Curriculum Implementation – Curriculum Map

	Autumn 1	Autumn 2	Spring 1 & Spring Term 2	Summer 1	Summer 2
Year 12	The first two terms are used to discover and embed the two, foundational topics in Psychology. Starting with investigating behaviour, students will explore research methods in a carefully sequenced curriculum. This ensures that each area of research that will be explored later in the term is complemented by the relevant methodological understanding of how that research was conducted and how it can be evaluated. Students will apply their knowledge and understanding of research methods to novel scenarios. (component 2)	Students will develop the foundation of their studies in psychology through exploring the five main approaches. This includes the biological approach, behaviourist approach, psychodynamic approach, cognitive approach and the positive approach. Students will learn about the three main assumptions of each approach and how these assumptions apply to relationship formation, therapy and classical research. Students will be able to use their knowledge and understanding of research methods to evaluate each of the approaches. Students will also explore one contemporary debate in relation to each of the approaches and the implications of this. (component 1)	The next two terms continue developing the foundations of Psychology through the critical teaching of the five main approaches in Psychology and their comparisons. (component 1) Two more topics are then delivered focusing on two classic studies within psychology. Students will investigate one key study within social psychology (Milgram's study of obedience) and one key study within developmental psychology (Kohlberg's moral development philosophy). For each topic, students will develop an in-depth understanding of the methodology, procedure and findings of each study. They will also be able to apply their learning from the research methods topic to critically evaluate each of the studies. (component 2)	During the first summer term, students are expected to gain firsthand experience of two research methods (outlined by exam board). They will be required to respond to questions concerning their personal investigations in their component 2 exam. Students will be expected to apply their knowledge of research methods to each investigation, including the following aspects: hypotheses; variables; methodology (including experimental design if appropriate); sampling; descriptive statistics; graphical representations; inferential statistics; reliability; validity; ethics. They will focus on one of the personal	Students will then be re-introduced to statistics where they will explore key mathematical concepts to develop their ability to understand, apply and interpret data. This will include building on their knowledge of levels of measurement, graphical representation, descriptive statistics and inferential statistics. (component 2) Teaching of component 3 is launched in the last week of Summer 1, where students will start to explore five controversies that continue to pose challenges for psychology. These controversies can be considered synoptically and should draw on the content from the whole of the specification. Students will be able to understand each issue and why it is controversial as well as make judgements about the controversies from

				investigations in year 1 and the other in year 2. (component 2)	a psychological perspective. (component 3) Students will be set a crime project to complete over the summer to start thinking about explanations for criminal behaviour. This will be in the form of a fact file and presentation which will be reviewed in September. (component 3)
Year 13	The first term will start by reviewing students' crime projects where students will present their fact file or presentation to the rest of the class. This project will have enabled students to begin to think about the various reasons individuals commit crime and key characteristics. Within this topic, students will learn the characteristics of criminal behaviour, understand biological, individual differences and sociological explanations for criminal behaviour	Students will be introduced to the topic of schizophrenia. Students will explore key characteristics of schizophrenia, understand biological, individual differences and sociological explanations for this behaviour and evaluate these explanations. We will also explore methods of modifying schizophrenia, apply these methods to the explanations and evaluate these methods. Students will discuss the effectiveness as well as ethical and social implications. Students will make comparisons between methods of modifying behaviour. (component 3)	Students will then be introduced to the topic of stress. Students will explore key characteristics of stress, understand biological, individual differences and sociological explanations for this behaviour and evaluate these explanations. We will also explore methods of modifying stress, apply these methods to the explanations and evaluate these methods. Students will discuss the effectiveness as well as ethical and social implications. Students will make comparisons between methods of modifying behaviour. (component 3)	Lessons in Summer Term 1 will include focused revision on all components in preparation for upcoming exams. This will include a 'walking talking mock' for all three papers.	

	and evaluate these explanations. We will also explore methods of modifying criminal behaviour, apply these methods to the explanations and evaluate these methods. Students will discuss the effectiveness as well as ethical and social implications. Students will make comparisons between methods of modifying behaviour. (component 3) Biological explanations to be covered: → Inherited criminality → Role of the amygdala Individual differences to be covered: → Eysenck's personality theory	Biological explanations to be covered: → Dopamine hypothesis → Structural abnormalities Individual differences to be covered: → Psychodynamic explanation → Cognitive factors Sociological explanations to be covered: → Dysfunctional families → Sociocultural factors Methods of modifying behaviour to be covered (compulsory):	Biological explanations to be covered: → Adrenaline and acute stress → Cortisol and chronic stress Individual differences to be covered: → Hardiness → Type A and B personality Social explanations to be covered: → Life events → Daily hassles		

	→ Cognitive factors Social explanations to be covered: → Differential association theory → Gender socialisation Methods of modifying behaviour to be covered (compulsory): → Restorative justice → Anger management	→ Antipsychotic drugs → Cognitive behavioural therapy Before the end of Autumn term 2, students will revisit component 2 and start to explore the second personal investigation that has been set by the exam board. Students will be expected to apply their knowledge of research methods to each investigation, including the following aspects: hypotheses; variables; methodology (including experimental design if appropriate); sampling; descriptive statistics; graphical representations; inferential statistics; reliability; validity; ethics. (component 2)	Methods of modifying behaviour to be covered (compulsory): → Drug therapy (beta blockers) → Stress inoculation training		