

Weavers Academy

Psychology

Curriculum Map



	Autumn	Spring	Summer
Year 10	Research Methods Criminal Psychology (If <u>1</u> teacher= Spaced Interleaving, If <u>2</u> teachers = one topic each)	Social Influence	Psychological Problems
Year 11	Memory Development	Development Sleep and Dreaming	Revision & Exams
Year 12	T1: Research Methods (AS) T2: Social Influence	T1: Approaches (AS) T2: Memory T1: Psychopathology T2: Attachment (start)	T1: Approaches (A2) T2: Attachment T1: Biopsychology T2: Issues and Debates (Intro) T2: Biopsychology (assist T1)
Year 13	T1: Gender T2: Schizophrenia T2: Aggression (start)	T1: Research Methods (A2) (start) T2: Aggression T2: Issues and Debates (start)	T1: Research Methods (A2) T2: Issues and Debates T1: Issues and Debates (assist T2) Revision & Exams

If 2 teachers sharing a GCSE group = both teachers to teach the same topic together

If 2 teachers sharing an A Level group = teachers to teach separate topics (unless where it states 'assist')



Weavers Academy

GCSE Psychology (OCR)

Year 10: Curriculum Plan

	Substantive Knowledge (Knowledge)	Disciplinary Knowledge (How we acquire the knowledge)	Procedural Knowledge (Skills- How we demonstrate knowledge)
Autumn 1	<p><u>Research Methods</u></p> <p>Hypotheses Variables Experimental Design Sampling Ethical Guidelines Types of Experiment Interviews Questionnaires</p> <p><u>Criminal Psychology</u></p> <p>Key Concepts Measuring Crime Social Learning Theory Key Study: SLT: Cooper & Mackie</p>	<p><u>Threshold Concepts:</u></p> <p><u>Science</u> Hypotheses Variables Types of Experiment</p> <p><u>Maths</u> Sampling</p> <p><u>Geography</u> Questionnaires</p> <p><u>Threshold Concepts:</u></p> <p><u>Geography</u> Official Statistics</p>	<p><u>Threshold Skills:</u></p> <p><u>Maths/Science</u> Mathematical Calculation Interpreting Data Mathematical Analysis Drawing Conclusions from Data</p> <p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements</p>

		<p><u>Acquisition of New Concepts:</u></p> <p>Practising Mathematical Calculations Drawing Graphs/Charts/Tables Comparison of Data Types/ Processes/ Methods/ Sources Interpreting Data Debating Strengths and Limitations of all aspects of Research Methods Processes and Outcomes.</p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
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Autumn 2

Research Methods

Observations
Case Studies
Correlations
Types of Data
Descriptive Statistics
Ways of Presenting Data
(Graphs/Tables)
Reliability and Validity

Criminal Psychology

Eysenck’s Biological Theory
Key Study: Biological: Heaven
Punishment
Rehabilitation

Threshold Concepts:

Science
Observations

Maths
Descriptive Statistics
Correlations
Types of Data
Ways of Presenting Data
Sampling

Geography
Case Studies

History
Reliability

Threshold Concepts:

PSHE
Punishment
Rehabilitation (Role Models)

Acquisition of New Concepts:

Comparison of Concepts
Creating Examples for Concepts
Comprehension of Key Studies

Threshold Skills:

Maths/Science
Mathematical Calculation
Interpreting Data
Mathematical Analysis
Drawing Conclusions from Data

Threshold Skills:

English/History
Literacy Comprehension
Extended Writing (Planning and Structuring)
SPaG (phonics)
Drawing Conclusions
Making Sustained Judgements
Proofreading

Assessment Objectives:

A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts.

		<p>Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Use of key terms. Providing examples. Calculation of Mathematical Processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Spring 1</p>	<p><u>Social Influence</u></p> <p>Key Concepts Majority Influence / Conformity Crowd behaviour Culture Authority Figures Situational Factors: Key Study: Bickman</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE/ RS</u> Culture</p> <p><u>History</u> Authority Figures Obedience Discrimination</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements</p>

		<p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
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<p>Spring 2</p>	<p><u>Social Influence</u></p> <p>Self Esteem / Locus of Control Morality / Brain Structure Authoritarian Personality Dispositional Factors: Key Study: NatCen Changing Attitudes: Mental Health Linking into Key Debates</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE/ RS</u> Morality Self Esteem Mental Health</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy):</p>
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			Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG
Summer 1	<p><u>Psychological Problems:</u></p> <p>Defining Mental Health Incidence of Mental Health Changes in Attitudes Effects on Individuals and Society SZ: Characteristics and Statistics SZ: Psychological Explanations SZ: Biological Explanations SZ: Key Study: Bio Explains: Daniels</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE</u> Mental Health Changes in Attitudes Effects on Individuals and Society</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>AO1: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies.</p>

