

KAA Curriculum Overview		A Level Psychology	Year 12 (Teacher 2)	EOY Exam	Sequencing and Progression	
<b>Rationale</b> Give an overview of what students are studying this year and why. Link directly to your overall curriculum intent.  Psychology at KAA aims to develop student’s knowledge and understanding of the human mind and its functions. Students at KAA enjoy a wide range of topics from the approaches in explaining psychology, psychopathology (mental health) and childhood attachment. Students are taught to use subject specific knowledge to construct well informed and balanced arguments with logical chains of reasoning. Students engage with a plethora of shorter answer questions demonstrating understanding and mathematical skill, alongside logically constructed extended answers.  The content for this year is focused on exploring the different approaches in psychology and how they explain the human mind and behaviour differently. Students will look at different theories and treatments for conditions such as anxiety, depression and OCD. They will also explore different theories and explanations for childhood attachment and what the consequences of poor attachment can be. These topics build on students’ skills as there is more emphasis on AO3, being able to evaluate these topics rather than knowledge while students at A Level will consider, and respond to, questions focusing on the justification of these different explanations.				<b>What content and skills will be assessed in the EOY exam?</b>  Paper 1: Introductory Topics in Psychology Paper 2: Psychology in context Paper 3: Issues and Options in Psychology  AO1- knowledge (outline, describe) AO2- apply AO3- evaluate/ discuss  Multiple choice, short answer and extended writing questions, 2 – 16marks.  <a href="#">Exam papers can be found here</a>	<b>How does this year build on what they’ve learnt last year?</b>	<b>How will it benefit them as they move forward next year?</b>  <i>Students will focus on essay practice, embedded RM and application questions to master these skills.</i>
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Sum 1	Sum 2
<b>Link to MTP Overview</b>	<a href="#">Approaches &amp; Biopsychology Topic booklet</a>	<a href="#">Psychopathology</a>	<a href="#">Attachment</a>	<a href="#">Issues and Debates</a>		
<b>Topic studied &amp; Fertile Question</b>	<b>Approaches and AS Biopsychology</b>	<b>Psychopathology</b>	<b>Attachment</b>	<b>Issues and debates</b>	<b>Revision for EOY Exams</b>	<b>Summer Research Project</b>
<b>Adjustments following last assessments / evaluation.</b>	<b>70% knowledge tests</b> per week to assess pre-reading – Focus on AO1 and AO3 <ul style="list-style-type: none"> <li>Short answer exam questions every other week to assess AO2 skills</li> <li>Application</li> </ul>	<b>70% knowledge tests</b> per week to assess pre-reading – Focus on AO1 and AO3 <ul style="list-style-type: none"> <li>Short answer exam questions every other week to assess AO2 skills</li> <li>Application Qs.</li> </ul>	<b>70% knowledge tests</b> per week to assess pre-reading – Focus on AO1 and AO3 <ul style="list-style-type: none"> <li>Short answer exam questions every other week to assess AO2 skills</li> <li>Essay practice</li> <li>Application</li> </ul>	<b>70% knowledge tests</b> per week to assess pre-reading – Focus on AO1 and AO3 <ul style="list-style-type: none"> <li>Short answer exam questions every other week to assess AO2 skills</li> <li>Essay practice</li> <li>Application of RM</li> </ul>		<ul style="list-style-type: none"> <li>Short answer exam questions every other week to assess AO2 skills</li> <li>Essay practice</li> <li>Application of RM</li> </ul>
<b>Key knowledge and skills students need to have gained by the end of the unit</b>	<ul style="list-style-type: none"> <li>Origins of Psychology</li> <li>Origins of Psychology- Wundt</li> <li>Psychodynamic Approach</li> <li>Psychodynamic Evaluation</li> <li>Behaviourist approach</li> <li>Behaviourist evaluation</li> <li>Essay writing practice</li> <li>Humanistic approach</li> <li>Humanistic approach evaluation</li> <li>Essay writing practice</li> <li>Cognitive approach</li> </ul>	<ul style="list-style-type: none"> <li>Defining abnormality – 4 definitions</li> <li>Defining abnormality – Evaluating the 4 definitions</li> <li>Phobias</li> <li>The behavioural approach to explaining phobias</li> <li>The behavioural approach to explaining phobias – evaluation</li> <li>Behavioural treatments for phobias</li> <li>Behavioural treatments for phobias – evaluation</li> </ul>	<ul style="list-style-type: none"> <li>Attachment – Caregiver-infant interactions &amp; Evaluation</li> <li>The role of the father &amp; Evaluation</li> <li>Schaffer &amp; Emerson’s study &amp; Evaluation</li> <li>Schaffer &amp; Emerson’s stages