



Curriculum Plan Psychology



12	Golden Threads: Levels of analysis, metacognition, ethical approaches.			Enrichment: What is offered through the year to support learning in the classroom?		Review and evaluation: Give date for review of the curriculum
	Topics & Substantive knowledge	Assessment	Disciplinary Knowledge	Misconceptions	Key Vocabulary	Knowledge tracking
	List the key topics taught in this term. Have you checked that the curriculum the department is teaching links to the National Curriculum where this is appropriate? List the key facts that students need to learn. Substantive vs disciplinary knowledge	Give the name, nature/content and date of the assessment in this term.	What skills, procedures, thinking is required to use substantive knowledge to progress understanding and application.	What are the key misconceptions that students have in this curriculum area?	List the Tier 2 and Tier 3 words that will be encountered in this term.	What prior learning does this term's curriculum link to and what future learning does this term's curriculum link to?
Term 1	Approaches - Origins of Psychology (Wundt and introspection) and the emergence of psychology as a science - Behaviourist approach - Classical conditioning and Pavlov's research & Operant conditioning and Skinner's research - Social Learning Theory (imitation, identification, modelling and vicarious reinforcement), mediational processes and Bandura's research. - The cognitive approach (internal mental processes, role of schema, theoretical and computer models to make inferences) & the emergence of cognitive neuroscience.	Origins and behaviourist approach knowledge test	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	Confusion between the two types of conditioning and SLT.	http://tinyurl.com/PsychKW	These are new concepts for students, but they are recapped throughout the rest of the course as the basic assumptions of human learning e.g. students study the cognitive approach to explaining schizophrenia and criminality.
	Research methods - Experimental method: types of experiment, laboratory and field experiments; natural and quasi-experiments. - Aims: stating aims, the difference between aims and hypotheses. - Hypotheses: directional and non-directional. - Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. - Experimental designs: repeated measures, independent groups, matched pairs. - Control: random allocation and counterbalancing, randomisation and standardisation. - Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. - Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. - Observational design: behavioural categories; event sampling; time sampling. - Correlations: analysis of the relationship between co-variables. The difference between correlations and experiments. Analysis and interpretation of correlation, including correlation coefficients.	Initial research methods past exam questions	Define key terms. Describe processes. Evaluate research methods.	The importance of the scientific methodology within the field of psychology The difference between experiments and non-experimental methods	http://tinyurl.com/PsychKW1	GCSE Science & Maths content – work available for students that are less confident with these aspects to work on individually. Research Methods is the largest contributor to grade (worth twice as much as other topics) and may appear in any other topic areas as well.



Curriculum Plan Psychology



	- Self-report techniques: questionnaires; interviews, structured and unstructured. Questionnaire construction, including use of open and closed questions; design of interviews.					
Term 2	Approaches - The biological approach - the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour. - Biopsychology - The division of human nervous system (central, peripheral, somatic and autonomic), the structure and function of sensory, relay and motor neurons, the process of synaptic transmission, including excitatory and inhibitory neurotransmitters, the function of the endocrine system (glands and hormones) & the fight or flight response including the role of adrenaline. - Humanistic approach - free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. - Psychodynamic approach - the role of the unconscious, the structure of personality (Id, Ego and Superego), defence mechanisms (repression, denial and displacement) & psychosexual stages.	Cognitive and biological approach knowledge test Humanistic and psychodynamic approach knowledge test Humanism 16-mark essay	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	The importance of the connection between psychology and biology.	http://tinyurl.com/PsychKW	GCSE Science content – work available for students that are less confident with these aspects to work on individually. Humanistic and psychodynamic approaches are A2/Y13 content, but it makes more sense to teach them alongside the other approaches. Psychodynamic – covered again in the Forensics topic.
	Research methods - Pilot studies and the aims of piloting. - Ethics: the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. - The role of peer review in the scientific process. - Quantitative and qualitative data: the distinction between qualitative and quantitative data collection techniques. - Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. - Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. - Primary and secondary data, including meta-analysis. - Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. - Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts. - Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. - Introduction to statistical testing: the sign test. When to use the sign test; calculation of the sign test.	End of topic assessment	Define key terms. Describe processes. Calculate mean, median, mode and range. Interpret significance of data. Select and interpret graphs. Explain the purpose of and calculate sign test.	Use of 'reliability' in a statistical setting – it is a familiar word in a different context. The difference between findings and drawing conclusions e.g. conclusions drawn from mean average.	http://tinyurl.com/PsychKW1	Reliability and validity is Y13 content, but does not make sense to not include it as part of Year 12 – forms part of strengths and limitations throughout so student need to understand them.



