



UXBRIDGE  
HIGH SCHOOL

We are kind.

We trust each other.

We communicate clearly.

We work smart.

We make it happen, because that  
is how we deliver the

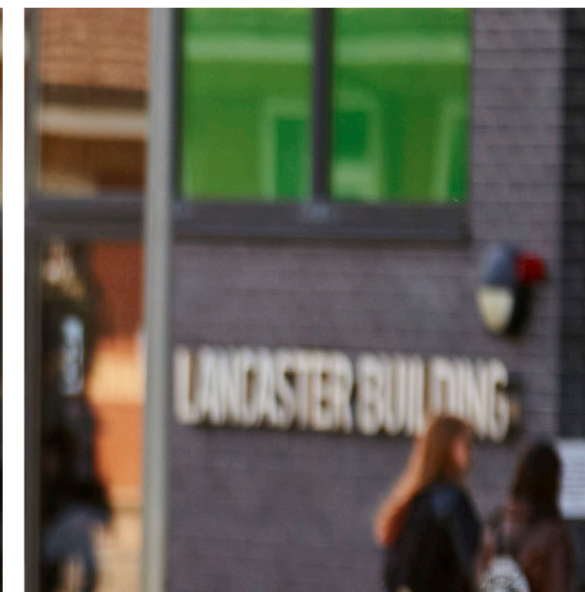
**gold standard.**

# Curriculum Map

## Social Sciences

### Curriculum Rational:

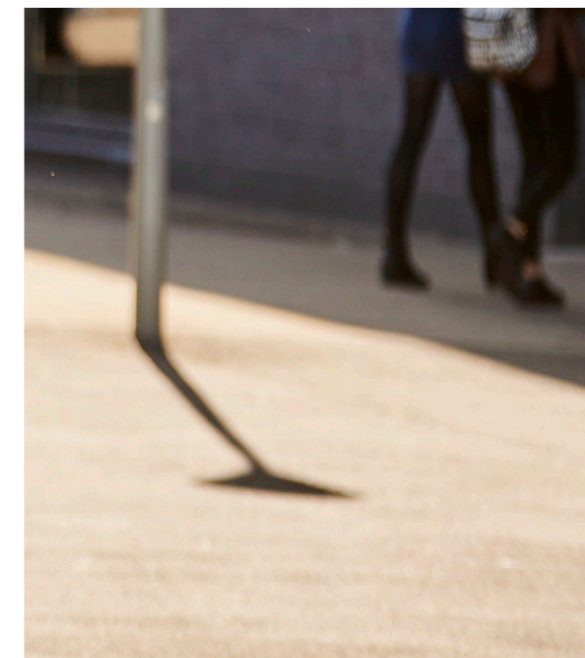
*“Under extreme heat or pressure, **GOLD** is malleable and its’ shape can be manipulated. However, regardless of such adversities, the **VALUE** of gold always increases.”*



1. Develop an engaging, safe and **stimulating environment** for all pupils to learn.

2. Students should gain **valuable skills** that enhance the love and logic behind the subjects i.e. critical and independent skills. Such skills should be **transferrable** to everyday life beyond the classrooms.