			<p>Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Summer 2</p>	<p><u>Psychological Problems:</u></p> <p>Depress: Characteristics & Statistics Depress: Psychological Explanations Depress: Biological Explanations Depress: Key Study: Bio Explan: Tandoc Biological Treatments Psychological Treatments Neuropsychological Tests Linking in to Key Debates</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE</u> Depress: Characteristics & Statistics Depress: Psychological Explanations</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p>

			<p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
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Weavers Academy

GCSE Psychology (OCR)

Year 11: Curriculum Plan

	Substantive Knowledge (Knowledge)	Disciplinary Knowledge (How we acquire the knowledge)	Procedural Knowledge (Skills- How we demonstrate knowledge)
Autumn 1	<p><u>Memory:</u></p> <p>Information Processing Brain Structure Multi Store Model Types of Forgetting Key Study: MSM: Wilson Reconstructive Memory Key Study: Recon Memory: Braun</p>	<p><u>Threshold Concepts:</u></p> <p><u>Computing/ICT</u> Information Processing</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p>

			<p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Autumn 2</p>	<p><u>Memory:</u></p> <p>Recall Techniques Linking in to Key Debates</p> <p><u>Development:</u></p> <p>Stages of Development Stages of Brain Development Measuring Intelligence and Control</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE</u> Recall Techniques</p> <p><u>Threshold Concepts:</u></p> <p><u>Science (Biology)</u> Stages of Development</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension</p>

	<p>Cognitive Explanations Key Study: Cognitive: Piaget</p>	<p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions)</p>

			Proofreading SPaG
Spring 1	<p><u>Development:</u></p> <p>Learning Theory Explanations: Dweck Key Study: Learning Theory: Blackwell Learning Theory Explanations: Willingham Changing Role of Education Linking in to Key Debates</p> <p><u>Sleep and Dreaming:</u></p> <p>Introduction to Sleep and Dreaming Functions of Sleep and the Sleep Cycle The Neurology of Sleep</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE</u> Learning Theory Explanations</p> <p><u>Threshold Concepts:</u></p> <p><u>Science (Biology)</u> Functions of Sleep</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes.</p>

			<p>Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Spring 2</p>	<p><u>Sleep and Dreaming</u></p> <p>Theories of Dreaming: Freud Key Study: Theories of Dream: Freud Activation Synthesis Theory Key Study: AST: Williams Development of Insomnia Treatments Linking in to Key Debates</p>	<p><u>Threshold Concepts:</u></p> <p><u>Science (Biology)</u> Insomnia</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p>

		<p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark Answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Drawing conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Summer 1 / 2</p>	<p><u>Revision & Exams</u></p>	<p>Recall Practice Exam Practice</p>	



Weavers Academy

A Level Psychology (AQA)

Year 12: Curriculum Plan

	Substantive Knowledge (Knowledge)	Disciplinary Knowledge (How we acquire the knowledge)	Procedural Knowledge (Skills- How we demonstrate knowledge)
Autumn Teacher 1	<p><u>Research Methods:</u></p> <p>Hypotheses Variables Experimental Method Experimental Design Sampling Ethical Issues and Pilot Studies Observational Techniques Self Report Techniques Correlations/Central Tendency/ Dispersion Graphs & Conversions Sign Test Economy & Peer Review</p>	<p><u>Threshold Concepts:</u></p> <p><u>Science</u> Hypotheses Variables Experimental Method Observations</p> <p><u>Maths</u> Central Tendency Dispersion Correlations Graphs Conversions Sampling (A Level: Statistical Testing)</p> <p><u>Geography</u> Questionnaires Case Studies Pilot Studies</p> <p><u>History</u> Reliability</p>	<p><u>Threshold Skills:</u></p> <p><u>Maths/Science</u> Mathematical Calculation Interpreting Data Mathematical Analysis Drawing Conclusions from Data Designing an Experiment Displaying Data</p> <p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p>

