basic knowledge of the concepts and vocabulary of the topic. The flaws and vulnerability of memory eg; amnesia; lack of cues, decay and displacement.
Core Knowledge and skills	Understand the similarities and differences between the research methods and when they are used. To start to evaluate each in terms of validity and reliability.	Understand the factors that affect these concepts both situational (social learning theory) and dispositional (Eysenck's criminal personality theory). Know the research studies that demonstrate these factors.	Understand and describe these key concepts. Understand Piaget's theory of development, the 2 learning theories of development (Willingham & Dweck) and the key differences between them. Know the research studies that demonstrate these theories of development.	Understand the factors that affect these concepts and ways to improve the effectiveness of memory i.e; mnemonics; chunking, cognitive load. Know the research studies that demonstrate these factors and those that support the various models of memory.
Developmental Knowledge and Skills	Evaluating the research methods and applying them to novel scenarios. To be able to apply knowledge of the methods to both context and evaluation questions.	Evaluating the factors as explanations of the concepts. Evaluating the research that supports or contradicts the factors. Using issues and debates to summarise strengths and weakness Comparisons of factors to assess the best explanations for the criminal behaviours	Evaluating the explanations of how our cognitive development is shaped. Evaluating the research that supports or contradicts explanations. Using issues and debates to summarise strengths and weakness. Comparisons of explanations of how we develop cognitively.	Evaluating the 2 different models of memory and factors as reasons for affecting the effectiveness of memory. Evaluating the research that supports or contradicts the factors. Using issues and debates to summarise strengths and weakness. Comparisons of factors to assess the best explanations for how memory works.
Complex Knowledge	To create their own piece of research including being able to write about the methods for this and to argue the evaluation. To be able to argue	Draw conclusions about why some people respond to the situations in the way that they do whilst others do not. Applying the knowledge to every life and situations. Draw conclusions about the effectiveness	Draw conclusions about why some people have a growth mindset whilst other remain fixed. Understand and reason what process praise vs process praise will do for development.	Draw conclusions about why some memories remain intact whilst others do not. Applying the knowledge to every life and situations







	why an average or graph should be used over another for a novel or own piece of research.	of these factors as explanations. Assess the impact of culture and social expectation on criminal behaviour.	Applying the knowledge to every life and situations. How these theories and processes might be implemented into the education system.	Draw conclusions about the effectiveness of these factors as explanations of memory.
Literacy (including reading)	Knowing how to apply key psychology terminology. Making independent notes from textbook Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.
Cultural Capital	How to conduct a valid, reliable and ethical piece of research.	How and why people commit a variety of different crimes. How this perception of criminality can change in different places around the world. How criminal behaviour can be reformed.	How to ensure the education system can support cognitive development and produce learners that are resilient and resourceful.	How to maximise the efficiency of memory and ensure that key information is better protected for later retrieval. To be cautious of others personal recollection of events & how to improve this
Social, Moral, Spiritual and Cultural Development	Looking at the ethical costs of research Balancing evaluations with strengths & weaknesses – Ethical implications of research.	Group work for project looking at correlation between extraversion & risk taking. Looking at the ethical costs of research. Balancing evaluations with strengths & weaknesses	Group work for project work looking at formal reasoning in teenagers. Looking at the ethical costs of research. Balancing evaluations with strengths & weaknesses	Group work for project looking at investigating amnesiac patients. Looking at the ethical costs of research Balancing evaluations with strengths & weaknesses
Fundamental British Values	Mutual respect – opposing views to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Democracy – punishment to fit crime The rule of law - explore why it is that individuals are likely, or in some cases unlikely, to follow the rule of law. Individual liberty – how/why people make decisions	Mutual respect – opposing views between cognitive & behavioural schools of thought - to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Democracy – research to pass ethics committee Mutual respect – opposing views to help the development of Psychology as a science.
Assessment	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic. Homework based on sample assessment material. Progress check based on secure sample assessment midway through topic (after types of experiments) End of topic assessment based on prior (2019-) standardised exams 24 marks but no extended writing (≤6 marks).	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic. Homework based on sample assessment material Progress check based on secure sample assessment midway through topic (after Cooper & Mackie study) End of topic assessment based on prior (2019-) standardised exams 24 marks but no extended writing (≤6 marks).	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic & previous topic. Homework based on sample assessment material Progress check based on secure sample assessment midway through topic (after Piaget’s study) Retrieval grid issued for Criminal topic End of topic assessment based on prior (2019-) standardised exams 24 marks but no extended writing (≤6 marks).	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic & previous topic. Homework based on sample assessment material Progress check based on secure sample assessment midway through topic (after Clive Wearing study) Retrieval grid issued for Development topic End of topic assessment based on prior (2019-) standardised exams 24 marks but no extended writing (≤6 marks).



