West Kirby Grammar School

Curriculum Map – Year 13 - Psychology (2024-25)

Topic name	Term	Skills developed	Prior learning	Next link in curriculum	Other notes
Research Methods (Y2) -Cont'd from AS – students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations Content analysis Content analysis and coding. Thematic analysis Case studies Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.	Autumn	• Students will be expected to demonstrate knowledge and understanding of, apply, analyse, interpret and evaluate psychological concepts, theories, research studies, research methods and ethical issues in relation to a range of contexts. • Knowledge and understanding of research methods, practical research skills and mathematical skills • Group work • Application of skills to novel content • Knowledge and understanding of qualitative data and justification for use. • Developing competence in the appropriate areas of mathematics • Reading more abstract psychological material • Using scientific terminology • Understanding complex concepts • Making reasoned judgements • Knowledge and understanding of strategies for assessing the quality of research and improving research • Explanation skills • Critical thinking, developing lines of argument, drawing conclusions. • Problem solving/analytic/application skills. • Accessing and reading psychological material • Independent learning skills	Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. Self-report techniques. Questionnaires; interviews, structured and unstructured. Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. Scientific processes Aims: stating aims, the difference between aims and hypotheses. Hypotheses: directional and non-directional. Sampling: the difference between population and	• Case studies methodology – link to topics of psychodynamic approach/forensic/gender/ schizophrenia • Issues and debates • Gender • Schizophrenia • Forensic • Application of knowledge to consideration of research supporting or challenging the chosen topics • Link to comparison of approaches – 'Is Psychology a science?' • Choosing, designing, conducting and presenting, own research/mini practicals. • Developing independent skills of conducting psychological research studies.	Continued link to Y1/AS research methods. Building on skill, knowledge and understanding of methodological justifications, strengths and limitations. Application to novel situations – justification and interpretation of data. Building on skills from Y1/AS and GCSE mathematics. Applied Psychology Statistics - link to A level Mathematics, Further Mathematics, Geography, Biology, Chemistry

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Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. Levels of measurement: nominal, ordinal and interval. Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann Whitney, Related t-test, Unrelated t-test and Chi-Squared test.		• Use of subject specific psychological terminology • These skills should be developed through study of the specification content and through ethical practical research activities, involving: • Designing research • Conducting research • Analysing and interpreting data • In carrying out practical research activities, students will manage associated risks and use ICT • Presentation skills • Application of skills to novel content • Knowledge and understanding of qualitative data and justification for use. • Reporting investigations • Reading psychological material • Using scientific terminology • Understanding validating processes • Making reasoned judgements • Asking questions • Data handling and data interpretation skills – maths & statistics • Handling data • Use appropriate number of significant figures • Find arithmetic means. • Construct and interpret frequency tables and diagrams, bar charts and histograms • Arithmetic and numerical computation	sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. Pilot studies and the aims of piloting. Experimental designs: repeated measures, independent groups, matched pairs. Observational design: behavioural categories; event sampling; time sampling. Questionnaire construction, including use of open and closed questions; design of interviews. Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. Control: random allocation and counterbalancing,		

		• Recognise and use expressions in decimal and standard form • Use ratios, fractions and percentages • Estimate results for a set of data • Understand simple probability • Understand the principles of sampling as applied to scientific data • Understand measures of central tendency mean, median and mode. Differences between, when to select and how to calculate. • Use a scattergram to identify a positive, negative and zero correlation between two co-variables • Understanding mathematical/statistical concepts • Use a statistical test – both parametric and non-parametric using data from a given experiment • Reporting outcome of statistical test • Make order of magnitude calculations • Distinguish between levels of measurement • Know and understand the characteristics of normal and skewed distributions • Select and justify a suitable inferential test for a given practical investigation • Use statistical tables to determine significance • Understand, be able to calculate and justify reasons for choice of measures of dispersion – range and standard deviation	randomisation and standardisation. Demand characteristics and investigator effects. Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. The role of peer review in the scientific process. The implications of psychological research for the economy. Data handling and analysis Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. Primary and secondary data, including meta-analysis. Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean,		

