
 <p>Nene Valley Partnership Excellence in Education</p>	<p>Wollaston School: 2023/24 Curriculum Map for Psychology Curriculum Lead: Lydia Pickwick</p>	 <p>WOLLASTON SCHOOL</p>
<p>Curriculum Aim and scope: Develop a deep understanding of the scientific study of the mind, brain and human behaviour. Students will enhance their knowledge of the world we live in with topics including the impacts of authority on behaviour, mental illnesses and cognitive development</p>		

Year	Term	Unit	Description of what is being taught <u>including</u> end learning goals Clearly outline substantive knowledge required (not just skills)	Links to National Curriculum	Subject Specific Terminology and Key Words	Prior knowledge (including previous key stage/retrieval required)	Assessment and Homework (How is the learning being checked- how do you know it is being remembered?)
Year 12	Half term 1	Teacher 1: Social influence	<ul style="list-style-type: none"> Understand types of conformity: internalisation, identification and compliance. Understand the explanations for conformity: informational social influence and normative social influence Understand the research methods concepts of ethics and controlled environments (Artificiality) to be able to evaluate the experiments in this topic 	<p>History:</p> <ul style="list-style-type: none"> Understand how 1950s America may have been extra conforming due to McCarthyism → links to communism Understand how Nazi Germany/ SS soldiers may have been acting immorally due to the Agency theory/ perceived authority <p>Science:</p> <ul style="list-style-type: none"> Experimental settings, the need for control and standardisation in establishing a cause and effect <p>Citizenship/ PSHE:</p> <ul style="list-style-type: none"> Understand how the process of social change can improve health and the environment. 	<ul style="list-style-type: none"> Conformity Internalisation Identification Compliance Informational –social – influence Normative - social - influence Group size Unanimity Social roles Obedience Proximity Location Uniform Agentic state Legitimacy of authority Dispositional explanation Authoritarian personality Social support Locus of control Consistency Commitment Flexibility Social change 	<p>Students who have not completed the Psychology GCSE will have no direct prior knowledge of the Psychology content. Students who have taken the GCSE will have some prior knowledge of the following key experiment; Asch's conformity experiment & Milgram's Obedience experiment and the theory or Authoritarian personality as an explanation of obedience</p>	<p>**The form of homework is in two parts; Pre reading (Flipped learning) of content and revision for in class assessments and Pre Public Exams- PPEs (Mocks).</p> <p>Students will be set one piece of flipped learning/ pre reading each week, where students will make notes on content before the following week's first lesson. This allows more time for exam practice and application to learning, in the lesson.</p> <p>The assessments are completed on paper (An essay/ mid unit assessment) or an exam paper (End of unit assessment) and teacher marking is evident on their assessments.</p> <p>All fix it work is completed and attached to the assessment. Parts of the Fix it work is re-marked to improve the feedback for learning loop and students work is re-graded to increase motivation for improvements to be made during FIX it.</p> <p>There are two assessments per topic, a mid unit and end of unit.</p> <p>Assessments are stored in an assessment folder, kept in school and students are encouraged to</p>

			<ul style="list-style-type: none"> • Understand and be able to evaluate Asch's conformity study • Understand how situational variables affect conformity including group size, unanimity and task difficulty as investigated by Asch • Understand what is meant by conformity to social roles and understand and evaluate Zimbardo's research into conformity to social roles • Understand and be able to evaluate the different explanations for obedience as shown in Milgram's study: Agentic state and legitimacy of authority through the use of proximity, uniform and location (Situational variables) and the Authoritarian Personality.(Dispositional variable) • Understand and be able to evaluate explanations of resistance to social influence, including social support (Situational) and locus of control (Dispositional) 	<ul style="list-style-type: none"> • Understand how the impacts of Zimbardo's research has benefited the prison system in the UK/ USA 	<ul style="list-style-type: none"> • Conversion theory • Snowball effect 	<p>take these home prior to assessments to use as revision tools</p> <p><u>Social influence</u> Mid unit assessment (24 marks) X1 16 mark essay and X8 1 mark knowledge questions, on Social influence</p> <p>End of unit assessment (24 marks): X24 mark exam questions on whole topic (Reflective of exam)</p>
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			<ul style="list-style-type: none"> • Understand how minority influence including reference to consistency, commitment and flexibility can occur • Understand and evaluate Moscovici's consistency experiment • Understand the role of minority influence in the process of social change 				
	Teacher 2: Research methods	<ul style="list-style-type: none"> • Understand what is meant by Pilot studies and the aims of piloting • Understand what is meant by a confederate • Understand what is meant by an Aim, how to write aims and the difference between aims and hypotheses. • Understand how to write experimental and null hypotheses: directional & non-directional 	<p>Science:</p> <ul style="list-style-type: none"> • Control of extraneous variables, hypothesis types, reliability & validity <p>Maths:</p> <ul style="list-style-type: none"> • Computation, correlations, descriptive statistics & interpretation and display of quantitative data 	<ul style="list-style-type: none"> • Pilot study • Confederate • Aim • Hypothesis • Null • Directional hypothesis • Non directional hypothesis • Operationalisation • Independent variable • Dependent variable • Extraneous variables • Demand characteristics • Investigator effects • Single blind method • Double blind method • Reliability • Validity • External validity • Population validity • Ecological validity • Temporal validity • Internal validity • Systematic sampling • Random sampling 	<p>Students who have not completed the Psychology GCSE will have no direct prior knowledge of the Psychology content. However students will have learned many of the concepts used in this topic in their science and maths GCSE. Students who have taken the GCSE will have some prior knowledge of some of the key research methods content but the focus has shifted to be on application and evaluation over</p>	<p>*See top box for details on assessment/homework*</p> <p>Mid unit assessment (24 marks) X24 knowledge questions on research methods</p>	