		<p><u>RS/PSHE</u> Ethical Issues</p> <p><u>HSC</u> Research Methods</p> <p><u>Sociology</u> Research Methods</p> <p><u>Acquisition of New Concepts:</u></p> <p>Practising Mathematical Calculations Drawing Graphs/Charts/Tables Comparison of Data Types/ Processes/ Methods/ Sources Interpreting Data Debating Strengths and Limitations of all aspects of Research Methods Processes and Outcomes.</p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Assessment Objectives:</u></p> <p>AO1: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy):</p>
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			Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG
Autumn Teacher 2	<p><u>Social Influence:</u></p> <p>Conformity: Types/ Explains Conformity: Asch Conformity: Zimbardo Obedience: Situation: Milgram Obedience: Soc Psych: Agentic State & Legitimacy Obedience: Dispositional: Authoritarian Personality Resistance Minority Influence Social Change</p>	<p><u>Threshold Concepts:</u></p> <p><u>History</u> WWII and Holocaust Legitimacy and Leadership Social Change over Time Examples of Resistance Examples of Minority Influence</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p>

			<p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Spring Teacher 1</p>	<p><u>Approaches:</u></p> <p>Origins of Psychology Behaviourist Approach SLT Cognitive Approach Biological Approach Biopsychology</p> <p><u>Psychopathology:</u></p> <p>Definitions of Abnormality Phobias, OCD, Depression: Characteristics Phobias: Learning Theory Explanations Phobias: Treatments OCD: Biological Explanations</p>	<p><u>Threshold Concepts:</u></p> <p><u>Science</u> Stimuli/ Cause and Effect Nervous System Endocrine System</p> <p><u>Computing/ICT</u> Information Processing</p> <p><u>Threshold Concepts:</u></p> <p><u>PSHE</u> Depression CBT</p> <p><u>Science</u> Neurons</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions</p>

	<p>OCD: Treatments Depression: Cognitive Explanations Depression: Treatments</p>	<p>Synaptic Transmission</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Spring Teacher 2</p>	<p><u>Memory:</u></p> <p>Short and Long Term Memory</p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE</u></p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u></p>

	<p>Multi Store Model Working Memory Model Types of LTM Forgetting: Interference Forgetting: Retrieval Failure EWT: Misleading Information EWT: Anxiety EWT: Cognitive Interview</p> <p><u>(Start Attachment)</u></p>	<p>Types of Memory Forgetting Anxiety</p> <p><u>Computing/ICT</u> Information Processing</p> <p><u>Maths</u> Graphs: U Curves</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy):</p>
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			Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG
Summer Teacher 1	<p><u>Approaches (A2):</u></p> <p>Recap of AS Approaches Psychodynamic Approach Humanistic Approach Comparison of Approaches</p> <p><u>Biopsychology:</u></p> <p>Recap of AS Localisation of Function Lateralisation Split Brain Plasticity Ways of Studying the Brain Circadian Rhythms Ultradian and Infradian Rhythms</p>	<p><u>Threshold Concepts:</u></p> <p><u>RS</u> Humanism</p> <p><u>Threshold Concepts</u></p> <p>N/A</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes.</p>

		<p>Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Summer Teacher 2</p>	<p><u>Attachment:</u></p> <p>Caregiver- Infant Interactions Stages of Attachment: Schaffer Role of the Father Animal Studies The Learning Theory Bowlby's Theory Strange Situation: Ainsworth Cultural Variations Bowlby: Maternal Deprivation Romanian Orphan Studies</p>	<p><u>Threshold Concepts</u></p> <p>N/A</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p>

	<p>Influence of Early Attachment</p> <p><u>Issues and Debates (Introduction):</u></p> <p>Bias: Gender and Culture Freewill and Determinism Nature and Nurture Idiographic and Nomothetic Reductionism and Holism Ethical Implications</p> <p><u>(Assist Teacher 1 teaching Biopsychology)</u></p>	<p><u>Threshold Concepts:</u></p> <p><u>PSHE</u> Culture Gender Ethnicity Sexuality Freewill Ethics/ Morality</p> <p><u>RS</u> Humanism</p> <p><u>Science</u> Reductionism</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p>
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			<p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
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Weavers Academy

A Level Psychology (AQA)

Year 13: Curriculum Plan

	Substantive Knowledge (Knowledge)	Disciplinary Knowledge (How we acquire the knowledge)	Procedural Knowledge (Skills- How we demonstrate knowledge)
Autumn 1	<p><u>Gender:</u></p> <p>Sex Roles and Androgyny Chromosomes and Hormones Atypical Chromosomes Cognitive Explanations Psychodynamic Explanations SLT Explanations Cultural Media Influences Atypical Development</p>	<p><u>Threshold Concepts:</u></p> <p><u>Science</u> Chromosomes Hormones</p> <p><u>PSHE</u> Types of Gender Sex Roles Stereotyping</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p>