3. Have **consistent, routine** and **purposeful** approach in **assessing** students.



# AQA A-Level Psychology – YEAR 12 - 2022-23

Autumn Term (13 WEEKS)	Topics + Content Dissect + Rational	Spring Term (12 weeks)	Topics + Content Dissect + Rational	Summer Term (8 weeks)	Topics + Content Dissect + Rational
<p>Paper 1 = Memory Paper 2 = Research Methods, Approaches</p> <p><b>Core Skills and Assessment Objectives + (FBV &amp; SMSC) :</b></p> <ul style="list-style-type: none"> <li>Research skills</li> <li>Application and synopsis</li> <li>Independence</li> <li>Resilience – with the first assessment at a new level developing a growth mindset</li> <li>Exam technique, including key terms to use for evaluation</li> <li>Analysis investigation methods</li> <li>Reading and literacy – new key terms</li> <li>Numeracy</li> </ul> <p><b>Enrichment/ life work skills:</b></p> <ul style="list-style-type: none"> <li>Paired / group tasks</li> <li>Meet previous year 13 student – role model of success</li> <li>Conducting observations of behaviour + research</li> <li>Case studies of patients e.g. Phineas Gage, HM, Clive Wearing</li> </ul> <p><b>Homework:</b> Independent learning using OneDrive and PLC. Consolidation application tasks. Essays and exam questions. Regular assessment preparation. Documentaries used when appropriate e.g. Clive Wearing</p> <p><b>Revisiting, revising, remembering opportunities:</b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>OneDrive folder</li> <li>AO3 acronyms e.g. DREEEMS and GRENADE</li> <li>Key Term Bingo</li> <li>A3 worksheets</li> <li>PLCs</li> <li>Knowledge organisers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Baseline diagnosis test</li> <li>Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i></li> </ul> <p><b>Opportunity for feedback:</b></p> <ul style="list-style-type: none"> <li>Live marking</li> <li>Green pen marking + model answers</li> </ul> <p><b>SIMS Data Snapshots: 14<sup>th</sup> October 2023</b> – Based on baseline assessment</p>	<p><b>1. Research Methods:</b> <i>Including scientific processing; Data handling and analysis</i></p> <p>Form knowledge of the foundations of psychology as a 'science' and basis of <i>application</i> and <i>evaluation</i> of research of other topics.</p> <p>Ability to conduct research &amp; assess strengths and limitations of different methods</p> <ul style="list-style-type: none"> <li>Articulate features of science when researching 'human behaviour'</li> <li>Learn how societal change have come about following psychological research, for example the importance of how Milgram's shock experiment increased our understanding of obedience to authority, with needing to break ethical issues (<b>Morals</b>)</li> </ul> <p><b>2. Approaches:</b> Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: Cognitive, social, behaviourist and biological.</p> <ul style="list-style-type: none"> <li>Students explore theories / explanations of "all" human behaviour. They become salient to individual differences, including interpreting behaviour from culture perspective.</li> <li>Cross-curriculum link are made with Biology, where structures and functions of neurons and nervous system are made. (<b>FBV = mutual respect</b>)</li> </ul> <p><b>3. Memory:</b> Students expand on the following topics:</p> <ul style="list-style-type: none"> <li>Capacity, encoding, durations</li> <li>Key theories e.g. MSM &amp; WMM</li> <li>Types of LTM</li> <li>Forgetting</li> <li>EWT and Cog. Interviews</li> </ul> <p>Students become salient to the biases and the faulty processes of human memory.</p> <ul style="list-style-type: none"> <li>Student engage debates regarding how cognitive interviews are better at retrieving information from eyewitnesses</li> <li>Links to <b>societal matters</b> and <b>criminal justice (FBV = Rule of Law)</b> system are made whilst evaluating how knowledge from these sub-topics can be implemented to make society better (part of evaluation skills).</li> </ul>	<p>Paper 1 = Attachment, Social Influence</p> <p><b>Core Skills and Assessment Objectives + (FBV &amp; SMSC) :</b></p> <ul style="list-style-type: none"> <li>Research skills</li> <li>Application and synopsis</li> <li>Independence</li> <li>Leadership – understanding how to bring about social change</li> <li>Communication and presentation</li> <li>developing a growth mindset</li> <li>Exam technique, including key terms to use for evaluation</li> <li>Analysis investigation methods</li> <li>Reading and literacy – new key terms</li> <li>Numeracy</li> </ul> <p><b>Enrichment/ life work skills:</b></p> <ul style="list-style-type: none"> <li>Paired / group tasks</li> <li>Conducting observations of behaviour + research</li> <li>Potato baby experiment (competition)</li> <li>Case studies of patients e.g. Ginie, the Czech Twins.