Key Stage 4 Curriculum Map:

The curriculum in the Psychology department at Ashlawn seeks to teach learners the importance of our biology and environment on our behaviour. In order that they know, understand and can apply psychological perspectives to real life situations, institutions and contemporary examples. This is important because it will enable young people to understand how interactions between our nature (neuropsychology that is entwined throughout the course) and our nurture, shape outcomes for themselves and other groups in both a positive and negative way. Our intent is that through the study of the Psychology curriculum students are better prepared to understand the impact of their actions and the actions of those in authority and how this ultimately shapes all our outcomes. This will be the foundation they need to lead fulfilling lives and make a valuable contribution to society.

THE YEAR 11 CURRICULUM MAP

	HALF TERM 1 & 2 SI & Psych probs	HALF TERM 1 & 2 SI & Psych probs	HALF TERM 3 & 4	HALF TERM 5
Topic and learning focus				
	Social Influence	Psychological problems	Sleep & dreaming	REVISION
Foundational Knowledge Prior learning needed	The basic knowledge of the concepts and vocabulary of (a) conformity, (b) obedience, (c) collective & crowd behaviour (including poor and anti-social behaviour) and (d) social change.	Knowledge of the different mental health issues that affect people in our society. The affects they have on the individual, society and how they have changed over time. Key statistics of schizophrenia and clinical depression including reference to prevalence; age; sex; ethnicity; and recovery rates	The basic knowledge of the functions, features and benefits of sleep. The different sleep disorders that people may suffer from and the key vocabulary that goes along with these concepts.	Previous knowledge of content from Year 10 and 11
Core Knowledge and skills	Understand the factors that affect these concepts both situational and dispositional. Know the research studies that demonstrate these factors.	Understand the behavioural, emotional & cognitive aspects of Schizophrenia & Clinical depression (ICD classification) The biological and psychological explanations of Schizophrenia & Clinical depression. The treatments for both conditions.	Understand and describe these key concepts. Understand Freud's theory of dreaming and Activation Synthesis as a theory of dreaming and the key differences between them. Know the research studies that demonstrate these theories of dreaming.	Typical topics for revision due to students' misconceptions: <ul style="list-style-type: none"> - Social influence - Criminal - Research Methods - Development
Developmental Knowledge and Skills	Evaluating the factors as explanations of the concepts. Evaluating the research that supports or contradicts the factors. Using issues and debates to summarise strengths and weakness. Comparisons of factors to assess the best explanations for the social behaviours.	Evaluating the explanations and treatments Using issues and debates to summarise strengths and weakness (nature vs nurture and cause & effect) Comparisons of approaches to further explain the disorders	Evaluating the explanations of why we dream. Evaluating the research that supports or contradicts explanations. Using issues and debates to summarise strengths and weakness	Typical areas for revision due to students' misconceptions: <ul style="list-style-type: none"> - Applications of the concepts - Key studies - Evaluation (especially positive points) of theories/studies
Complex Knowledge	Draw conclusions about why some people respond to the social situations in the way that they do whilst others do not. Applying the knowledge to every life and situations.	Draw conclusions about why some people respond to treatments whilst others need a different approach. Applying knowledge to every life & situations. Draw conclusions about effectiveness of treatments and explanations	Comparisons of the explanations using issues and debates. Explaining dreaming from the perspective of a biological or psychological explanation in a novel scenario.	13 mark essays and links to the issues and debates. Getting students to use two contracting areas of the course to support/contradict a specific debate –









