

Curriculum Overview – Year 13 BTEC Applied Psychology

Sequencing of topics	What knowledge will students develop? (Including key terminology)	What skills will students develop? (Including literacy & numeracy)	Assessment opportunities	Homework opportunities	Personal development (Ursuline Values, Catholic Social Teaching, Cultural Capital, Cross-curricular, Careers)	Curriculum links
Autumn Term 1						
Unit 3: Health Psychology	<ul style="list-style-type: none"> Stress Physiological addiction Non-substance-related addiction Theories of persuasion 	<p>AO1 Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change</p> <p>AO2 Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts</p> <p>AO3 Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 9 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment after each Learning Aim is taught</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> <p>External Exam Sat in January of Year 2</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> Serviam – How health professional can serve others and how we can take care of ourselves and those around us. Individual Liberty - Allowing individuals freedom of choice in taking control of Health and Health Behaviour. <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and Psychological terminology to improve literacy Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading on health. Opportunities to improve Oracy through presentation and debates Building Schema and connections to the wider world Thinking Critically about aspects of culture, and 	<p>This unit links to:</p> <ul style="list-style-type: none"> Unit 1: Psychological Approaches and Applications

					<p>developing cultural awareness and appreciation of cultural variations both across and within cultures.</p> <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Govt and Politics, English, Biology and Philosophy and Health and Social Care</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This Unit links Particularly well to careers in the NHS, Healthcare and its related fields.</p>	
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Autumn Term 2

	<ul style="list-style-type: none"> • Treatment and management of addiction and stress • Maintenance of behavioural change 	<p>AO1 Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change</p> <p>AO2 Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts</p> <p>AO3 Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change</p>			<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • Grateful when understanding how Psychological knowledge and understanding has developed and improved over time and improved health outcomes. • Service and Sacrifice in the context of the theoretical and empirical contributions made by researchers and those that work in Health related professions 	Links to Unit 1: Psychological approaches
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					<ul style="list-style-type: none">• Solidarity and common good in applying Psychological approached to real life, and working together for knowledge and human betterment. Especially in health-related fields• Mutual respect for different beliefs when evaluating and appreciating different perspectives in explaining health behaviour. <p>Cultural Capital:</p> <ul style="list-style-type: none">• Using formal language and Psychological terminology to improve literacy• Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading• Opportunities to improve Oracy through presentation and debates• Building Schema and connections to the wider world• Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied</p>	
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					Psychology, Govt and Politics, English, History, Biology and Philosophy	
					<p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This Unit links Particularly well to careers in the NHS, Healthcare and its related fields.</p>	
Spring Term 1						
Unit 4: Criminal and Forensic Psychology	<ul style="list-style-type: none"> Biological explanations of criminality Individual differences explanations of criminality Social psychological explanations of criminality Punishing criminal behaviour Modifying criminal behaviour Methods of offender profiling Offender profiling, purpose and techniques Limitations of offender profiling 	<p>Knowledge and understanding of research methods, practical research skills and mathematical skills as well involving:</p> <ul style="list-style-type: none"> designing research conducting research analysing and interpreting data. cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying expert and creative solutions, using systems and technology interpersonal skills: communicating, working collaboratively, negotiating and influencing intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation. 	<p>Range of Formal and informal assessments including:</p> <p>Learning Objective A: written report on 'Understanding research methods and their importance in psychological inquiry'</p> <p>Learning Objective B: Written report on designing and carrying out own pilot study in an area of interest from Unit 1</p> <p>Learning Aim C: Presentation on 'A pilot study exploring current issues in psychology</p> <p>Learning aim D: Written report 'Reviewing implications of own research into psychological inquiry'</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Assessment tasks and drafts to prepare for internal assessment.</p> <p>Preparing and carrying out a pilot study.</p> <p>Preparing coursework for Unit 2 SV process.</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> United in Harmony when discussing the impact of crime in the community and how it impacts wider, local and international communities. Truth and Justice when looking at punishments of crime and restorative justice Solidarity and common good when looking at restorative justice <p>Cultural Capital:</p> <ul style="list-style-type: none"> Using formal language and Psychological terminology to improve literacy Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading Building Schema and connections to the wider world 	<p>Directly builds on knowledge of psychological approaches and their applications from Unit 1: Psychological Approaches and Applications.</p>