</li> </ul> <p><b>Homework:</b> Independent learning using OneDrive and PLC. Consolidation application tasks. Essays and exam questions. Regular assessment preparation. Documentaries used when appropriate e.g. Child of Rage</p> <p><b>Revisiting, revising, remembering opportunities:</b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>OneDrive folder</li> <li>AO3 acronyms e.g. DREEEMS and GRENADE</li> <li>Key Term Bingo</li> <li>A3 worksheets</li> <li>PLCs</li> <li>Knowledge organisers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i></li> </ul> <p><b>Opportunity for feedback:</b></p> <ul style="list-style-type: none"> <li>Live marking</li> <li>Green pen marking + model answers</li> </ul> <p><b>SIMS Data Snapshots: N/A</b></p>	<p><b>1. Attachment:</b> By now students should have enough knowledge to understand and evaluate how human's develop. This includes formation of a bond (using knowledge from approaches) and how it impacts future relationships (storage of memory).</p> <p>Students cover: Caregiver infant interactions, stages of attachment, animal studies, learning, Bowlby, cross cultural research, Ainsworth Strange Situation, Institutionalisation, Maternal Deprivation, Long Term Effects</p> <ul style="list-style-type: none"> <li>Students explore childrearing practice within and between cultures i.e. the impact it has on a individual's physical, emotional and psychological state.</li> <li>Students become parents to a potato – which they have to present after 2 weeks.</li> </ul> <p><b>2. Social Influence:</b> Conformity, obedience, minority influence, social influence and social change.</p> <ul style="list-style-type: none"> <li>Re-enactment of key studies such as Asch.</li> <li>Students engross in heated debates involving ethics of research into the topic e.g. Zimbardo and Milgram.</li> <li>Discussions also involve significant historical events in society e.g. Nazi Germany, Mai Lai massacre, Abu Ghraib – as well as current affairs such as Russian invasion of Ukraine. Students apply their knowledge to appreciate and voice opinions. (<b>FBV = mutual respect, Democracy</b>) (<b>SMCH = empathy for wrong-doings</b>)</li> <li>Cross curriculum links are made with History, Geography, Law, Sociology and Politics</li> </ul>	<p>Paper 1 = Psychopathology</p> <p><b>Core Skills and Assessment Objectives + (FBV &amp; SMSC) :</b></p> <ul style="list-style-type: none"> <li>Research skills</li> <li>Application and synopsis</li> <li>Independence</li> <li>Leadership – understanding how to bring about social change</li> <li>Communication and presentation</li> <li>developing a growth mindset</li> <li>Exam technique, including key terms to use for evaluation</li> <li>Analysis investigation methods</li> <li>Reading and literacy – new key terms</li> <li>Numeracy</li> </ul> <p><b>Enrichment/ life work skills:</b></p> <ul style="list-style-type: none"> <li>Paired / group tasks</li> <li>Potential Hypnotherapy trip</li> <li>Conducting observations of behaviour + research</li> <li>Potato baby experiment (competition)</li> <li>Case studies of patients e.g. The cat man</li> </ul> <p><b>Homework:</b> Independent learning using OneDrive and PLC. Consolidation application tasks. Essays and exam questions. Regular assessment preparation. Documentaries used when appropriate e.g. Child of Rage</p> <p><b>Revisiting, revising, remembering opportunities:</b></p> <ul style="list-style-type: none"> <li>Do Nows</li> <li>OneDrive folder</li> <li>AO3 acronyms e.g. DREEEMS and GRENADE</li> <li>Key Term Bingo</li> <li>A3 worksheets</li> <li>PLCs</li> <li>Knowledge organisers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i></li> </ul> <p><b>Opportunity for feedback:</b></p> <ul style="list-style-type: none"> <li>Live marking</li> <li>Green pen marking + model answers</li> </ul> <p><b>SIMS Data Snapshots: 13<sup>th</sup> July 2023</b></p>	<p><b>1. Psychopathology:</b> Topics: Definitions of abnormality, characteristics, explanations and treatments of phobias / depression / OCD</p> <p>By now student have a secure amount of knowledge to understand and apply when learning about this topic.</p> <p>For example students are salient to the ideology that if an individual is not following societal laws (conforming/obeying) then this is an example of abnormality. Students also explore previously perceived abnormal laws e.g. LGBTQ+</p> <ul style="list-style-type: none"> <li>Students engage in activities comparing abnormalities across the world (<b>cultural</b>) and learn to become empathetic towards those are discriminated for having mental health disorders. There is also element of mutual respect.</li> <li>Students are further exposed to year 13 content (Schizophrenia).</li> </ul> <p><b>Summer PPE</b></p>

