

## Psychology

	Term 1- RM	Term 1- Memory	Term 2- Attachment	Term 2- Psychopathology	Term 3- Social Influence	Term 3- Biopsychology
<b>Year 12</b>	<p><b>Big Question- “How do we research in Psychology”</b></p> <p><b>Powerful knowledge-</b></p> <ul style="list-style-type: none"> <li>- How to publish the findings of psychological research</li> <li>- Meta-analysis</li> <li>- Experimental method</li> <li>- Designing an experiment</li> <li>- Data Analysis</li> <li>- Observational Techniques</li> <li>- Content Analysis</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> </ul>	<p><b>Big Question- “How does human memory work?”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Memory</li> <li>- Capacity</li> <li>- Coding</li> <li>- Duration</li> <li>- Multi-store model of memory</li> <li>- Working memory model</li> <li>- Long term memory</li> <li>- Explanations for forgetting (interference)</li> <li>- Retrieval failure (context and state dependent forgetting)</li> <li>- Eyewitness testimony (misleading information and anxiety)</li> </ul>	<p><b>Big Question- “What factors influence human attachments”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Caregiver-infant interactions</li> <li>- Schaffer’s stages of attachment</li> <li>- Animal studies of attachment</li> <li>- Learning theory of attachment</li> <li>- Bowlby’s theory</li> <li>- Ainsworth (strange situation)</li> <li>- Cultural variations in attachment</li> <li>- Bowlby’s theory of maternal deprivation</li> <li>- Effects of institutionalization</li> <li>- Attachment and the impact on later relationship</li> </ul>	<p><b>Big Question- “What are psychological disorders and how are they treated”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Definitions of abnormality and evaluation of them</li> <li>- What is OCD</li> <li>- Biological approach of OCD</li> <li>- Drug therapy for OCD</li> <li>- What is a phobias</li> <li>- Behavioural approach of phobias</li> <li>- Treating phobias (systematic desensitisation and flooding)</li> <li>- What is depression</li> <li>- Cognitive approach of depression</li> <li>- Treating depression (CBT)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self assess</li> </ul>	<p><b>Big Question- “What factors affect social influence”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Types of conformity</li> <li>- Informational social influence</li> <li>- Asch study</li> <li>- Zimbardo study</li> <li>- Milgram study</li> <li>- Explanations for Obedience (agentic state, legitimate authority, situational variables, authoritarian personality)</li> <li>- Resisting conformity</li> <li>- Minority influence</li> <li>- Social change</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> </ul>	<p><b>Big Question- “How does biology affect human behaviour”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Nervous system</li> <li>- Neurons</li> <li>- Endocrine system</li> <li>- Brain localisation</li> <li>- Lateralisation and split-brain research</li> <li>- Plasticity and recovery from trauma</li> <li>- Methods of studying the brain</li> <li>- Circadian rhythms</li> <li>- Ultradian and infradian rhythms</li> <li>- Pacemakers and zeitgebers</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> </ul>

<b>Year 13</b>	<ul style="list-style-type: none"> <li>- Sample/model answers</li> </ul>	<ul style="list-style-type: none"> <li>- Improving accuracy of EWT</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	<ul style="list-style-type: none"> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	Sample/model answers	<ul style="list-style-type: none"> <li>- Use of mark schemes</li> </ul> <p>Sample/model answers</p>
	<b>Term 1- Approaches</b>	<b>Term 1- Aggression</b>	<b>Term 2- Gender</b>	<b>Term 2- Schizophrenia</b>	<b>Term 3- Issues and Debates. Revision of all key topics</b>	<b>Term 3- Revision/Examination</b>
	<p><b>Big Question- “What are the different approaches in Psychology?”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- What is Psychology</li> <li>- Is Psychology a Science</li> <li>- Behaviourist/Learning approach</li> <li>- Cognitive Approach</li> <li>- Cognitive Neuroscience</li> <li>- Behaviourist approach</li> </ul>	<p><b>Big Question- “What causes human aggression”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Neural and hormonal explanation of aggression</li> <li>- Genetic explanation of aggression</li> <li>- Ethological explanation of aggression</li> <li>- Frustration-aggression hypothesis explanation of aggression</li> </ul>	<p><b>Big Question- “What factors influence gender development”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Sex and gender</li> <li>- Androgyny and the BSRI</li> <li>- Chromosomes and hormones</li> <li>- Atypical sex chromosomes</li> <li>- Kohlberg’s theory</li> <li>- Gender schema theory</li> <li>- Psychodynamic explanation of gender</li> </ul>	<p><b>Big Question- “What factors cause Schizophrenia”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Symptoms of schizophrenia</li> <li>- Issues in diagnosing schizophrenia</li> <li>- Genetics explanation of schizophrenia</li> <li>- The dopamine hypothesis as an explanation of schizophrenia</li> <li>- Neural correlates as an explanation of schizophrenia</li> </ul>	<p><b>Big Question- “How do issues and debates effect psychology”</b></p> <p><b>Powerful knowledge</b></p> <ul style="list-style-type: none"> <li>- Culture bias</li> <li>- Gender bias</li> <li>- Free will- Determinism</li> <li>- Nature – Nurture</li> <li>- Holism – Reductionism</li> <li>- Idiographic – nomothetic</li> <li>- Ethical implications of psychology</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> </ul>	<ul style="list-style-type: none"> <li>- Exam practice</li> <li>- Revision of all key topics focusing on them in the following order: Research methods, Paper 1, Paper 2 and then Paper 3</li> <li>- Independent study led by student feedback and exam feedback</li> </ul>

	<ul style="list-style-type: none"> <li>- Psychodynamic approach</li> <li>- Humanistic approach</li> <li>- Comparing approaches</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	<ul style="list-style-type: none"> <li>- Social learning theory explanation of aggression</li> <li>- Deindividuation explanation of aggression</li> <li>- Institutional aggression</li> <li>- Media influences on aggression (computer games and desensitisation)</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	<ul style="list-style-type: none"> <li>- Social learning theory explanation of gender</li> <li>- Culture and media and how they influence gender</li> <li>- Gender identity disorder</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	<ul style="list-style-type: none"> <li>- Drug therapies for Schizophrenia</li> <li>- Psychological explanations of schizophrenia</li> <li>- Cognitive explanations of schizophrenia</li> <li>- CBT and family therapy</li> <li>- Token economies</li> <li>- Interactionist approach</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- Self-assess</li> <li>- Peer assess</li> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul>	<ul style="list-style-type: none"> <li>- Teacher assessment</li> <li>- Use of mark schemes</li> <li>- Sample/model answers</li> </ul> <p><b>Revision:</b></p> <ul style="list-style-type: none"> <li>- Exam practice</li> <li>- Revision of all key topics focusing on them in the following order: Research methods, Paper 1, Paper 2 and then Paper 3</li> <li>- Independent study led by student feedback and exam feedback</li> </ul>	
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