		<ul style="list-style-type: none"> the ability to learn independently the ability to research actively and methodically the ability to give presentations and be active group members. reading technical texts effective writing analytical skills creative development <p>preparation for assessment methods used in a degree</p>	Internal assessment completed by May 15 th		<ul style="list-style-type: none"> Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This unit particularly lends itself to criminal and forensic fields, Youth justice, Law, Police and Social work in particular.</p>	
Spring Term 2						
Unit 4: Criminal and Forensic Psychology		<p>Knowledge and understanding of research methods, practical research skills and mathematical skills as well involving:</p> <ul style="list-style-type: none"> designing research conducting research analysing and interpreting data. cognitive and problem-solving skills: using critical thinking, approaching non-routine problems applying 	<p>Range of Formal and informal assessments including:</p> <p>Learning Objective A: written report on 'Understanding research methods and their importance in psychological inquiry'</p> <p>Learning Objective B: Written report on designing and carrying out own pilot study in an area of interest from Unit 1</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Assessment tasks and drafts to prepare for internal assessment.</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> United in Harmony when discussing the impact of crime in the community and how it impacts wider, local and international communities. Truth and Justice when looking at punishments of crime and restorative justice 	<p>Directly builds on knowledge of psychological approaches and their applications from Unit 1: Psychological Approaches and Applications.</p>

		<p>expert and creative solutions, using systems and technology</p> <ul style="list-style-type: none"> • interpersonal skills: communicating, working collaboratively, negotiating and influencing • intrapersonal skills: self-management, adaptability and resilience, self-monitoring and development, self-presentation. • the ability to learn independently • the ability to research actively and methodically • the ability to give presentations and be active group members. • reading technical texts • effective writing • analytical skills • creative development <p>preparation for assessment methods used in a degree</p>	<p>Learning Aim C: Presentation on 'A pilot study exploring current issues in psychology</p> <p>Learning aim D: Written report 'Reviewing implications of own research into psychological inquiry'</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> <p>Internal assessment completed by May 15th</p>	<p>Preparing and carrying out a pilot study.</p> <p>Preparing coursework for Unit 2 SV process.</p>	<ul style="list-style-type: none"> • Solidarity and common good when looking at restorative justice <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Building Schema and connections to the wider world • Understanding that research can feed into changes in law, for example, the impact of research on the economy and health policy. • Understanding data and how to interpret and draw conclusions, as well as thinking Critically regarding its application and use. <p>Cross-curricular: CC Links to most other A Level and BTEC subjects. In particular, Sociology, BTEC Applied Psychology, Maths, Govt and Politics, Science, Geography, Economics</p> <p>Careers: Psychology is an applied subject. Therefore, there are regular opportunities to explore the many areas of work that Psychology can lead to. This unit particularly lends itself to criminal and forensic fields, Youth justice, Law, Police and Social work in particular.</p>	
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Summer Term 1

<p>Unit 4: Criminal and Forensic Psychology</p>		<p>AO1 Demonstrate knowledge and understanding of psychological approaches and theories used to explain health-related behaviour and behavioural change</p> <p>AO2 Apply knowledge and understanding of psychological approaches and theories to explain health-related behaviour and behavioural change in given contexts</p> <p>AO3 Explore the use and effectiveness of psychological approaches and theories in relation to explaining health-related behaviour and implementing behavioural change</p>	<p>Range of Formal and informal assessments including:</p> <p>Regular exam focused timed assessments in class ranging from multiple choice to extended 9 mark questions focusing on AO1, 2 and 3 skills</p> <p>End of topic assessment</p> <p>Self-assessments and reflections on learning and feedback</p> <p>Assessment checks during lessons which include questioning techniques, quizzes, Exit tasks, Peer instruction/Presentations and more.</p> <p>External Exam Sat in January of Year 2</p>	<p>Workbooks following classroom teaching</p> <p>Revision for in class assessments</p> <p>Flipped Learning tasks</p>	<p>This unit will fit well and can link well with almost Catholic Social Teaching and Ursuline Values.</p> <p>In particular:</p> <ul style="list-style-type: none"> • United in Harmony when discussing the impact of crime in the community and how it impacts wider, local and international communities. • Truth and Justice when looking at punishments of crime and restorative justice • Solidarity and common good when looking at restorative justice <p>Cultural Capital:</p> <ul style="list-style-type: none"> • Using formal language and Psychological terminology to improve literacy • Widen students' contextual understanding with a 'watchlist', signposting high quality documentaries films and reading • Opportunities to improve Oracy through presentation and debates • Building Schema and connections to the wider world • Thinking Critically about aspects of culture, and developing cultural awareness and appreciation of cultural variations both across and within cultures. 	
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