	Draw conclusions about the effectiveness of these factors as explanations.			looking at all the possible/previous contrasts.
Literacy (including reading)	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.
Cultural Capital	How and why people behave the way that they do in social situations. How to make a minority or a majority successful in implementing positive social change.	How to look out for and treat abnormality without stigmatisation.	Why people suffer from sleep disorders and how we can help people in this position. Ways to implement artificial environments for shift workers or astronauts.	
Social, Moral, Spiritual and Cultural Development	Group work for project looking at LoC and susceptibility of social influence. Looking at the ethical costs of research. Balancing evaluations with strengths & weaknesses	Peer work on assessment marking Group work for project work looking at a survey on knowledge of Schizophrenia. Looking at the ethical costs of research. Balancing evaluations with strengths & weaknesses.	Group work for project work looking at analysing a dream (can be own or use one from a collection). Looking at the ethical costs of research. Balancing evaluations with strengths & weaknesses	Peer work on assessment marking Balancing evaluations with strengths & weaknesses
Fundamental British Values	Democracy – right to social change The rule of law – obedience; why some people will/will not follow the rule of law. Individual liberty – how/why people make decisions	Democracy – right to equal treatment Mutual respect – opposing views to help the development of Psychology as a science.	Mutual respect – opposing views between nature & nurture schools of thought - to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Mutual respect – opposing views between nature & nurture schools of thought - to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method
Assessment	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic & previous topic. Homework based on sample assessment material Progress check based on secure sample assessment midway through topic (after Bickman’s study) Retrieval grid issued for RM topic End of topic assessment based on prior (2019-) standardised exams 24 marks but no extended writing (≤6 marks).	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic & previous topics. Homework based on sample assessment material. Progress check based on secure sample assessment midway through topic (after Daniel, Weinberger, Jones et al. study) Retrieval grid issued for Social Influence & Memory topics A timed 13 mark Qu End of topic assessment based on prior (2019-) standardised exams 24 marks including extended writing (1-13 marks).	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic & previous topics. Homework based on sample assessment material. Progress check based on secure sample assessment midway through topic (after Freud’s study) Retrieval grid issued for Psychological problems and Sleep & dreaming topics A timed 13 mark Qu End of topic assessment based on prior (2019-) standardised exams 24 marks including extended writing (1-13 marks).	Every lesson: do now has 3-5 retrieval practice Qus based on previous lesson, previously in topic & previous topics. Homework based on sample assessment material. Retrieval grid booklet for all topics (digital) Several timed 13 mark Qu with a range of feedback styles; teacher, peer, self.



Key Stage 5 Curriculum Map:

The curriculum in Psychology enables learners to understand the importance of biology and environment on behaviour, and to enable them to know, understand and apply psychological perspectives to real life situations, institutions and contemporary examples. This is important because it will enable young people to understand how interactions between our nature and nurture shape outcomes for themselves and other groups in both a positive and negative way. Our intent is that through the study of the Psychology curriculum students are better prepared to understand the impact of their actions and the actions of those in authority and how this ultimately shapes all our outcomes.

THE YEAR 12 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
Topic and learning focus						
	Social Influence and RM	Memory and RM	Attachment and RM	Attachment and approaches	Psychopathology and Apps	Psychopathology and Apps
Breakdown	Research methods	Social Influence	Memory	Attachment	Psychopathology	Approaches
Foundational Knowledge Prior learning needed	The basic knowledge of the different research methods. An understanding of dealing with statistics and numerical manipulation involving ratio, percentages and fractions	The basic knowledge of the concepts and vocabulary of (a) conformity, (b) obedience, (c) minority influence, (d) social change and (e) resistance to social influence	The basic knowledge of the concepts and vocabulary of memory The flaws and vulnerability of memory e.g. amnesia, lack of cues, interference.	The basic knowledge of the concepts and vocabulary of the attachment. How early attachment is measured and the types of effects that someone that has a poor or insecure attachment may suffer from in the future.	The basic principles of the three approaches used: Biological, Cognitive and Behavioural	The basic knowledge of the concepts and vocabulary of approaches (a) behaviourist, (b) social learning, (c) cognitive, (d) biological, (e) psychodynamic and (f) humanistic
Core Knowledge and skills	Understand the similarities and differences between the research methods and when they are used. Evaluate each in terms of validity and reliability. Understand why a statistical test is used and the outcome of this. Understand how to report psychological investigations.	Understand the factors that affect these concepts both situational and dispositional. Know the research studies that demonstrate these factors.	Understand the factors that affect these concepts and ways to improve the effectiveness of memory i.e; mnemonics; chunking, cognitive interview. Know the research studies that demonstrate these factors and those that support the various models of memory.	Understand and describe the 2 approaches that explain how we form attachments. Understand how cultural variations result in different types of attachment being more common. Explore the effects of maternal deprivation, privation and institutionalisation and what can be done to overcome these.	Understand the behavioural, emotional and cognitive aspects of OCD, phobias and depression. OCD - genetic and neural explanations. Phobias - the dual process model: classical and operant conditioning. Depression including models by Beck (negative triad) and Ellis (ABC model) The treatments for all 3.	Understand the key studies and explanation of behaviour according to all of the approaches (a) behaviourist, (b) social learning, (c) cognitive, (d) biological, (e) psychodynamic and (f) humanistic.