## AQA A-Level Psychology – YEAR 13 - 2022-23

Autumn Term (13 WEEKS)	Topics + Content Dissect + Rational	Spring Term (12 weeks)	Topics + Content Dissect + Rational	Summer Term (8 weeks)	Topics + Content Dissect + Rational
<p>Paper 2 = Approaches, Biopsychology, Research Methods Paper 3 = Issues and Debates</p> <p><b>Core Skills and Assessment Objectives + (FBV &amp; SMSC) :</b></p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Application and synopsis</li> <li>• Independence</li> <li>• Empathy</li> <li>• Leadership – understanding how to bring about social change</li> <li>• Communication and presentation</li> <li>• developing a growth mindset</li> <li>• Exam technique, including key terms to use for evaluation</li> <li>• Analysis investigation methods</li> <li>• Reading and literacy – new key terms</li> <li>• Numeracy</li> </ul> <p><b>Enrichment/ life work skills:</b></p> <ul style="list-style-type: none"> <li>• Paired / group tasks</li> <li>• Conducting observations of behaviour + research</li> <li>• Potential trip to Freud Museum</li> <li>• Brain dissection practical</li> <li>• Case studies of patients e.g. Split brain research</li> </ul> <p><b>Homework:</b> Independent learning using OneDrive and PLC. Consolidation application tasks. Essays and exam questions. Regular assessment preparation. Documentaries used when appropriate e.g. Child of Rage</p> <p><b>Revisiting, revising, remembering opportunities:</b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• OneDrive folder</li> <li>• AO3 acronyms e.g. DREEEMS and GRENADE</li> <li>• Key Term Bingo</li> <li>• A3 worksheets</li> <li>• PLCs</li> <li>• Knowledge organisers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Mini tests – containing MCQs and short answers – testing AO1 and AO2 - <i>Teacher Assessed</i></li> </ul> <p><b>Opportunity for feedback:</b></p> <ul style="list-style-type: none"> <li>• Live marking</li> <li>• Green pen marking + model answers</li> </ul> <p><b>SIMS Data Snapshots: N/A</b></p>	<p><b>1. Approaches (part 2):</b> Students recollect their knowledge on the main theories / explanation of human behaviour from year 12. This year adds 2 more approaches to their knowledge – Psychodynamic and Humanistic approach.</p> <ul style="list-style-type: none"> <li>➤ Student learn to compare and contrast each approach to <b>different cultures</b> and whether it can be applied. At the same time students learn about the therapies that have been introduced from these approaches e.g. Humanistic approach and counselling therapy.</li> </ul> <p><b>2. Issues and Debates:</b> Now that students have learnt all the approaches, they can criticise them on the basis of potential debates in psychology, which include; nature vs nurture and reductionism vs holism</p> <ul style="list-style-type: none"> <li>➤ Exploring links to notions of <b>free-will (FBV = Individual liberty)</b> in Humanistic Approach</li> <li>➤ Working in small group to compare positive / negative implication of psychological research on individuals and society. <b>[SMSC = Social]</b> E.g. Economical gains from drug therapy (taking reductionist approach)</li> </ul> <p><b>3. Research Methods (part 2):</b> Inferential statics and how to scientifically prove research.</p> <ul style="list-style-type: none"> <li>➤ Key numeracy skills are advanced into equations and interpreting graphs/tables – to measure 'significance' – Although it is linked to mathematics and science, in psychology students learn it earlier.</li> <li>➤ Resources are adapted to facilitate learning e.g. students are given printed worksheet and many exemplar answer with step-by-step methods of calculation.</li> </ul> <p><b>4. Biopsychology:</b> As an extension to the Biological approach, students learn about localisation, lateralisation and plasticity, ways to study the brain, and biological rhythms.</p> <ul style="list-style-type: none"> <li>➤ Cross curriculum link to Biology</li> </ul>	<p>Paper 3 = Relationships, Schizophrenia</p> <p><b>Core Skills and Assessment Objectives + (FBV &amp; SMSC) :</b></p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Application and synopsis</li> <li>• Independence</li> <li>• Empathy</li> <li>• Leadership – understanding how to bring about social change</li> <li>• Communication and presentation</li> <li>• developing a growth mindset</li> <li>• Exam technique, including key terms to use for evaluation</li> <li>• Analysis investigation methods</li> <li>• Reading and literacy – new key terms</li> <li>• Numeracy</li> </ul> <p><b>Enrichment/ life work skills:</b></p> <ul style="list-style-type: none"> <li>• Paired / group tasks</li> <li>• Conducting observations of behaviour + research</li> <li>• Discrimination of those with mental