

# Subject Curriculum Overview

<b>Subject: Psychology</b>	<b>Year: 12</b>	
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<b>Topic 1:</b> Year 1 Research Methods	<b>Topic 2:</b> Approaches	<b>Topic 3:</b> Social Influence	<b>Topic 4:</b> Memory	<b>Topic 5:</b> Attachment	<b>Topic 6:</b> Psychopathology	<b>Topic 7:</b> Year 2 Research Methods	<b>Topic 8:</b> Issues and Debates
<b>Duration:</b> 25 lessons (covered alongside topics 2 – 6)/ terms 1 - 4	<b>Duration:</b> 15 lessons/ term 1	<b>Duration:</b> 15 lessons/term 2	<b>Duration:</b> 13 lessons/ term 3	<b>Duration:</b> 15 lessons/ term 4	<b>Duration:</b> 13 lessons/ term 5	<b>Duration:</b> 15 lessons/ term 6	<b>Duration:</b> 3 lessons/ term 6
<b>Content:</b> Research methods are a vital component of studying psychology. Within this topic students will study the various methods used as part of the research process. This will begin with all aspects of the experimental method including experimental design, types of experiment and the ways of dealing with various ethical issues. This will then move into studying observational techniques, self-report techniques and data analysis. Finally, students will learn about the important skill of statistical testing. Throughout this topic, synoptic	<b>Content:</b> There are many approaches to psychology. Within this topic we study the 6 main approaches and consider the strengths and weaknesses of each. We also study the origins of psychology including its early philosophical roots, the first psychological lab and how psychology has emerged as a scientific discipline.	<b>Content:</b> Social influence is the process by which an individual's attitudes, beliefs or behaviour are modified by the presence or action of others. In this topic, we cover the key areas of social influence including conformity, obedience, resistance to social influence, minority influence and social change.	<b>Content:</b> Memory is the process of remembering information over time. In this topic, we study memory research and the different models of memory before then looking at how we can explain why we forget information and the factors that can affect the accuracy of eyewitness testimony. This is all brought together to understand how we can improve the accuracy of eyewitness	<b>Content:</b> Attachment is a reciprocal bond between two individuals. In this topic, students learn about caregiver-infant interactions, the various stages of attachment infants move through as they develop, attachment in animals and what this can tell us about human attachment, the main theories of attachment and cultural variations in attachment. We also study the effects of maternal deprivation and	<b>Content:</b> Psychopathology refers to the study of mental disorders in terms of their classification, causes and treatment. Understanding and studying psychopathology is a crucial part of diagnosing and treating these. Within this topic students will learn how we define abnormality before then studying the characteristics, explanations and treatments of Phobias, Depression and OCD. We will use the behaviourist, cognitive and biological	<b>Content:</b> Within this topic, students will build upon their previously acquired knowledge of year 1 research methods. We will study the key concepts of reliability and validity, before studying statistical analysis in more depth. Here we will learn how to choose the correct statistical test before learning to interpret their outputs and determine significance. Students will also study how we report psychological investigations as well as the key features of science. This will end with the important question of whether psychology can be defined as a science.	<b>Content:</b> There are many issues and debates within psychology. Students will learn the different key terms relevant to these and the important skill of making synoptic links across topics to demonstrate and support these ideas. We will also use the debates to make comparisons across the approaches in psychology, allowing students to recap previously learnt content and further their understanding by considering the similarities and differences between these. Students will then be set an issues, debates and

links will be made across the remaining topics in order to apply knowledge, provide examples and further understanding.			testimony by using the cognitive interview.	how our early attachments influence our later relationships.	approaches allowing them to apply their knowledge of the approaches studied at the beginning of year 12.	Students will also complete a practical research project where they will be able to put their knowledge of experimental research methods into practise.	approaches summer term project which will further help them to consider and understand these important concepts and skills. Students will also learn how to use the issues and debates within their evaluation. This topic will be revisited at the beginning of Year 13.
<b>Key concepts students need to understand (Core Knowledge):</b> Experimental method Control of variables Experimental design Types of experiment Sampling Ethical issues and ways of dealing with them Pilot studies Single-blind, double-blind and control groups Observational techniques and design Self-report techniques and design Correlations Data analysis Mathematical content Introduction to statistical testing Peer review Psychology and the economy	<b>Key concepts students need to understand (Core Knowledge):</b> Origins of Psychology Behaviourism Social learning theory The cognitive approach The biological approach Biopsychology (nervous system and endocrine system, neurons and synaptic transmission) The psychodynamic approach The humanistic approach	<b>Key concepts students need to understand (Core Knowledge):</b> Conformity (Types and explanations, Asch, Zimbardo, Milgram) Obedience (Situational variables, Social – psychological factors, Dispositional explanations) Resistance to social influence Minority influence Social change	<b>Key concepts students need to understand (Core Knowledge):</b> Coding, capacity and duration The multi-store model Types of LTM The working memory model Explanations for forgetting (interference and retrieval failure) Factors affecting accuracy of EWT (misleading information and anxiety) Improving the accuracy of EWT	<b>Key concepts students need to understand (Core Knowledge):</b> Introduction to attachment Schaffer’s stages Animal studies Explanations of attachment (learning theory and Bowlby’s theory) Ainsworth’s strange situation Cultural variations in attachment Bowlby’s theory of maternal deprivation Romanian Orphan studies Influence of early attachment on later relationships	<b>Key concepts students need to understand (Core Knowledge):</b> Definitions of abnormality Phobias Behavioural approach to treating and explaining phobias Depression Cognitive approach to explaining and treating depression Obsessive-compulsive disorder Biological approach to explaining and treating OCD	<b>Key concepts students need to understand (Core Knowledge):</b> Correlations Case studies Content analysis Reliability Types of validity Choosing a statistical test Probability and significance Tests of difference Parametric tests of difference Tests of correlation Test of association Reporting Psychological investigations Features of science	<b>Key concepts students need to understand (Core Knowledge):</b> Gender and culture in psychology (Gender bias and cultural bias) Free will and determinism The nature-nurture debate Holism and reductionism Idiographic and nomothetic approaches Ethical implications of research studies and theory