		• Understand the differences between qualitative and quantitative data. • Drawing conclusions from quantitative & qualitative data analysis • Understand the difference between primary and secondary data. • Investigation design • Data collection and recording • Time management • Reporting presentation skills • Reflection and critical appraisal • Posing and responding questions • Learning from reflection • Algebra • Understand and be able to use mathematical symbols • Substitute numerical values into algebraic equations using appropriate units for physical quantities. • Solve simple algebraic equations including degrees of freedom • Graphs • Translate information between graphical, numerical and algebraic forms • Plot two variables from experimental or other data	median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts. Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.		
Revision Assessment weeks	At two points in the academic year	• Examination techniques included time management • Familiarisation with types of examination questions • Increased knowledge and understanding of assessment objectives			

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		• Self and peer assessment • Developing own learning plans • Sharing revision techniques • Critical reflection			
Approaches (Y2) Psychodynamic Approach Assumptions and methods The role of the unconscious, the structure of personality that is, Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. Humanistic Approach Free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology Comparison of approaches.	Autumn	• Accessing and reading psychological material • Independent learning skills • Use of subject specific terminology • Explanation skills • Critical thinking, developing lines of argument, drawing conclusions. • Problem solving/analytic/application skills. • Accessing and reading psychological material • Independent learning skills • Use of subject specific psychological terminology • Explanation skills • Critical thinking, developing lines of argument, drawing conclusions. • Critical evaluation skills • Presentation skills and ability to respond to feedback. • Discussion/debate skills • Use criteria including issues and debates to compare approaches • Critical thinking and discussion skills • Use of subject specific psychological terminology • Understanding abstract concepts • Developing lines of argument and discursive skills • Exchange ideas/have a view – ownership of knowledge and skills	Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.	• Issues and debates • Gender • Schizophrenia • Forensic	Recap/link to knowledge/understanding and application skills developed from studying approaches in Y1 – Biological, Behavioural, Social Learning Theory and Cognitive. Recap/link to knowledge/understanding and application skills developed from application of approaches to psychopathology from Y1 – phobias/behavioural, depression/cognitive and OCD/biological Link to Y1 topic of psychopathology – definitions of abnormality – Maslow & Jahoda, deviation from ideal mental health Link to Y1 topic – psychology and the economy. Applied Psychology

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		• Effective questioning • Independent learning skills • Consideration of wider implications of psychological research – social policy and practices, funding etc	The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.		
Issues and debates in Psychology Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.	Autumn	• Critical thinking and discussion skills • Use of subject specific psychological terminology • Understanding abstract concepts • Developing lines of argument and discursive skills • Exchange ideas/have a view – ownership of knowledge and skills • Effective questioning • Independent learning skills • Consideration of wider implications of psychological research – social policy and practices, funding etc	Recap/link to knowledge/understanding and application skills developed from studying approaches in Y1 – Biological, Behavioural, Social Learning Theory and Cognitive. Recap/link to knowledge/understanding and application skills developed from application of approaches to psychopathology from Y1 – phobias/behavioural, depression/cognitive and OCD/biological Link/application to all topics in Y1 – social influence, memory, psychopathology, attachment	• Research methods • Approaches - all Y1 & Y2 • Gender • Schizophrenia • Forensic	Applied Psychology

Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including reference to social sensitivity.					
Biopsychology (Y2) Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fRMI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.	Spring	• Accessing and reading of psychological/biological material • Understanding abstract concepts • Explaining processes involved in investigating the brain • Independent learning skills • Use of subject specific psychological/biological terminology • Developing lines of argument and discursive skills • Consideration of wider implications of psychological research – social policy and practices, funding etc • Accessing and reading psychological/biological material • Independent learning skills • Use of subject specific psychological/biological terminology • Use of principles of scientific method to evaluate research • Creative application skills	The divisions of the nervous system: central and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline	• Link to application of Psychology in the economy and importance of psychological research • Continuous underpinning of importance of knowledge and understanding of research methods • Psychology as a science	Link to Y1/AS biopsychology topic. Link to A level Biology, P.E. English Language.