Curriculum Plan Psychology



	Memory - The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. - The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. Types of long-term memory: episodic, semantic, procedural.	Models of memory knowledge test	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies.	The difference between the two models of memory	http://tinyurl.com/PsychKW2	Links made to the cognitive approach.
	Social Influence Types of conformity (internalisation, identification and compliance). Explanations for conformity (informational and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Explanations for obedience (agentic state and legitimacy of authority) Situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform.	Why do people obey 16-mark essay	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	Confusion between obedience and conformity and types vs explanations.	http://tinyurl.com/PsychKW6	These are new concepts for students, but they are recapped throughout the course.
Term 3	Memory Explanations for forgetting: proactive and retroactive interference. Explanations for forgetting: retrieval failure due to absence of cues. - Factors affecting the accuracy of eyewitness testimony: misleading information. - Factors affecting the accuracy of eyewitness testimony: anxiety. - Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.	End of topic assessment (Research Methods also revisited)	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	Memories are like perfect recordings – they are reconstructed, not replays and influenced by current knowledge, emotion and biases.	http://tinyurl.com/PsychKW2	These are new concepts for students, but they are recapped throughout the course.
	Social Influence Dispositional explanation for obedience: the Authoritarian Personality. Explanations of resistance to social influence, including social support and locus of control. Minority influence including reference to consistency, commitment and flexibility. The role of social influence processes in social change.	Social influence end of topic test	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	Social influence is only powerful in large groups.	http://tinyurl.com/PsychKW6	These are new concepts for students, but they are recapped throughout the course.
Term 4	Attachment Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. - Explanations of attachment: Learning theory. - Explanations of attachment: Bowlby's monotropic theory.	Studies of attachment knowledge test	Defining key terms. Outlining procedures. Describing and evaluating studies. Applying approaches. Critiquing research.	Students forget that Bowlby has two separate theories in this unit and blend ideas from both.	http://tinyurl.com/PsychKW3	Theories of attachment



Curriculum Plan Psychology



Term 5	Psychopathology Definitions of abnormality (deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health) The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.	Behavioural approach 16-mark essay.	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	The variety of ways to define 'abnormal' - it is a subjective concept. Belief that mental illnesses are rare and only affect certain groups of people.	http://tinyurl.com/PsychKW7	Links to behaviourist approach.
	Attachment - Ainsworth's 'Strange Situation'. Cultural variations in attachment, including van Ijzendoorn. - Bowlby's theory of maternal deprivation.	Internal assessments	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	Secure attachment is "perfect" and preferable when in fact it is culturally subjective.	http://tinyurl.com/PsychKW3	Bowlby's theory of maternal deprivation is covered again and applied in Forensic psychology.
Term 6	Psychopathology 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. The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.	Psychopathology end of topic test	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	That genetics can have an impact on the development of mental illnesses.	http://tinyurl.com/PsychKW7	Links to the approaches – cognitive and biological. Covered again in Schizophrenia (CBT & drug therapy).
	Attachment - Romanian orphan studies: effects of institutionalisation. - The influence of early attachment on childhood and adult relationships. Research methods - Implications for the economy.	End of topic assessment	Defining key terms. Describing and evaluating key theories and concepts. Describing and evaluating studies. Applying approaches. Critiquing research.	Attachment solely focuses on the child-caregiver bond in early years.	http://tinyurl.com/PsychKW3	The influence of early attachment on childhood and adult relationships – links to Relationships topic in Y13.