



Curriculum Map

Subject: Psychology

Year Group: 12

	Autumn 1/Autumn 2	Autumn 2	Autumn 2/Spring 1	Spring 2	Summer 1	Summer 2
Content	<p>Research Methods Intro:</p> <ul style="list-style-type: none"> • Aims • Hypotheses • Sampling • Pilot studies • Experimental designs • Variables • Control • Demand characteristics and investigator effects • Ethics • Experimental method • Observational techniques • Self-report techniques • Correlations <p>Social Influence:</p> <ul style="list-style-type: none"> • Conformity to majority • Conformity to social roles • Obedience • Resistance to social influence • Minority influence • Social change. 	<p>Social Influence (continued where left off):</p> <ul style="list-style-type: none"> • Conformity to majority • Conformity to social roles • Obedience • Resistance to social influence • Minority influence • Social change. <p>Memory:</p> <ul style="list-style-type: none"> • Multi-store model of memory • Long-term memory • Working memory model • Forgetting • Eyewitness testimony • Cognitive interview. 	<p>Attachment:</p> <ul style="list-style-type: none"> • Caregiver-infant interactions in humans • Stages of attachment identified by Schaffer • Role of the father. • Animal studies of attachment • Explanations of attachment: learning theory and Bowlby's monotropic theory. • Ainsworth's 'Strange Situation' • Cultural variations in attachment • Maternal deprivation • Influence of early attachment <p>Research Methods Revisited:</p> <ul style="list-style-type: none"> • Descriptive statistics • Quantitative and qualitative data • Primary and secondary data 	<p>Research Methods Revisited (continued where left off):</p> <ul style="list-style-type: none"> • Descriptive statistics • Quantitative and qualitative data • Primary and secondary data • Presentation and display of quantitative data • Distributions <p>Psychopathology</p> <ul style="list-style-type: none"> • Definitions of abnormality • Characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • Behavioural approach to explaining and treating phobias • Cognitive approach to explaining and treating depression 	<p>Approaches in Psychology:</p> <ul style="list-style-type: none"> • Origins of Psychology <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches • Cognitive approach • Biological approach • Psychodynamic approach • Humanistic Psychology • Comparison of approaches. <p>Biopsychology:</p> <ul style="list-style-type: none"> • Nervous system • Structure and function of sensory, relay and motor neurons and the process of synaptic transmission • Endocrine system • The fight or flight response • Localisation of function in the brain and hemispheric lateralisation 	<p>Biopsychology (continued where left off):</p> <ul style="list-style-type: none"> • Nervous system • Structure and function of sensory, relay and motor neurons and the process of synaptic transmission • Endocrine system • The fight or flight response • Localisation of function in the brain and hemispheric lateralisation • Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain • Biological rhythms <p>Research Methods continued:</p> <ul style="list-style-type: none"> • Peer review • Economic implications • Reliability • Validity • Features of science • Reporting psychological investigations • Analysis and interpretation of correlation • Levels of measurement: nominal, ordinal and interval. • Content analysis • Probability and significance

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			<ul style="list-style-type: none"> • Presentation and display of quantitative data • Distributions 	<ul style="list-style-type: none"> • Biological approach to explaining and treating OCD 	<ul style="list-style-type: none"> • Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain • Biological rhythms 	<ul style="list-style-type: none"> • Inferential Statistics
Skills	<p>Assessments include a variety of questions such as multiple choice, short answer and extended writing/essays, which assess knowledge (AO1), understanding/application (AO2) and evaluation/synthesis skills (AO3). Knowledge and understanding of research methods, research skills and mathematical skills will be developed across the two years.</p> <ul style="list-style-type: none"> • AO1: demonstrate knowledge and understanding of psychological concepts, theories, treatments, research studies, research methods and ethical issues in relation to topics within each exam paper. • AO2: apply psychological knowledge and understanding of the specified content from each paper in a range of contexts • AO3: analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to topics within each exam paper. <p>Students will develop their skills in planning, writing and marking answers assessing each Assessment Objective. Students will also develop their critical analysis, debating, independent learning and team work skills within lessons.</p>					
Key questions	How is psychological research conducted? What are the different steps involved and why might there be issues with these methods? Why do people behave differently within a community/society? Why do we change our behaviour to follow instructions from authority figures, to fit in with a majority or to fit in	How does our memory work? What are the different explanations of memory processes? Why do we forget important information? What techniques can improve/worsen our memory?	Who is the most important carer/attachment figure for a child? Why do we form attachments? How can our attachments with our primary caregivers affect our life in the future? What does research say about the influence of attachment in humans and animals?	How do we define mental illness? What are the criteria for diagnoses of OCD, phobias and depression? How do we explain what causes mental illnesses? How do we treat mental illnesses and are they effective?	What are the different perspectives in psychology? How do they differ and how are they similar? How does the human body affect human behaviour? What are the different biological structures and processes that have an influence on behaviour?	How do we analyse and evaluate methods used to carry out research in psychology? Why is mathematics important in research? How do we analyse/describe/interpret data collected in research?

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	with our roles in society? How does societal behaviour change over time?		Why is mathematics important in research? How do we analyse/describe data collected in research?			
Assessment	<p>Ongoing flipped learning throughout the two years – students engage in prior reading before lessons and knowledge is assessed using class activities.</p> <p>Starters, plenaries, class activities and homework used for formative assessments.</p> <p>Summative assessments at the end of each topic or two topics combined.</p> <p>PPEs 3 times across the two years (Year 12 and 13). PPE1 (Year 12) covering most (if not all) Paper 1 topics, PPE2 (end of Year 12 or beginning of Year 13) on both Paper 1 and Paper 2 content, PPE3 (Year 13) on Paper 1, Paper 2 and Paper 3 content.</p>					
Literacy/ Numeracy/ SMSC/ Character	<p>Literacy skills: are continuously developed. Opportunities are provided to improve Quality of Written Communication (which is assessed in extended writing questions) and SPaG. Scaffolding and exemplar good and bad answers are used to support the development of these skills. Students are provided with templates and guidance within the Course Handbook (which is provided at the beginning of the course) which they can use within their home learning and within lessons.</p> <p>Numeracy skills: developed throughout the two years – developing on GCSE maths skills. Maths skills are assessed within the exam papers and make up at least 10% of the marks.</p> <p>SMSC & Character:</p> <p>Equality, Diversity and Inclusion: Lessons expose students to information about all protected characteristics and students are provided with an opportunity to learn about human differences, acceptance and tolerance.</p> <p>British Values: Students are exposed to the concepts of democracy, rule of law, individual liberty and mutual respect within lessons and through the topics that they learn about.</p> <p>IT: Students are encouraged to use IT resources both in and out of lessons. Students have subscription to online (interactive) textbooks, which promotes the use of IT and develops computing skills.</p>					