

## Mastery:

Evaluation  
Application  
Analysis

## Sandbach School Social Sciences Curriculum:

# Y12 Psychology Curriculum Sequence

### Intent: Pupils will be taught to:

- Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.
- Apply knowledge and understanding of scientific ideas, processes, techniques and procedures in a theoretical context, in a practical context when handling qualitative data, when handling quantitative data.
- Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues. Also to make judgements and reach conclusions and develop and refine practical design and procedures.



### Term 1

**Content covered:** Social Influence, Memory, psychopathology, ethics in psychological research

### Term 2

**Content covered:** Attachment, Origins of psychology & Approaches

### Term 3

**Content covered:** Biopsychology, data handling and analysis, Research methods

<p><b>Why start here?</b> The topic of social influence has some of the best known psychological studies so is a great start to the course for piquing interest in the topic. They are also some of the more unethical studies to have been done so it gives a great opportunity to begin to talk about evaluation – a skill that is very important as the course progresses. Memory gives students the opportunity to carry out their own experiments and start to think about the research methods used in psychology</p>	<p><b>Why move onto these units?</b> Starting term 2 with attachments means that all 4 topics from paper 1 has been taught allowing students to better compartmentalise how they will be assessed. Origins and approaches to psychology are taught here as in order for students to grasp the different views held by psychologists, they need to have studied many theories and disorders to be able to apply the approaches too. In previous years and in many other centres, approaches is taught first however I noticed students struggle to grasp them with no knowledge of other parts of psychology to be able to apply them to.</p>	<p><b>Why move onto these units?</b> Biopsychology can be a tricky subject and one students often do not favour however it is a compulsory topic on the spec. Teaching this here allows students to refer back to the study of OCD in the psychopathology unit and also the biological approach to help them apply the knowledge they are learning. Teaching the bulk of research methods here also allows students to think back over the many studies they have looked at and recognise many of the features which are now being taught such as what an overt-participant observation is (they can identify these from attachment for instance)</p>
<p><b>Spec links:</b> 4.1 Introductory topics in Psychology 4.1.1 Social influence 4.1.2 Memory 4.1.4 Psychopathology</p>	<p><b>Spec links:</b> 4.2 Psychology in context 4.1.3 Attachment 4.2.1 Approaches in Psychology</p>	<p><b>Spec links:</b> 4.2 Psychology in context 4.2.2 Biopsychology 4.2.3 Research methods 4.2.3.1 Scientific processes 4.2.3.2 Data handling and analysis</p>
<p><b>Teaching these topics here supports:</b> How to evaluate research and theories which carries on throughout the rest of the course. Understanding of research methods and ethics which again are found throughout the course</p>	<p><b>Teaching these topics here supports:</b> Explanations for gender in paper 3 Explanations for schizophrenia Further study of psychology at degree level</p>	<p><b>Teaching these topics here supports:</b> Biological explanations and treatments for OCD, Depression and gender</p>
<p><b>These topics feed from:</b> Ethics discussed during RSE and PSHCE lessons Memory techniques are covered in study skills and revision sessions at KS4</p>	<p><b>These topics feed from:</b> Behavioral psychology taught in the psychopathology topic during the previous term. Within approaches, all previous topics are considered by using example research studies and theories</p>	<p><b>These topics feed from:</b> GCSE biology teaches the nervous system and structure of a neuron which are covered here again with the addition of synaptic transmission. Research methods is covered in full during this term allowing for students to consider the research studies they have covered during term 1 and 2.</p>