		<ul style="list-style-type: none"> Understand how extraneous variables effect the validity of research Understand how sampling is conducted in Psychological research Understand the different types of sampling techniques and be able to evaluate each of them Understand and be able to evaluate the use of different types of data; Quantitative, qualitative, Primary, secondary data and meta-analysis Understand how and when to use the descriptive statistics; measures of central tendency – mean, median & mode and measures of dispersion; range and standard deviation 		<ul style="list-style-type: none"> Volunteer sampling Stratified sampling Opportunity sampling Generalisable Representative Sample Target population Quantitative data Qualitative data Primary data Secondary data Meta analysis Measure of central tendency Measures of dispersion Standard deviation 	knowledge and description.	
Half term 2	Teacher 1: Attachment	<ul style="list-style-type: none"> Understand the caregiver-infant interactions in humans: interactional synchrony, reciprocity Understand and evaluate Schaffer and Emerson’s longitudinal study on the stages of attachment 	<p>Citizenship</p> <ul style="list-style-type: none"> Understand what is meant by abuse and neglect 	<ul style="list-style-type: none"> Reciprocity Interactional synchrony Bodily contact Mimicking Multiple attachments Learning theory Cupboard love Contact comfort Unconditioned stimulus Conditioned stimulus 	<p>Students will have no prior knowledge of the topic, whether they have taken the GCSE or not as this topic does not overlap with KS4.</p> <p>The topic does overlap with</p>	<p>*See top box for details on assessment/homework*</p> <p>Mid unit assessment (24 marks) X1 16 mark essays and X8 knowledge questions on attachment</p> <p>End of unit assessment (34 marks): X24 mark exam questions on whole topic (Reflective of exam) and X10 knowledge questions on previous topic, taught by same teacher (Social influence)</p>

			<ul style="list-style-type: none"> • Understand the role of the father in developing attachments • Understand and evaluate animal studies of attachment; specifically Lorenz' Gosling study and Harlow's contact comfort study • Understand and be able to evaluate the explanations of attachment; the learning theory and Bowlby's monotropic theory including the concepts of a critical period and an internal working model • Understand and be able to evaluate Ainsworth's 'Strange Situation' including the three attachment types; secure, insecure -avoidant and insecure – resistant • Understand and be able to evaluate Van Ijzendoorn and Kroonenberg's meta analysis on cultural variations of attachment • Understand and be able to evaluate Bowlby's theory of maternal deprivation • Understand and be able to evaluate Rutter's Romanian orphan study 		<ul style="list-style-type: none"> • Neutral stimulus • Unconditioned response • Conditioned response • Imprinting • Monotropy • Innate • adaptive • Secure base • Social releasers • Internal working model • Critical period • Continuity hypothesis • Secure – attachment • Resistant - attachment • Avoidant – attachment • Stranger anxiety • Separation protest • Reunion behaviours • Exploration behaviours • Cultural variations • Maternal deprivation • Separation • Privation • Institutionalisation 	<p>Approaches, which they will learn later in the year, as a single topic, in detail. This introduction to approaches acts as a gateway to examine how Psychologists have different views about why people behave in certain ways (Here, looking at attachment formation) whilst remaining relatively straightforward, so the approaches topic is not yet needed to access this material.</p>	
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		<ul style="list-style-type: none"> • Understand the effects of institutionalisation • Understand the influence of early attachment on childhood and adult relationships, including the role of an internal working model • Understand and evaluate Hazen and Shaver's love quiz on the continuity hypothesis 				
	Teacher 2: research methods	<ul style="list-style-type: none"> • Understand each of the named experimental methods, including strengths, weaknesses and suitability. • Understand each of the named experimental designs. Understand the strengths and weaknesses of each experimental design. • Understand observation studies including categories of behaviour. Understand inter-observer reliability. Understand the strengths, weaknesses and suitability of observations • Understand the methods of questionnaires and interviews, including strengths, weaknesses and suitability. Understand key concepts from research methods topic. 	<p>Science:</p> <ul style="list-style-type: none"> • Experiment types & designs <p>Citizenship</p> <ul style="list-style-type: none"> • Understand how ethics can inform decision making and understand how to overcome ethical issues 	<ul style="list-style-type: none"> • Laboratory experiment • Field experiment • Natural experiment • Experimental method • Independent measures • Repeated measures • Order effects • Counterbalancing • Matched pairs • Covert • Overt • Behavioural categories • Mutual exclusivity • Time sampling • Event sampling • Observational design • Correlations • Covariable • Cause & effect • Self report techniques • Questionnaire • Interview • Closed question • Open question • Quantitative data • Qualitative data • Ethics • Privacy • Confidentiality • Protection from harm • British Psychological society 	<p>Students who have not completed the Psychology GCSE will have no direct prior knowledge of the Psychology content. However students will have learned many of the concepts used in this topic in their science and maths GCSE. Students who have taken the GCSE will have some prior knowledge of some of the key research methods content but the focus has shifted to be on application and evaluation over knowledge and description.</p>	<p>*See top box for details on assessment/homework*</p> <p>End of unit assessment (24 marks): X24 mark exam questions on whole topic (Reflective of exam)</p>