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Gender Sex and Gender. Sex-Role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory (BSRI) The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome. Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy: gender schema theory. Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation. Social learning theory as applied to gender development. The influence of culture and media on gender roles.	Spring	• Explaining key concepts • Describe biological mechanisms using appropriate terminology • Group work skills • Research skills • Presentation skills • Using a psychological scale (BSRI) • Maths skills • Analysis and presentation of data from a psychological scale (BSRI) • Analysis of research and considerations of research • Analysis of theory in relation to issues and debates • Use of research evidence to support and refute explanations • Oral presentation skills • Independent learning skills • Essay writing skills • Weigh up (consider) the strengths and weaknesses of each explanation in terms of issues and debates • Critically analyse the evidence for explanations • Research skills – designing research studies • Self and peer assessment • Comparing and contrasting explanations • Communication skills • Formulating relevant questions • Developing examination technique	• Knowledge of research methodology, reliability, validity, issues and debates to judge explanations. • Use understanding of research methodology to evaluate studies.	• Link to application of Psychology in the economy and importance of psychological research • Continuous underpinning of importance of knowledge and understanding of research methods • Approaches – biological, cognitive, psychodynamic. Behavioural • Issues and debates	Link to A level Biology, P.E. English Language Applied Psychology

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Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.					
Forensic Psychology Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. Psychological explanation of offending behaviour. Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalization; differential association theory; psychodynamic explanations. Dealing with offending behaviour; the aims of custodial sentencing and the psychological effects of	Autumn	• Applying existing knowledge to a new topic • Independent learning skills • Self and peer assessment • Group work • Use of evidence to evaluate explanations • Using issues and debates to evaluate • Extended writing skills • Judging and providing feedback • Using knowledge of research methodology, reliability, validity, issues and debates to judge explanations. • Use understanding of research methodology to evaluate studies. • Reading more complex psychological material • Presentation skills • Analytical skills • Developing lines of argument • Application skills • Using statistical tables • Reporting outcome of statistical test • Drawing conclusions from quantitative data analysis • Investigation design • Data collection and recording • Time management	• Knowledge of research methodology, reliability, validity, issues and debates to judge explanations. • Use understanding of research methodology to evaluate studies.	• Link to application of Psychology in the economy and importance of psychological research • Continuous underpinning of importance of knowledge and understanding of research methods • Approaches- all Y1 & Y2 • Issues and debates	Re-cap to Y1 topic - attachment Applied Psychology

custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.		• Understanding ethical obligations • Making links between theory, evidence and policy/practices • Appropriate use of terminology • Selecting, shaping and structuring information to answer specific questions			
Schizophrenia Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. Psychological explanations for schizophrenia: family dysfunction and cognitive explanations including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics.	Spring	• Accessing and reading psychological material • Use of subject specific psychological terminology • Independent learning skills • Group work skills • Explanation skills • Critical thinking – developing lines of argument, drawing conclusions • Applying knowledge to novel situations • Weigh up (consider) the strengths and weaknesses and implications of classification • Exchange ideas/have a view – ownership of knowledge and skills • Describe biological mechanisms using appropriate terminology • Weigh up the strengths and limitations of the biological explanations • Make a judgement about the value of biological explanations • Using ICT to present to the class • Questioning skills • Weigh up the strengths and limitations of psychological explanations	• Continuous underpinning of importance of knowledge and understanding of research methods • Issues and debates • Approaches	• Yr 1 Psychopathology • Link to application of Psychology in the economy and importance of psychological research • Continuous underpinning of importance of knowledge and understanding of research methods • Issues and debates • Approaches - all Y1 & Y2	Applied Psychology Comparative skills - synthesising of information - evaluation of perspectives Link to A level Biology - drug therapy

Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis stress model.		• Make judgements about the reliability and validity of research evidence • Evaluating effectiveness and appropriateness of therapies • Make a judgement about the strengths, limitations and value of therapies • Synthesising approaches and drawing conclusions to explain how an interactionist/eclectic approach is important • Consideration of wider implications of psychological research – social policy and practices, funding etc			