of Attachment &amp; Evaluation</li> <li>Animal studies: Harlow</li> <li>Animal Studies: Lorenz</li> <li>Explanations of attachment: Learning theory &amp; evaluation</li> </ul>	<ul style="list-style-type: none"> <li>An introduction to issues and debates</li> <li>Gender Bias</li> <li>Gender Bias – Extended Essay</li> <li>Cultural Bias</li> <li>Cultural Bias- Extended Essay</li> <li>Free Will &amp; Determinism</li> <li>Free Will &amp; Determinism – Extended Essay</li> <li>Nature Vs. Nurture</li> <li>Nature Vs. Nurture – Extended Essay</li> <li>Holism &amp; Reductionism</li> <li>Holism &amp; Reductionism – Extended Essay</li> <li>Idiographic &amp; nomothetic</li> </ul>		<ul style="list-style-type: none"> <li>Choosing the topic – Creating the hypothesis</li> <li>Planning the introduction- Wider reading (Abstract)</li> <li>Planning the method (procedure and resources)</li> <li>Sampling collection (Ethical considerations)</li> <li>Data collection (ethical considerations)</li> <li>Statically analysing the data with the Sign test</li> <li>Discussion</li> </ul>

	<ul style="list-style-type: none"> <li>● Cognitive evaluation</li> <li>● Social Learning Theory (SLT)</li> <li>● SLT – Evaluation</li> <li>● Essay Writing Lesson</li> <li>● Biological Approach</li> <li>● Biological Evaluation</li> <li>● Cognitive Neuroscience</li> <li>● The nervous system &amp; endocrine system</li> <li>● Flight or Fight</li> <li>● Neurons</li> <li>● Synaptic transmission</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>● Essay practice</li> <li>● STEM questions/ Application</li> <li>● Extended Vs. Short answer questions</li> <li>● Exam practice</li> <li>● Key vocabulary</li> <li>● Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Depression</li> <li>● The cognitive approach to explaining depression</li> <li>● The cognitive approach to explaining depression – evaluation</li> <li>● Cognitive treatments for depression</li> <li>● Cognitive treatments for depression – Evaluation</li> <li>● The Biological approach to explaining OCD</li> <li>● The Biological approach to explaining OCD – Evaluation</li> <li>● Biological treatments for OCD</li> <li>● Biological treatments for OCD – evaluation</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>- Essay practice</li> <li>- STEM questions/ Application</li> <li>- Extended Vs. Short answer questions</li> <li>- Exam practice</li> <li>- Key vocabulary</li> <li>- Evaluation</li> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>● Explanations of attachment: Bowlby’s monotropic theory</li> <li>● Explanations of attachment: Bowlby’s monotropic theory – Evaluation</li> <li>● Ainsworth’s strange situation</li> <li>● Ainsworth’s strange situation – Evaluation</li> <li>● Van IZendoorn’s research into cultural variation of attachment</li> <li>● Van IZendoorn’s research into cultural variation of attachment – evaluation</li> <li>● Bowlby theory of maternal deprivation</li> <li>● Bowlby theory of maternal deprivation -Evaluation</li> <li>● Romanian Orphan studies: Effects of institutionalisation</li> <li>● Romanian Orphan studies: Effects of institutionalisation – evaluation</li> <li>● Influence of early attachment on later relationships</li> <li>● Influence of early attachment on later relationships – evaluation</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>- Essay practice</li> <li>- STEM questions/ Application</li> <li>- Extended Vs. Short answer questions</li> <li>- Exam practice</li> <li>- Key vocabulary</li> <li>- Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Idiographic &amp; nomothetic – Extended Essay</li> <li>● Ethical Implications</li> <li>● Ethical Implications – Extended Essay</li> </ul> <p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>- Essay practice</li> <li>- STEM questions/ Application</li> <li>- Extended Vs. Short answer questions</li> <li>- Exam practice</li> <li>- Key vocabulary</li> <li>- Evaluation</li> </ul>	<p><b>Key skills:</b></p> <ul style="list-style-type: none"> <li>- Essay practice</li> <li>- STEM questions/ Application</li> <li>- Extended Vs. Short answer questions</li> <li>- Exam practice</li> <li>- Key vocabulary</li> <li>- Evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Reference writing &amp; allocation of tasks/ time frame.</li> </ul>
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How is understanding assessed at the end of the unit?	<ul style="list-style-type: none"><li>• End of topic assessment</li></ul>	<ul style="list-style-type: none"><li>• Summative assessment –<b>AP1</b></li></ul>	<ul style="list-style-type: none"><li>• End of topic assessment</li></ul>	<ul style="list-style-type: none"><li>• End of topic assessment</li></ul>	<ul style="list-style-type: none"><li>• Summative assessment –<b>AP2</b></li></ul>	Summative assessment - <b>AP3</b>