West Kirby Grammar School

Curriculum Map – Year 13 - Psychology (2025-26)

Topic name	Term	Skills developed	Prior learning	Next link in curriculum	Other notes
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. Idiographic and nomothetic approaches to psychological investigation.	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, Psychodynamic & Humanistic Recap/link to knowledge/understanding and application skills developed from application of approaches to clinical psychology and mental health - phobias/ behavioural, depression/ cognitive and OCD/ biological Link/application to all topics in Y1 – social influence, memory, attachment & clinical psychology and mental health.	• Revisit -Research methods & approaches topics • Gender • Schizophrenia • Forensic • Biopsychology	Applied Psychology

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Social sensitivity in psychological research					
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 • Self and peer assessment • Developing own learning plans • Sharing revision techniques • Critical reflection	• Knowledge of all assessment objectives	• Continually developing knowledge and skills for answering examination questions	
Gender The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in biological sex. Diversity in sex development, including androgen insensitivity syndrome, Klinefelter's syndrome and Turner's syndrome. Gender identities, including binary, non-binary and gender-fluid. How gender has been measured using the Bem Sex Role Inventory.	Autumn	• 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	• 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 debate	Link to A level Biology, P.E. English Language Applied Psychology

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Biological explanations of gender development, including chromosomes and hormones. Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; Martin and Halverson's gender schema theory. Social learning theory as applied to gender development. The influence of culture and media on gender roles. Gender incongruence: biological and social/cultural explanations.		• 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		• Link to application of Psychology in the economy and importance of psychological research	
Biopsychology The divisions of the nervous system: central and peripheral (somatic and autonomic).	Autumn/ Spring	• Terminology and concept development • Independent learning	Links to GCSE & A-level Biology and PE for content such as the structure and functions of neurons. The divisions of the nervous system: central	• Approaches (Y1) Biological, behavioural, social learning theory, cognitive. Psychodynamic and humanistic approaches	Link to A level Biology, P.E. English Language. Applied psychology

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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. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fRMI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. 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.		• Identification of components/elements in diagrammatic form • Explanation of biological processes • Application skills to novel situations/scenarios • Independent research skills • Analytic skills • Group work skills • Accessing relevant psychological material • Making psychological material accessible to peers • Presentation skills • ICT skills • 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	and peripheral (somatic and autonomic). The structure and function of sensory, relay and motor neurons. The process of synaptic transmission. The function of the endocrine system: glands and hormones. The fight or flight response including the role of adrenaline	• Research methods • Issues and debates • Psychology as a science • Gender • Schizophrenia • 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	

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		• 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			
Forensic Psychology Offender profiling: the typology approach, including organised and disorganised types; the data driven approach, including investigative psychology; geographical profiling. Biological explanations of offending behaviour; 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	Spring	• 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.	• 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 • Clinical psychology and mental health • Approaches • Issues and debates	Re-cap to topic of attachment Applied Psychology

minimalization; differential association theory. Dealing with offending behaviour; the aims of custodial sentencing and the psychological effects of custodial sentencing. Behaviour modification in custody. Anger management and restorative justice programmes.		• 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 • Understanding ethical obligations • Making links between theory, evidence and policy/practices • Appropriate use of terminology • Selecting, shaping and structuring information to answer specific questions			

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Schizophrenia Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia including speech poverty and avolition. Issues in diagnosis: 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. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis stress model.	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	• Continuous underpinning of importance of knowledge and understanding of research methods • Issues and debates • Approaches	• Clinical psychology and mental health • 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	Applied Psychology Comparative skills - synthesising of information - evaluation of perspectives Link to A level Biology - drug therapy

		• Weigh up the strengths and limitations of psychological explanations • 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			