				Know the research studies that demonstrate these effects and variations.		
Developmental Knowledge and Skills	Evaluating the research methods and applying them to novel scenarios. To be able to apply knowledge of the methods to both context and evaluation questions.	Evaluating the factors as explanations of the concepts. Evaluating the research that supports or contradicts the factors. Using issues and debates to summarise strengths and weakness Comparisons of factors to assess the best explanations for the social behaviours	Evaluating the models and factors as reasons for affecting the effectiveness of memory. Evaluating the research that supports or contradicts the factors. Using issues and debates to summarise strengths and weakness. Comparisons of factors to assess the best explanations for how memory works	Evaluating the explanations of how we form attachments. Evaluating the research that supports or contradicts explanations Using issues and debates to summarise strengths and weakness Comparisons of explanations for how we form attachments.	Evaluating the explanations and treatments Using issues and debates to summarise strengths and weakness Comparisons of approaches to further explain the disorders	Evaluating the approaches as explanations of behaviour. Evaluating the research that supports the approaches. Explore issues and debates to summarise strengths and weaknesses of the approaches.
Complex Knowledge	Create their own piece of research including being able to write about the methods for this and to reason the evaluation. State why a statistical test should be used over another for a novel or own piece of research.	Draw conclusions about why some people respond to the social situations in the way that they do whilst others do not. Applying the knowledge to every life and situations. Draw conclusions about the effectiveness of these factors as explanations	Draw conclusions about why some memories remain intact whilst others do not Applying the knowledge to every life and situations Draw conclusions about the effectiveness of these factors as explanations of memory.	Draw conclusions about why some people in the same families form different attachments. Applying the knowledge to every life and situations Draw conclusions about the effectiveness of these explanations of attachment.	Draw conclusions about why some people respond to treatments whilst others need a different approach. Applying knowledge to every life and situations. Draw conclusions about effectiveness of treatments and explanations	Comparisons of the approaches in terms of assumptions, context and evaluation. Explaining behaviour from the perspective of an approach in a novel scenario.
Literacy (including reading)	Knowing how to apply key psychology terminology. Making independent notes from textbook Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.
Cultural Capital	How to conduct a valid, reliable and ethical piece of research.	How and why people behave the way that they do in social situations. How to make a majority successful in implementing positive social change.	How to maximise the efficiency of memory and ensure that key information is better protected for later retrieval.	How to ensure successful attachments in future generations. How imposed etic (and emic) can affect research	How to look out for and treat abnormality without stigmatisation.	To consider a range of varied viewpoints and approaches and integrate them to best treat and diagnose key issues in Psychology.