		<ul style="list-style-type: none"> Understand what is meant by correlation. Be able to draw appropriate scatter diagrams. Understand the strengths and weaknesses of correlations. Understand ethical issues as outlined by the British Psychological guidelines. Understand ways of dealing with these issues. 		<ul style="list-style-type: none"> Debrief Informed consent Prior general consent Presumptive consent Retrospective consent 		
Half term 3	Teacher 1: Memory	<ul style="list-style-type: none"> Understand and be able to evaluate the multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Understand and be able to evaluate the working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Understand types of long-term memory: episodic, semantic, procedural. Understand and be able to evaluate Tulving's research into long term memories 	<p>All subjects:</p> <ul style="list-style-type: none"> Knowledge on how attention is needed to move information into short term memory and working memory must be elaboratively rehearsed to enter long term memory. Links to revision techniques/ retrieval practice tasks in other subject lessons and emphasises the importance of these 	<ul style="list-style-type: none"> Coding Capacity Duration Multi store model Sensory memory Short term memory Long term memory Episodic memory Procedural memory Semantic Working memory model Central executive Phonological loop Visuo-spatial sketchpad Episodic buffer Proactive - interference Retroactive - interference Retrieval failure Cue Misleading information Eye witness testimony Post event discussion Anxiety Weapon focus effect Cognitive interview 	<p>Students who have not completed the Psychology GCSE will have no direct prior knowledge of the Psychology content. Students who have taken the GCSE will have some prior knowledge of the following key experiments and theories; The multi store model of memory, the types of long term memory & Tulving's gold memory study</p>	<p>*See top box for details on assessment/ homework*</p> <p>Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions on memory</p> <p>End of unit assessment (44 marks): X24 mark exam questions on whole topic (Reflective of exam) and X10 knowledge questions on previous two topics, taught by same teacher (Social influence & attachment)</p>

			<ul style="list-style-type: none"> • Understand and be able to evaluate theories of explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Understand and be able to evaluate factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post -event discussion; anxiety. • Understand and be able to evaluate Loftus and Palmer’s research into misleading questions • Understand and be able to evaluate ways to improve the accuracy of eyewitness testimony, including the use of the cognitive interview. 				
	Teacher 2: Approaches	<ul style="list-style-type: none"> • To understand the origins of Psychology: Wundt, introspection and the emergence of Psychology as a science • To understand and evaluate the biological approach to Psychology; including the influence of genes, brain anatomy and neurochemistry on behaviour 	<p>Science</p> <ul style="list-style-type: none"> • The role of neurotransmitters and synaptic transmission • Genotype and phenotype • The process and purpose of evolutionary adaptive traits 	<ul style="list-style-type: none"> • Introspection • Wundt • Genotype • Phenotype • Monozygotic twins • Dizygotic twins • Genes • Evolution • Hemispheres • Lobes • Cortex • Cortices • Neurotransmitters • Dopamine • Serotonin 	<p>Students will have limited prior knowledge to the approaches topic. Student who have taken GCSE will have some knowledge of the biochemical explanation to explaining depression, so will understand basic principles of synaptic transmission. They will also know some areas of the anatomy of</p>	<p>*See top box for details on assessment/homework*</p> <p>Mid unit assessment (24 marks) X1 knowledge questions on Approaches</p>	

