

Psychology Curriculum Map							
A. Formal Curriculum Key Stage 5							
Core Content & Skills		By the end of key stage FIVE we want all students of Psychology to know and do the following things: We want them to have substantive knowledge of social influence, memory, attachment, clinical psychology and mental health, aggression, cognition and development and stress. We want them to have disciplinary knowledge within approaches, research methods and issues and debates.					
Prior Knowledge & Skills		In KS5, students of psychology will build on the following prior learning: students will build on a variety of substantive and disciplinary knowledge gained in KS4 from subjects including mathematics, science, history and English language. Required substantive knowledge in science to include cell bodies, hormones and neurotransmitters and disciplinary knowledge in how to carry out experimentation. In mathematics a secure knowledge and application of descriptive statistics to enable them to access inferential statistics. In history substantive knowledge in World War 2, specifically the treatment of people during the Holocaust. Disciplinary knowledge in English is essential to build on existing essay skills to demonstrate level 3 and higher aptitude in writing.					
Future knowledge		The Curriculum in KS5 Psychology will prepare students for the following future learning: Psychology will provide learners with balanced academic abilities; they will be able to carry out research in the field and understand the successes and pit falls that happen and understand the importance of peer review and the integrity of scientific paradigms. They will be able to apply their understanding of human behaviours into the workplace and beyond, knowing how the brain works but why we all may hold different opposing opinion, this awareness will make for a more liberal minded, understanding individual able to perspective take in life.					
Year 13	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Memory</b> – models of memory, types of LTM, explanations for forgetting, factors affecting EWT and ways of improving EWT. Attachment – human caregiver interaction and animal studies of attachment.	<b>Attachment</b> – explanations of attachment, Ainsworth strange situation, Bowlby’s theory of maternal deprivation, Romanian orphanages and the effects of institutional care and the influence of early attachment on childhood or adult relationships. Issues and debates – gender and culture.	<b>Aggression</b> – neural, hormonal and genetic explanations, ethological explanations, social psychological explanations, institutional aggression and media influence on aggression. Issues and debates – Idiographic and nomothetic and ethical implications to include social sensitivity.	<b>Stress</b> – physiology of stress, the role of stress in illness, sources of stress, measuring stress, individual differences in stress and ways of managing and coping with stress. Issues and debates – Free will and determinism, holism and reductionism and the interactionist approach.	Revision	



	Key assessment points	WC 29.09.25	WC 10.11.25	WC 02.02.26	WC 30.03.26	Paper 1 – 15.05.26 Paper 2 – 20.05.26 Paper 3 – 05.06.26	
Year 12	Key knowledge, skills and concepts TAUGHT, REVISED, REVISITED AND LEARNT	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
		<b>Social Influence</b> – types of conformity, explanations for obedience to include situational and dispositional, explanations of resistance to social influence and minority influence.	<b>Memory</b> - models of memory, types of LTM, explanations for forgetting, factors affecting EWT and ways of improving EWT.	<b>Attachment</b> - explanations of attachment, Ainsworth strange situation, Bowlby’s theory of maternal deprivation, Romanian orphanages and the effects of institutional care and the influence of early attachment on childhood or adult relationships.	<b>Clinical psychology and mental health</b> – definitions abnormality, explanations and treatments of phobias, depression and OCD.	<b>Approaches</b> – learning, cognitive, biological, psychodynamic, humanistic and comparison of approaches.	<b>Biological Psychology</b> – division and function of the nervous system, structure and function of neurons, function of the endocrine system, the fight or flights response, ways of studying the brain and localisation of function.
	Key assessment points	WC 29.09.25	WC 08.12.25	WC 02.02.26	WC 23.03.26	WC 01.06.26	WC 13.06.26
B. Holistic development (trips/events/other cultural capital activities)							
November 2025 trip to Vienna							