SMSC Opportunities (including evidence of British Values)	Out of classroom opportunities	Assessment opportunities (Please see Assessment Calendar on Website)
<p><b>Mutual respect</b>  – students study the many different ‘schools of thought’ (approaches) in psychology  - the skill of evaluation in psychology requires students to draw on a variety of different evidence when developing their discussion  - students are exposed to a range of theories in psychology that have developed from preceding theories. In this way students appreciate how having opposing views can help with the development of psychology as a science</p> <p><b>Individual Liberty</b>  - study of research to help us understand how, and why, individuals make decisions  - through study of the approaches, students are encouraged to see that whilst we may be similar in some respects, there are always anomalies in human behaviour that cannot be predicted  - study of the Humanistic approach which places value on individual responsibility, believing it is our own free will that governs our actions</p> <p><b>Rule of Law</b>  - students study the BPS ethical code of conduct  - students are encouraged to critically evaluate whether research adheres to the scientific method  - through the study of obedience and conformity students explore why it is that individuals are likely, or in some cases unlikely, to follow the rule of law</p> <p><b>Democracy</b>  - the rights and responsibilities of people are fundamental to psychologists whose research</p>	<p>Psychology support club – lunchtimes  Online conferences (AQA revision masterclass, BPS careers)  Tutor2U Grade Booster workshop</p>	<p>PPE (AS Paper 1 and 2) in Term 5  Exam style end of unit assessment at the end of each topic  Timed essay for each topic</p>

must be passed by an ethics committee before being conducted

- the mechanisms underpinning social change are a key part of the social influence topic in psychology
- classic studies of Romanian orphans in the attachment topic allow students to consider what some of the consequences may be of a regime not built on democracy

**Spiritual**

- students study the variations in behaviour and link these to belief systems

**Moral**

- students study ethical issues within psychology and use these to consider how research can be designed to ensure that is ethical
- students study the ethical implications of socially sensitive research/theories

**Social**

- students are encouraged to consider the implications of research for the economy
- students consider the impact of society and social learning on behaviour

**Cultural**

- students study the impact of culture on the explanations, classification and treatment of mental health disorders
- students study cultural bias within psychological research
- students study the impact of culture on aspects of behaviour including attachment

# Subject Curriculum Overview

<b>Subject: Psychology</b>	<b>Year: 13</b>
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<b>Topic 1: Comparison of Approaches/Issues and Debates</b>	<b>Topic 2: Biopsychology</b>	<b>Topic 3: Gender</b>	<b>Topic 4: Schizophrenia</b>	<b>Topic 5: Forensic Psychology</b>	<b>Topic 6: Exam revision</b>
<b>Duration:</b> 10 lessons/Term 1	<b>Duration:</b> 13 lessons/Term 1	<b>Duration:</b> 13 lessons/Term 2	<b>Duration:</b> 10 lessons/Term 3	<b>Duration:</b> 15 lessons/Term 4	<b>Duration:</b> End of Term 4 and Term 5
<p><b>Content:</b> Students will recap and then utilise their previously learnt knowledge of the issues and debates in psychology to make comparisons between the approaches. This will allow for a final recap of these concepts so that they can continue to be used to make synoptic links across the year 2 topics as well as being used to further develop their evaluation.</p>	<p><b>Content:</b> Biopsychology is a branch of psychology that analyses how the brain, neurotransmitters and other aspects of our biology influence our mind and behaviour. Students will begin with a recap of year 1 biopsychology before furthering their knowledge of the brain and methods used to investigate it before moving on to study the biological rhythms that humans experience including the sleep-wake cycle, menstrual cycle and the sleep cycle. Students will also learn about the key internal and external factors that influence these.</p>	<p><b>Content:</b> What is the difference between sex and gender? Why do some accept or reject the more traditional male/female divide? What role does biology play in gender? Do we learn gender roles through imitating and modelling others? What role do culture and the media have in establishing and maintaining gender roles? These are the important questions that we will attempt to answer through the study of this topic.</p>	<p><b>Content:</b> Schizophrenia is a severe mental illness where contact with reality and insight are impaired. During this topic students will study the diagnosis and classification of schizophrenia. We will also consider the issues surrounding diagnosis including reliability, validity and bias. We will use a biological approach and psychological explanations in order to understand the possible causes of the condition before covering the various treatments based on these approaches. We will also use our knowledge of the nature-nurture debate to consider an interactionist approach to explaining and treating schizophrenia.</p>	<p><b>Content:</b> Forensic psychology is about the psychology of crime. This fascinating topic looks at why people commit crime, how we can use psychology in order to identify a criminal and the psychology of dealing with offending behaviour. Within this topic we will use various approaches to explain and understand these concepts allowing students to recap and apply their knowledge of the approaches in psychology.</p>	<p><b>Content:</b> Revision</p>