						the brain. Students who have not studied GCSE Psychology should have basic understanding of the role of neurotransmitters affecting behaviour from GCSE science (Biology)	
Half term 4	Teacher 1: Psychopathology/ abnormality	<ul style="list-style-type: none"> To understand and be able to evaluate definitions of abnormality including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. To understand the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive compulsive disorder (OCD). To understand and be able to evaluate the biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy To understand and be able to evaluate the behavioural approach to explaining and treating phobias: the two -process model, including classical and operant conditioning; systematic desensitisation, including 	<p>Science</p> <ul style="list-style-type: none"> Synaptic transmission in the role of serotonin as a cause for OCD 	<ul style="list-style-type: none"> Statistical deviation Deviation from social norms Failure to function adequately Deviation from ideal mental health Phobias Depression Obsessive compulsive disorder Classical conditioning Operant conditioning Systematic desensitisation Flooding Negative triad ABC model Cognitive behavioural therapy Irrational thoughts Genetic explanation Neural explanation Drug therapy Selective serotonin reuptake inhibitor 	<p>Links to the approaches topic- students need to understand the behaviourist approach to explain why phobias are developed. They need to know the biological approach to explain why OCD is caused. They need to know the cognitive approach to understand the causes of depression</p> <p>Students who have taken the GCSE will know the basics of the biological explanation to OCD as it is the same as the GCSE specifications explanation of the biological explanation of depression (Reuptake or serotonin)</p>	<p>*See top box for details on assessment/ homework*</p> <p>Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions on Psychopathology</p> <p>End of unit assessment (54 marks): X24 mark exam questions on whole topic (Reflective of exam) and X10 knowledge questions on previous three topics, taught by same teacher (Social influence, attachment & memory)</p>	

		<p>relaxation and use of hierarchy; flooding.</p> <ul style="list-style-type: none"> To understand and be able to evaluate the cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. 				
	Teacher 2: Approaches	<ul style="list-style-type: none"> To understand and be able to evaluate the Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research. To understand and be able to evaluate the cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience. 	<p>Computing/IT:</p> <ul style="list-style-type: none"> The understand of computer information processing models inputs-processing-outputs to understand the cognitive approach to explaining behaviour 	<ul style="list-style-type: none"> Classical conditioning Neutral stimulus Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response Stimulus generalisation Stimulus discrimination Time contiguity Operant conditioning Punishment Reward Positive reinforcement Negative reinforcement Continuous reinforcement Variable ratio reinforcement Imitation Identification Modelling Vicarious reinforcement Mediational processes Inference Schemas Information processing Neuroscience 	<p>Students will have limited prior knowledge to the approaches still to be covered. However students were introduced to the perspectives of Behaviourism in the Attachment topic, so will have basic understanding of one of the two learning theories.</p> <p>Students are also studying the Psychological problems unit which explains phobias thorough behaviourist principles and depression through cognitive principles, so both topics compliment each other</p>	<p>*See top box for details on assessment/homework*</p> <p>End of unit assessment (34 marks): X24 mark exam questions on whole topic (Reflective of exam) and X10 knowledge questions on previous topic, taught by same teacher (Research methods)</p>
Half term 5	Teacher 1: Preparation for mock exams and Approaches	<p>Revision on the following topics for mocks</p> <p>(See above for topic breakdown)</p>		<ul style="list-style-type: none"> Tripartite personality Unconscious Preconscious Conscious 	<p>Consolidation of Social influence and attachment from first teaching, revision</p>	<p>Mock examination: X1 2 hour paper on social influence, attachment, research methods & approaches. Each section worth 24 marks (In line with exam)</p>