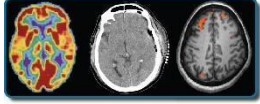






ASHLAWN SCHOOL

			To be cautious of others personal recollection of events and how to improve this			
Social, Moral, Spiritual and Cultural Development	Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses	Group work for project looking at investigating conformity or obedience Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses	Group work for project looking at investigating interference Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses	Project work for 'egg babies' where students learn to apply findings to their own attachment to an egg. Looking at the ethical costs of research. Balancing evaluations with strengths and weaknesses	Peer work on assessment marking Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses	Peer work on assessment marking Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses
Fundamental British Values	Mutual respect – opposing views to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Democracy – right to social change The rule of law - obedience Individual liberty – how/why people make decisions	Democracy – research to pass ethics committee Mutual respect – opposing views to help the development of Psychology as a science.	Mutual respect – opposing views to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Democracy – right to equal treatment Mutual respect – opposing views to help the development of Psychology as a science.	Mutual respect – opposing views to help the development of Psychology as a science.
Assessment	Weekly starter/plenary of 3 exam Qu's - done in workbook based on previous lesson, previously in topic & previous topic. 1 timed 12 mark Qu for RM Progress check (MCQ, 1, 2, 3, 4 & 6 mark only) midway through topic (after experimental method) End of topic assessment based on prior (2017-) standardised exams	Weekly starter/plenary of 3 exam Qu's - done in workbook based on previous lesson, previously in topic & previous topic. 1 timed 16 mark Qu for Social Progress check (MCQ, 1, 2, 3, 4 & 6 mark only) midway through topic (after obedience) End of topic assessment based on prior (2017-) standardised exams.	Weekly starter/plenary of 3 exam Qu's - done in workbook based on previous lesson, previously in topic & previous topic. 1 timed 16 mark Qu for Memory Progress check (MCQ, 1, 2, 3, 4 & 6 mark only) midway through topic (after Types of LTM) End of topic assessment based on prior (2017-) standardised exams.	Weekly starter/plenary of 3 exam Qu's - done in workbook based on previous lesson, previously in topic & previous topic. 1 timed 16 mark Qu for Attachments Progress check (MCQ, 1, 2, 3, 4 & 6 mark only) midway through topic (after monotropic theory) End of topic assessment based on prior (2017-) standardised exams.	Weekly starter/plenary of 3 exam Qu's - done in workbook based on previous lesson, previously in topic & previous topic. 1 timed 16 mark Qu for Psychopathology Progress check (MCQ, 1, 2, 3, 4 & 6 mark only) midway through topic (after Phobias) End of topic assessment based on prior (2017-) standardised exams.	Weekly starter/plenary of 3 exam Qu's - done in workbook based on previous lesson, previously in topic & previous topic. 1 timed 16 mark Qu for Approaches Progress check (MCQ, 1, 2, 3, 4 & 6 mark only) midway through topic (after SLT) End of topic assessment based on prior (2017-) standardised exams.



THE YEAR 13 CURRICULUM MAP

	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5
Topic and learning focus					
	Biopsychology and I and D	Aggression and C and D	Schizophrenia and C and D	REVISION	REVISION
Breakdown	Biopsychology	Issues and debates	Aggression	Cognition and development	Schizophrenia
Foundational Knowledge Prior learning needed	<ul style="list-style-type: none"> The basic knowledge of the nervous system, localisation and lateralisation of the brain, plasticity and functional recovery, ways of studying the brain and biological rhythms. 	<ul style="list-style-type: none"> The issues and debates in Psychology: what they are and which approaches may suffer from them. Prior knowledge of approaches and evaluation skills and the key vocabulary. 	<ul style="list-style-type: none"> The basic knowledge of the genetic, hormonal, neural, ethological, evolutionary, social psychological, and media and gaming influences on aggression. 	<ul style="list-style-type: none"> The basic knowledge of the key concepts and vocabulary of cognition and development The abilities of young children at different stages and developmental disorders that may impact development. 	<ul style="list-style-type: none"> The basic principles of the vocab and the 3 approaches used: Biological, Psychological and interactionist. The issues and debates that arise in studying Schizophrenia and the key symptoms for diagnosis.
Core Knowledge and skills	<ul style="list-style-type: none"> Understand the key studies, research and explanations of behaviour in terms of the nervous system, localisation and lateralisation, plasticity and functional recovery, ways of studying the brain and bio rhythms. 	<ul style="list-style-type: none"> Key concepts of the debate or issue. Which research and/or approach will have these issues and why. 	<ul style="list-style-type: none"> Understand the key studies, research and explanations of behaviour in terms of the genetic, hormonal, neural, ethological, evolutionary, social psychological, and media and gaming influences on aggression. 	<ul style="list-style-type: none"> Understand the key studies, research and explanations of development including cognitively, intellectually and socially. 	<ul style="list-style-type: none"> Understand key principles that underlie the approaches and explain Schizophrenia from a biological, psychological or interactionist approach. Know the research studies that demonstrate these approaches
Developmental Knowledge and Skills	<ul style="list-style-type: none"> Evaluating the research, theories and debates in terms of the nervous system, localisation and lateralisation of the brain, plasticity and functional recovery, ways of studying the brain and biological rhythms. 	<ul style="list-style-type: none"> Looking at the costs and benefits of each issue or debate. Using issues and debates to summarise strengths and weaknesses of other research or explanations. 	<ul style="list-style-type: none"> Evaluating the research, theories and debates in terms of the genetic, hormonal, neural, ethological, evolutionary, social psychological, and media and gaming influences on aggression. 	<ul style="list-style-type: none"> Evaluating the research, theories and debates that supports or contradicts the different developmental theories. Comparisons of developmental theories. Looking at similarities and differences. 	<ul style="list-style-type: none"> Evaluating the approaches as explanations of Schizophrenia Evaluating the research that supports or contradicts the approaches. Comparisons of factors to assess the best explanations for Schizophrenia.
Complex Knowledge	<ul style="list-style-type: none"> Comparisons of the biological explanations using issues and debates. Explaining behaviour from the perspective of a biological explanation in a novel scenario. 	<ul style="list-style-type: none"> Draw conclusions about why some people believe one side of the debate whilst others promote the opposing view. Applying the knowledge to every life and situations and research. Draw conclusions about which issues and debates are the most 	<ul style="list-style-type: none"> Comparisons of aggression explanations using issues and debates. Explaining aggressive behaviour based on the genetic, hormonal, neural, ethological, evolutionary, social psychological, and media and gaming influences in a novel scenario. 	<ul style="list-style-type: none"> Draw conclusions about the effectiveness of these explanations of development Explaining development in a novel scenario Draw conclusions about why some people in the same environment develop at different rates/in different ways 	<ul style="list-style-type: none"> Draw conclusions about why some people respond to biological/psychological treatments whilst others do not. Applying the knowledge to every life and situations, and novel scenarios. Draw conclusions about the effectiveness of these approaches as explanations