<p><b>Key concepts students need to understand (Core Knowledge):</b>          Comparison of approaches using the debates in psychology          Recap of Issues and Debates following introduction in Year 12 and summer IDA project</p>	<p><b>Key concepts students need to understand (Core Knowledge):</b>          Recap of year 1 Biopsychology          Localisation of function in the brain          Plasticity and functional recovery of the brain after trauma          Split-brain research into hemispheric lateralisation          Ways of investigating the brain          Biological rhythms (circadian, infradian and ultradian)          Endogenous pacemakers and exogenous zeitgebers</p>	<p><b>Key concepts students need to understand (Core Knowledge):</b>          Sex and Gender          Androgyny and the BSRI          The role of chromosomes and hormones          Atypical sex chromosome patterns          Cognitive explanations of gender development (Kohlberg's theory and Gender schema theory)          Psychodynamic explanation of gender development (Freud's theory)          Social learning explanation of gender development          The influence of culture and media on gender roles          Atypical gender development</p>	<p><b>Key concepts students need to understand (Core Knowledge):</b>          Diagnosis and classification of schizophrenia          Biological explanations for schizophrenia (genetic and neural)          Psychological explanations for schizophrenia (family dysfunction and cognitive explanations)          Biological therapies for schizophrenia (antipsychotics)          Psychological therapies for schizophrenia (CBT, family therapy, token economies)          The interactionist approach to schizophrenia</p>	<p><b>Key concepts students need to understand (Core Knowledge):</b>          Offender profiling (top-down and bottom-up approach)          Biological explanations (Atavistic form, genetic and neural explanations)          Psychological explanations (Eysenck's theory, cognitive explanations, differential association theory, psychodynamic explanations)          Dealing with offending behaviour (custodial sentencing, behaviour modification in custody, anger management, restorative justice)</p>	<p><b>Key concepts students need to understand (Core Knowledge):</b>          Revision</p>
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<b>SMSC Opportunities (including evidence of British Values)</b>	<b>Out of classroom opportunities</b>	<b>Assessment opportunities (Please see Assessment Calendar on Website)</b>
<p><b>Mutual respect</b>            – students study the many different ‘schools of thought’ (approaches) in psychology            - the skill of evaluation in psychology requires students to draw on a variety of different evidence when developing their discussion            - students are exposed to a range of theories in psychology that have developed from preceding theories. In this way students appreciate how having opposing views can help with the development of psychology as a science</p> <p><b>Individual Liberty</b>            - study of research to help us understand how, and why, individuals make decisions            - through study of the approaches, students are encouraged to see that whilst we may be similar in some</p>	<p>Psychology support club – lunchtimes            Online conferences (AQA revision masterclass, BPS careers)            Tutor2U Grade Booster workshop</p>	<p>PPE (Paper 1 and 2) in Term 2            Exam style end of unit assessment at the end of each topic            Timed essay for each topic</p>

respects, there are always anomalies in human behaviour that cannot be predicted

- study of the Humanistic approach which places value on individual responsibility, believing it is our own free will that governs our actions

**Rule of Law**

- students study the BPS ethical code of conduct

- students are encouraged to critically evaluate whether research adheres to the scientific method

- through the study of explanations of offending students are encouraged to consider why individuals are more or less likely to follow the rule of law

– students consider the influence of research findings on the criminal justice system and custodial sentencing

**Democracy**

- The rights and responsibilities of people are fundamental to psychologists whose research must be passed by an ethics committee before being conducted

**Spiritual**

- students study the variations in behaviour and link these to belief systems

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**Social**

- students are encouraged to consider the implications of research for the economy

- students consider the impact of society and social learning on behaviour

**Cultural**

– students study the impact of culture on the explanations, classification and treatment of mental health disorders

- students study cultural bias within psychological research

- students study the impact of culture on aspects of behaviour including gender and offending behaviour