		<p>-Social influence -Attachment</p> <ul style="list-style-type: none"> To understand and be able to evaluate the Psychodynamic approach including knowing the psychosexual stages as an explanation for adult behaviours 		<ul style="list-style-type: none"> Id Ego Superego Neuroses Psychosexual stages Defence Mechanisms Repression Denial Displacement Oral stage Anal stage Phallic stage Genital stage Oedipus complex Electra complex 	<p>focused on exam practice of the topics.</p> <p>Psychodynamic approach has been discussed in research methods when examining what is meant by scientific- draw links in the difference between confirmation and falsification</p>	
	Teacher 2: Preparation for mock exam and Approaches	<p>Revision on the following topics for mocks (See above for topic breakdown)</p> <p>-Social influence -Attachment</p> <ul style="list-style-type: none"> To understand and be able to evaluate the Humanistic approach including knowing the difference between Maslow's hierarchy of needs and Roger's congruence theories explanations of achieving self actualisation. 		<ul style="list-style-type: none"> Self- actualisation Hierarchy of needs Free will Person centred therapy Ideal self Actual Self Congruence 	<p>Consolidation of research methods and approaches from first teaching, revision focused on exam practice of the topics.</p> <p>Humanistic approach been discussed though Jahoda's 6 characteristics of ideal mental health in the Psychopathology topic- the terms self actualisation were taught here so students have basic understand of the free will view</p>	Mock examination: X1 2 hour paper on social influence, attachment, research methods & approaches. Each section worth 24 marks (In line with exam)
Half term 6	Teacher 1: Cognitive development	<ul style="list-style-type: none"> To understand and be able to explain key concepts, processes, stages and characteristics of Piaget's cognitive development theory 	<p>English A-level</p> <ul style="list-style-type: none"> Piaget and Vygotsky's cognitive development explanations 	<ul style="list-style-type: none"> Cognitive development Schemas Assimilation Accommodation Equilibrium 	<p>Links to GSCE Psychology for students who have taken the course in Piaget's explanation of</p>	Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions

		<ul style="list-style-type: none"> To understand and be able to distinguish between the stages of Piaget's development To understand and be able to evaluate Piaget's theory of cognitive development To understand and be able to evaluate Piaget's research studies which support his theory; eg: the three mountains task To understand and be able to explain key concepts and processes of Vygotsky's cognitive development theory To understand and be able to evaluate Vygotsky's theory of cognitive development To understand and be able to compare and contrast Piaget and Vygotsky's theories of cognitive development 		<ul style="list-style-type: none"> Stages of intellectual development Object permanence Conservation Egocentrism Class inclusion Zone of proximal development Scaffolding 	<p>cognitive development</p> <p>Links to nomothetic explanations and models in Issues and debates (Next term) when introducing the idea that cognitive models are application to all children</p>	
	Teacher 2: Biological Psychology	<ul style="list-style-type: none"> To understand the divisions of the nervous system: central and peripheral (somatic and autonomic). To understand the structure and function of sensory, relay and motor neurons. To understand the process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. 	<p>Science</p> <ul style="list-style-type: none"> Nervous system Structure and function of neurons 	<ul style="list-style-type: none"> Autonomic nervous system Central nervous system Peripheral nervous system somatic nervous system Fight or flight Sympathetic nervous system Parasympathetic nervous system Adrenaline Hormone Cardiovascular system Hypothalamus Physiological Emotion Arousal Excitatory 	<p>Direct links to the Biological approach of Psychology and the biological explanation of OCD. This topics deepens the understand of the principles covered in these topics but not applied to any particular area.</p>	<p>End of unit assessment (34 marks): X24 mark exam questions on whole topic (Reflective of exam) and X20 knowledge questions on previous topics, taught by same teacher (Research methods & approaches)</p>

			<ul style="list-style-type: none"> To understand the function of the endocrine system: glands and hormones. To understand the fight or flight response including the role of adrenaline 		<ul style="list-style-type: none"> Inhibitory Neuron Neurotransmitter Synaptic transmission 		
Year 13	Half term 1	Teacher 1 Issues & debates & comparisons of approaches	<ul style="list-style-type: none"> To understand and evaluate the Free will and determinism debate in Psychology To understand and evaluate the nature-nurture debate in Psychology Holism and reductionism To understand and evaluate the Idiographic and nomothetic approaches in Psychology To understand and evaluate gender and culture bias in Psychological research To understand and evaluate socially sensitive research in Psychology] To understand how to compare each of the approaches using the debates taught in issues and debates 	<p>Ethics</p> <ul style="list-style-type: none"> - Socially sensitive research, when it's morally OK to cause harm for the greater good <p>Science</p> <ul style="list-style-type: none"> - Understanding causal explanations as a reductionist and deterministic argument and how this is favoured in scientific research 	<ul style="list-style-type: none"> Hard determinism Soft determinism Biological determinism Environmental determinism Psychic determinism Causal explanations Heredity Interactionism Biological reductionism Environmental reductionism Idiographic Nomothetic Law Principle Dimension Qualitative quantitative Universality Gender bias Androcentrism Alpha bias Beta bias Cultural bias Ethnocentrism Cultural relativism Social sensitivity 	<p>This whole topic requires students to draw links on all the previous topics they have studied and use examples from across the specification to support each end the debate. EG: The biochemical explanation of OCD is an example of a nomothetic explanation, biologically reductionist and an example of soft determinism, due to the development of drug treatments.</p> <p>The topic of social sensitivity directly links to ethical issues and implications of psychology research which has been taught in the year 12 topic of research methods</p> <p>Students have to learn the</p>	<p>Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions</p> <p>End of unit assessment (34 marks): X24 mark exam questions on whole topic (Reflective of exam) and X20 knowledge questions on previous topics, taught by same teacher (Research methods & approaches inc. Bio)</p>