		important to specific areas of Psychology.			
Literacy (including reading)	Knowing how to apply key psychology terminology. Making independent notes from textbook Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.	Knowing how to apply key psychology terminology. Making independent notes from textbook Reading research studies Being able to identify strengths and weaknesses.
Cultural Capital	Understand the biology of the brain and functions associated with it. Understanding how damage and deficits are linked.	The key issues and debates within Psychology and the wider social implications. This includes both gender and culture biases that have existed in research over time.	Understanding factors that affect aggression in the real world	How imposed etic (and emic) can affect research. How Autism may develop and the obstacles that it presents.	How to look out for and treat abnormality without stigmatisation.
Social, Moral, Spiritual and Cultural Development	Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses	Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses Flipped learning for some topics so working with peers and/or independently.	Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses Peer work on assessment marking	Looking at the ethical costs of research. Balancing evaluations with strengths and weaknesses	Peer work on assessment marking Looking at the ethical costs of research Balancing evaluations with strengths and weaknesses
Fundamental British Values	Mutual respect – opposing views to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Democracy – right to argue the debates The rule of law – whether research conforms to the scientific method	Democracy – free will vs determinism Mutual respect – opposing views to help the development of Psychology as a science.	Mutual respect – opposing views to help the development of Psychology as a science. The rule of law – whether research conforms to the scientific method	Democracy – right to equal treatment Mutual respect – opposing views to help the development of Psychology as a science.
Assessment	Regular starter/plenary of exam Qu that are linked to evaluation and/or application - done in workbook (A02/3 focus) At least 1 timed 16 mark Qu for that includes A01/3 set up and A01/2/3 set up Progress check midway through topic (after localisation/lateralisation) End of topic assessment based on standardised assessments (all assessment objectives covered)	Regular starter/plenary of exam Qu that are linked to evaluation and/or application - done in workbook (A02/3 focus) At least 1 timed 16 mark Qu that includes A01/3 set up and A01/2/3 set up Progress check midway through topic (after nature/nurture) End of topic assessment based on standardised assessments (all assessment objectives covered)	Regular starter/plenary of exam Qu that are linked to evaluation and/or application - done in workbook (A02/3 focus) At least 1 timed 16 mark Qu that includes A01/3 set up and A01/2/3 set up Progress check midway through topic (after Ethological explanations) End of topic assessment based on standardised assessments (all assessment objectives covered)	Regular starter/plenary of exam Qu that are linked to evaluation and/or application - done in workbook (A02/3 focus) At least 1 timed 16 mark Qu that includes A01/3 set up and A01/2/3 set up Progress check midway through topic (after Vygotsky) End of topic assessment based on standardised assessments (all assessment objectives covered)	Regular starter/plenary of exam Qu that are linked to evaluation and/or application - done in workbook (A02/3 focus) At least 1 timed 16 mark Qu that includes A01/3 set up and A01/2/3 set up Progress check midway through topic (after Bio treatments) End of topic assessment based on standardised assessments (all assessment objectives covered)