			<p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Autumn 2</p>	<p><u>Schizophrenia:</u></p> <p>Classifications and Diagnosis Biological Explanations Psychological Explanations Drug Therapy Psychological Treatment Interactionism</p>	<p><u>Threshold Concepts</u></p> <p><u>Science</u> Genes Heritability</p> <p><u>PSHE</u> CBT</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies</p>	<p><u>Threshold Skills:</u></p> <p><u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading</p> <p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts.</p>

	<p><u>(Start Aggression)</u></p>	<p>Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers</p>	<p>Use of key terms. Providing examples. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
<p>Spring 1</p>	<p><u>Research Methods (A2):</u></p> <p>Recapping AS Content Analysis Case Studies Reliability and Validity Features of a Science Reporting Investigations Statistical Tests Designing a Study</p>	<p><u>Threshold Concepts:</u></p> <p><u>Science</u> Features of a Science Reporting Investigations</p> <p><u>Maths</u> (A Level: Statistical Testing)</p> <p><u>Geography</u> Case Studies</p>	<p><u>Threshold Skills:</u></p> <p><u>Maths/Science</u> Mathematical Calculation Statistical Testing Interpreting Data Mathematical Analysis Drawing Conclusions from Data Designing an Experiment Displaying Data</p>

		<p><u>History</u> Reliability</p> <p><u>Acquisition of New Concepts:</u></p> <p>Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers Designing a Study Running Statistical Tests</p>	<p><u>Assessment Objectives:</u></p> <p>A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Conducting statistical tests. Planning content for exam questions (multiple choice, small mark and extended writing questions).</p> <p>A02: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>A03: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
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**Spring Teacher
2**

Aggression:

Neural & Hormonal Influences
Genetic Explanations
Ethological Explanations
Evolutionary Explanations
Frustration-Aggression
SLT
Deindividuation
Institutional Aggression: Prison
Media Influences
Explanation of Media Influences

(Start teaching Issues and Debates)

Threshold Concepts:

Science
Hormones
Genes
Evolution

PSHE
Prison
Media Influence

Acquisition of New Concepts:

Comparison of Concepts
Creating Examples for Concepts
Comprehension of Key Studies
Debating Strengths and Limitations of Concepts/Key Studies
Practising Small Mark answers
Practising Planning (Structuring) and Writing Extended Answers

Threshold Skills:

English/History
Literacy Comprehension
Extended Writing (Planning and Structuring)
SPaG (phonics)
Drawing Conclusions
Making Sustained Judgements
Proofreading

Assessment Objectives:

A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts.
Use of key terms.
Providing examples.
Planning content for exam questions (multiple choice, small mark and extended writing questions).

A02: Analysing stem scenarios:
Application of psychological concepts to specific situations.

A03: Evaluating psychological concepts and studies.
Debating the strengths and weaknesses of concepts and key studies.
Making conclusions.
Making sustained judgements.

			Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG
Summer Teacher 1	<u>Finishing RM</u> <u>Assisting T2 with Issues and Debates</u> <u>Exams</u>		
Summer Teacher 2	<u>Issues & Debates:</u> Gender Bias Culture Bias Freewill and Determinism Nature and Nurture Holism and Reductionism Idiographic and Nomothetic Ethical Implications <u>Exams</u>	<u>Threshold Concepts:</u> <u>PSHE</u> Gender Inequality Culture Bias / Racism Freewill <u>RS</u> Ethical Implications / Morality <u>Acquisition of New Concepts:</u> Comparison of Concepts Creating Examples for Concepts Comprehension of Key Studies Debating Strengths and Limitations of Concepts/Key Studies Practising Small Mark answers Practising Planning (Structuring) and Writing Extended Answers	<u>Threshold Skills:</u> <u>English/History</u> Literacy Comprehension Extended Writing (Planning and Structuring) SPaG (phonics) Drawing Conclusions Making Sustained Judgements Proofreading <u>Assessment Objectives:</u> A01: Verbal (oracy) and written (literacy) explanation of psychological studies and concepts. Use of key terms. Providing examples. Calculation of mathematical processes. Planning content for exam questions (multiple choice, small mark and extended writing questions).

			<p>AO2: Analysing stem scenarios: Application of psychological concepts to specific situations.</p> <p>AO3: Evaluating psychological concepts and studies. Debating the strengths and weaknesses of concepts and key studies. Making conclusions. Making sustained judgements.</p> <p>Written communication (Literacy): Structuring extended writing answers (Introductions, PEEL paragraphs, Conclusions) Proofreading SPaG</p>
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