						approaches before they can compare then but also have to learn the debates before they have anything to compare them on, hence the teaching of the comparisons after the teaching of both approaches and issues and debates	
		Teacher 2: Cognitive development	<ul style="list-style-type: none"> To understand and be able to explain the methodology and main features of Baillargeon's explanation of early infant abilities To understand and be able to evaluate Baillargeon's research To understand and be able to compare Piaget, Vygotsky's and Baillargeon's theories of cognitive development To understand what is meant by social cognition To understand and be able to evaluate the role of self in the development of social cognition To understand Selman's role taking dilemma technique To understand and be able to evaluate Selman's stage theory of perspective or role-taking To understand and be able to evaluate research 	English A-level <ul style="list-style-type: none"> Piaget and Vygotsky's cognitive development explanations 	<ul style="list-style-type: none"> Knowledge of the physical world Violation of expectation Social cognition Perspective taking Theory of mind Autism Sally Anne study Mirror neurons 	<p>Links to the topic of comparisons in order to write comparison essays between Piaget & Vygotsky</p> <p>Links to Year one Biopsychology needing knowledge of neurons to understand the explanation of mirror neurons in developing empathy</p>	<ul style="list-style-type: none"> Only one assessment for Biopsychology this half term due to frequency of disruption in last half term / shortness of topic <p>End of unit assessment (64 marks): X24 mark exam questions on whole topic (Reflective of exam) and X40 knowledge questions on previous topics, taught by same teacher (Attachment, social, memory & Psychopathology)</p>

			<p>evidence to evaluate Selman's theory</p> <ul style="list-style-type: none">• To understand and be able to apply Selman's theory eg: to an educational setting• To understand what is meant by theory of mind and the use of false belief tasks• To understand and be able to outline research into factors associated with success on false belief tasks and be able to evaluate false belief tasks in terms of validity• To understand and be able to describe the key characteristics of autism• To understand some of the suggested causes of autism; particularly; theory of mind explanation for autism• To understand and be able to evaluate the work of Baron – Cohen in relation to autism• To understand the biological explanation for social cognition, particularly the role of amygdala and the orbitofrontal cortex• To understand the nature of mirror neurons, their role in social cognition and in understanding other's emotional states• To understand and be able to evaluate research into the role of mirror neurons in social cognition eg Dapretto et al (2006) and implications of mirror neurons for Theory of mind				
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	Half term 2	Teacher 1: Research methods	<ul style="list-style-type: none"> To understand and be able to evaluate Content and thematic analysis. To understand and be able to evaluate Case studies To understand different types of reliability and ways of assessing reliability: test-retest and inter-observer To understand different type of validity; investigation: face validity, concurrent validity, ecological validity and temporal validity To understand and be able to evaluate whether Psychology is a science examining the features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts To understand the different levels of measurement: nominal, ordinal and interval To understand the different factors affecting the choice of statistical test, including level of measurement and experimental design To understand when to use the following tests: sign test Spearman's rho, Pearson's r, Wilcoxon, Mann Whitney, related t-test, unrelated t-test and Chi-Squared test 	<p>Science</p> <ul style="list-style-type: none"> Reliability and validity types Stages of a report <p>Maths</p> <ul style="list-style-type: none"> Levels of measurement and statistical testing 	<ul style="list-style-type: none"> Falsification Objectivity Replicability Theory construction Paradigm Paradigm shift Content analysis Thematic analysis Case study Subjective Probably Significance Inferential statistics test Inter ratter reliability Test retest reliability Internal reliability External reliability Split half method Peer review 	<p>Links to last years research methods knowledge foundation. This topic builds on the basics of psychological research and gets students t think more practically about designing actual psychological research and conducted statistical tests. EG: In order to decide on a stats test you must first interpret the experimental design of the research which is taught in year 12</p> <p>Discussing whether psychology is a science links to the Biological approach, taught in year 12 Approaches as the topic examines what it means to be a 'science'</p>	Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions
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			<ul style="list-style-type: none"> To understand how to calculate the sign test 				
		Teacher 2: Addiction	<ul style="list-style-type: none"> To understand the key concepts in addiction: physical and psychological dependence, tolerance, withdrawal symptoms and vulnerability To understand and be able to distinguish between substance related addiction and behavioural addiction To understand and be able to evaluate research evidence relating to risk factors of addiction, particularly showing understanding of limitations of correlational and quasi experiment research, issues of cause and effect and interaction between risk factors To understand and be able to evaluate and consider implications of risk factors in relation to ethics, social sensitivity, issues and debates, policy and practices To understand and be able to evaluate the biological explanations of addiction including; neurochemical explanations of nicotine addiction, the effect of nicotine on Mesolimbic dopamine pathway, Serotonin, Concentrations of adrenalin and noradrenalin and Opioid neurotransmitters 	<p>PSHE</p> <ul style="list-style-type: none"> Mental health awareness and addiction <p>Science</p> <ul style="list-style-type: none"> Knowledge of synaptic transmission to understand the biochemical explanation and treatment of addiction 	<ul style="list-style-type: none"> Addiction Physical dependence Psychological dependence Tolerance Withdrawal syndrome Stress Personality Family influences Peers Neurochemistry Dopamine Learning theory Cue reactivity Reinforcement Partial reinforcement Variable reinforcement Cognitive bias Drug theory 	<p>Links to Psychopathology year 12- the biological and environmental explanations as causes and treatments to psychiatric disorders</p> <p>Knowledge of what is meant by a symptom from Psychopathology, learning about symptoms of depression, OCD and Phobias</p> <p>Knowledge of classical/ operant conditioning learnt in the approaches unit (Behaviourism) in order to understand the psychological explanation and treatment (Aversion therapy) of addiction</p> <p>For students who have taken GCSE Psychology, this topic builds on their understanding of addiction from KS4 learning</p>	Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions

			<ul style="list-style-type: none"> To understand and be able to evaluate the psychological (Environmental) explanations of addiction, particularly; The role of classical conditioning, positive reinforcement, negative reinforcement and reinforcement schedules, as well as Imitation, modelling and vicarious reinforcement, efficacy and expectation To understand and evaluate the cognitive explanations for gambling 				
Half term 3	Teacher 1: Research methods and Biological Psychology	<ul style="list-style-type: none"> To understand the different sections of a psychological report; abstract, introduction, method, results, discussion and referencing To understand and be able to evaluate the role of Peer review in Psychological investigations To understand the key features of a Debrief and informed consent form To understand and be able to interfere distribution graphs; including normally distributed, positively skewed and negatively skewed To understand and evaluate the impact of Psychological research on the economy 	<p>E&p</p> <ul style="list-style-type: none"> Knowledge of ethics/ morals in relation to informed consent / participant rights <p>Maths</p> <ul style="list-style-type: none"> Distributions/ graphical displays and averages & standard deviation in the results section of a psychological report 	<ul style="list-style-type: none"> Aim Hypothesis Abstract Method Results Conclusion Discussion Appendices Reference Debrief Informed consent Positively skewed distribution Negatively skewed distribution Economy 	<p>Links back to all of previous knowledge of research methods, year 1 and 2 as the psychological reports and design a study questions utilise students previous knowledge on this to write up in a formal report</p> <p>Links back to the learning of ethical issues and considerations at the end of research methods learning (Year 1) in order to apply this knowledge to the creating of debrief and informed consent forms</p>	<p>Research methods</p> <p>End of unit assessment (54 marks): X24 mark exam questions on whole topic (Reflective of exam) and X30 knowledge questions on previous topics, taught by same teacher (Research methods & approaches. Inc bio & I&Ds)</p>	

			<ul style="list-style-type: none"> To understand how to apply all previously learnt research methods knowledge to design a study questions <p>Biological Psychology</p> <ul style="list-style-type: none"> To understand and be able to evaluate Localisation of function in the brain and hemispheric lateralisation To understand and be able to evaluate plasticity and Functional recovery of the brain after trauma 		<ul style="list-style-type: none"> Localization of function Lateralisation Motor cortex Somatosensory cortex Visual cortex V1 Auditory cortex Broca's area Wernicke's area Plasticity Functional recovery Brain stimulation Axon sprouting Denervation super sensitivity Cognitive reserve 		<p>Biological Psychology</p> <p>Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions</p>
	Teacher 2: Addiction and Schizophrenia	<p>Addiction</p> <ul style="list-style-type: none"> To understand the role of cognitions in gambling addiction: Expectancies, Self-efficacy, Attributions & Cognitive biases To understand and be able to evaluate the key features of behavioural change models – Theory of planned behaviour & Prochaska 6 stages of change To understand how to apply addiction theories to explain how a person might be helped to overcome addiction, eg to smoking, gambling, internet /social media 	<p>PSHE</p> <ul style="list-style-type: none"> Mental health awareness and addiction <p>E&P</p> <ul style="list-style-type: none"> Ethics and social sensitivity of research on participants with mental health conditions 	<ul style="list-style-type: none"> Behavioural interventions Aversion therapy Covert sensitisation Cognitive behavioural therapy Theory of planned behaviour 6 stage model 	<p>Links to last terms learning on Addiction. Links to year 12 content for research methods when evaluating correlational/ quasi experimental research</p>	<p>Addiction</p> <p>End of unit assessment (74 marks): X24 mark exam questions on whole topic (Reflective of exam) and X50 knowledge questions on previous topics, taught by same teacher (Attachment, social, memory, Psychopathology & cognitive)</p>	