health disorders and institutions</li> <li>• Case studies of patients e.g. The cat man</li> </ul> <p><b>Homework:</b> Independent learning using OneDrive and PLC. Consolidation application tasks. Essays and exam questions. Regular assessment preparation. Documentaries used when appropriate e.g. life in an institution for treating schizophrenia</p> <p><b>Revisiting, revising, remembering opportunities:</b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• OneDrive folder</li> <li>• AO3 acronyms e.g. DREEEMS and GRENADE</li> <li>• Key Term Bingo</li> <li>• A3 worksheets</li> <li>• PLCs</li> <li>• Knowledge organisers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• PPE2</li> <li>• Controlled Mock – Full paper 2 content in January 2023</li> <li>• Mini tests – containing MCQs and short answers – testing AO1, AO2, AO3 - <i>Teacher Assessed</i></li> </ul> <p><b>Opportunity for feedback:</b></p> <ul style="list-style-type: none"> <li>• Live marking</li> <li>• Green pen marking + model answers</li> </ul> <p><b>SIMS Data Snapshots: 24<sup>th</sup> March 2023 –</b> Based on controlled mock in Jan and PPE2</p>	<p><b>1. Relationships:</b> This is the first optional topic that students learn, which include sub-topics such as theories of romantic relationships.</p> <ul style="list-style-type: none"> <li>➤ The reason for this choice of topic is purely based on how students can relate to its' concepts. For example during class discussions and activities, students share experiences of how and why they've chosen a certain groups of friend. <b>(SMSC = Social) (FBV = mutual respect)</b></li> <li>➤ Links to careers choices such as couple's counselling and how to improve personal relationships <b>(SMSC).</b></li> </ul> <p><b>2. Schizophrenia:</b> This topic is chosen because students would already have the fundamental knowledge to build on. For example, using Biopsychology to explain how neuron affect onset of schizophrenia.</p> <ul style="list-style-type: none"> <li>➤ Students are encouraged to debate the validity of current classification and diagnosis criterion. <b>(SMSC = Culture) (FBV = Democracy and Individual Liberty)</b></li> </ul>	<p>Paper 3 = Aggression</p> <p><b>Core Skills and Assessment Objectives + (FBV &amp; SMSC) :</b></p> <ul style="list-style-type: none"> <li>• Research skills</li> <li>• Application and synopsis</li> <li>• Independence</li> <li>• Empathy</li> <li>• Leadership – understanding how to bring about social change</li> <li>• Communication and presentation</li> <li>• developing a growth mindset</li> <li>• Exam technique, including key terms to use for evaluation</li> <li>• Analysis investigation methods</li> <li>• Reading and literacy – new key terms</li> <li>• Numeracy</li> </ul> <p><b>Enrichment/ life work skills:</b></p> <ul style="list-style-type: none"> <li>• Paired / group tasks</li> <li>• Conducting observations of behaviour + research</li> <li>• Discrimination of those with mental health disorders and institutions</li> <li>• Case studies of patients e.g. The cat man</li> </ul> <p><b>Homework:</b> Independent learning using OneDrive and PLC. Consolidation application tasks. Essays and exam questions. Regular assessment preparation. Documentaries used when appropriate e.g. life in an institution</p> <p><b>Revisiting, revising, remembering opportunities:</b></p> <ul style="list-style-type: none"> <li>• Do Nows</li> <li>• OneDrive folder</li> <li>• AO3 acronyms e.g. DREEEMS and GRENADE</li> <li>• Key Term Bingo</li> <li>• A3 worksheets</li> <li>• PLCs</li> <li>• Knowledge organisers</li> </ul> <p><b>Assessments:</b></p> <ul style="list-style-type: none"> <li>• Mini tests – containing MCQs and short answers – testing AO1, AO2, AO3 - <i>Teacher Assessed</i></li> </ul> <p><b>Opportunity for feedback:</b></p> <ul style="list-style-type: none"> <li>• Live marking</li> <li>• Green pen marking + model answers</li> </ul> <p><b>SIMS Data Snapshots: 24<sup>th</sup> March 2023 –</b> Based on controlled mock in Jan and PPE2</p>	<p><b>1. Aggression:</b> Alongside the usual cocktail of explanations for any behaviour (i.e. learning and biological) this topics allows students to understand another dimension of causes for human behavior e.g. institutional aggression and how media impacts aggression.</p> <ul style="list-style-type: none"> <li>➤ Students evaluate research into aggression and the validity of the conclusions. They experience activities that enhance learning e.g. split or steal</li> <li>➤ Students criticize current standards of law for aggression and prisons in the country <b>(FBV = Rule of Law).</b></li> </ul> <p><b>Revision and Summer External Exam</b></p> <p>Paper 1 – 19.05.23 (am) Paper 2 – 25.05.23 (pm) Paper 3 – 05.06.23 (pm)</p>