			<ul style="list-style-type: none"> To understand and be able to evaluate key features and processes of treatments to addiction- Drug therapies - Aversion therapy, covert sensitisation and Cognitive Behavioural Therapy <p>Schizophrenia</p> <ul style="list-style-type: none"> To understand and be able to evaluate the classification of schizophrenia. To understand and be able to evaluate the reliability and validity in diagnosis and classification of schizophrenia 		<ul style="list-style-type: none"> Positive symptoms Hallucinations Delusions Negative symptoms Speech poverty Avolition Co-morbidity Culture bias Gender bias Symptom overlap 	<p>Links to Psychopathology-year 12 when discussing positive symptoms of schizophrenia with symptom overlap to Bipolar disorder</p> <p>Links to research methods when assessing the test-retest, retest and predictive validity of diagnosing Schizophrenia using</p>	<p>Schizophrenia</p> <p>Mid unit assessment (24 marks) X1 16 mark essay and X8 knowledge questions</p>
Half term 4	Teacher 1: Biological Psychology	<ul style="list-style-type: none"> To understand and be able to evaluate ways of studying the brain To understand and be able to evaluate Biological rhythms ; including circadian, infradian and ultradian rhythms 	<p>Science</p> <ul style="list-style-type: none"> Knowledge of haemoglobin/ red blood cells in the explanation of the working of FMRI scans knowledge of neuronal activity (Electrical messages/ action potentials) to understanding the workings of the EEG/ERP scans 	<ul style="list-style-type: none"> FMRI (Functional magnetic resonance imaging) EEG (Electroencephalogram) Every related potential (ERP) Haemoglobin Function Mapping Electrodes Circadian Infradian Ultradian Exogenous zeitgebers Endogenous pacemakers Suprachiasmatic nucleus Melatonin 	<p>Knowledge of basics of brain scans learnt in the approaches topic when examining how the anatomy of the brain is measured in the Biological approach</p> <p>Links to the memory topic in understanding how Tulving used PET scans to measure the activity of the brain during episodic and</p>	<p>End of unit assessment (54 marks): X24 mark exam questions on whole topic (Reflective of exam) and X30 knowledge questions on previous topics, taught by same teacher (Research methods (Both years), approaches. Inc year 1 Bio & I&Ds)</p>	

					<ul style="list-style-type: none"> • Hormones • Pheromones • REM sleep 	semantic memory activities	
		Teacher 2: Schizophrenia	<ul style="list-style-type: none"> • To understand and be able to evaluate the Biological explanations for schizophrenia • To understand and be able to evaluate the biological treatment for Schizophrenia • To understand and be able to evaluate the Psychological explanations for schizophrenia • To understand and be able to evaluate the psychological treatments for schizophrenia including; Cognitive behaviour therapy and family therapy • To understand and be able to evaluate the importance of an interactionist approach in explaining and treating schizophrenia 	<p>Science</p> <ul style="list-style-type: none"> - Understanding of neuron communication through synaptic transmission to understand the Dopamine and Glutamate hypothesis <p>PSHE</p> <ul style="list-style-type: none"> - Understanding of symptoms and mental health awareness 	<ul style="list-style-type: none"> • Neural correlate • Genetics • Anatomical explanation • dopamine hypothesis • family dysfunction • cognitive explanations • dysfunctional thought processing • typical antipsychotic • atypical antipsychotic • Token economies • Diathesis-stress model 	<p>Knowledge of the Biological approach to explaining causes of behaviour through genetics, brain anatomy and biochemical explanations</p> <p>Knowledge of drug treatment being a nomothetic treatment method of psychiatric disorders</p> <p>Knowledge of cognitive behavioural therapy learnt in the Psychopathology unit as a treatment of depression</p>	End of unit assessment (84 marks): X24 mark exam questions on whole topic (Reflective of exam) and X50 knowledge questions on previous topics, taught by same teacher (Attachment, social, memory, Psychopathology, cognitive & addiction)
<p>Half term 5 Both teachers: Whole exam revision</p>							