

Curriculum Sequencing Grid: (Psychology)

Year 12	Term 1	Term 2	Term 3
<p>Unit (Tablet in 39 week plan)</p>	<p>Research Methods</p> <p>Approaches</p> <p>Memory</p>	<p>Attachment</p> <p>Psychopathology</p> <p>Research Methods</p>	<p>Social Influence</p> <p>Biopsychology</p> <p>Research Methods</p>
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> What... How.... Why.... 	<p>What will they learn?</p> <p>RM:</p> <p>Scientific processes (Hypothesis/Pilot/Design/Variables/Ethics)</p> <p>Approaches:</p> <p>Behaviourist/Social Learning Theory/ Cognitive/</p> <p>Biological/Psychodynamic/Humanistic</p> <p>Memory:</p> <p>Multi-store model memory, long term and working, eyewitness testimony and accuracy</p> <p>How and why?</p> <p>Staff members will follow Philosophy of T&L in SS department see Manifesto.</p> <p>Students need to have an underpinning knowledge of research methods and approaches before learning the topics in</p>	<p>What will they learn?</p> <p>Attachment:</p> <p>Stages of attachment, learning theory and monotropic theory, maternal deprivation, influence of early attachment</p> <p>Psychopathology:</p> <p>Abnormalities, phobias, depression, OCD, approaches in explaining and treating phobias</p> <p>RM:</p> <p>Data handling and analysis, quantitative and qualitative</p> <p>How and why?</p> <p>Staff members will follow Philosophy of T&L in SS department see Manifesto.</p> <p>Students will conduct own research and develop small-scale projects to evaluate</p>	<p>What will they learn?</p> <p>Social Influence:</p> <p>Conformity, social roles and influences, obedience, resistance and social change</p> <p>Biopsychology:</p> <p>Nervous system, function of sensory, relay and motor neurons, endocrine system, localisation of function in brain, biological rhythms</p> <p>RM:</p> <p>Inferential testing, statistical, probability and significance, measurement and experimental design</p> <p>How and why?</p> <p>Staff members will follow Philosophy of T&L in SS department see Manifesto.</p>

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	<p>Psychology. A mixture of Paper 1 and Paper 2 topics taught across two teachers so students can start to formulate links between relating concepts.</p>	<p>theories of attachment and Psychopathology. Students must be able to evaluate research methods used and contemplate modern explanations to previous theories.</p>	<p>Students will conduct own research and develop small-scale projects to evaluate theories of social influence and Biopsychology. Students must be able to evaluate research methods used and contemplate modern explanations to previous theories.</p>
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Research Methods:</p> <p>Scientific processes (Hypothesis/Pilot/Design/Variables/Ethics)</p> <p>Approaches:</p> <p>Behaviourist/Social Learning Theory/ Cognitive/</p> <p>Biological/Psychodynamic/Humanistic</p> <p>Memory:</p> <p>Multi-store model memory, long term and working, eyewitness testimony and accuracy</p>	<p>Attachment:</p> <p>Stages of attachment, learning theory and monotropic theory, maternal deprivation, influence of early attachment</p> <p>Psychopathology:</p> <p>Abnormalities, phobias, depression, OCD, approaches in explaining and treating phobias</p> <p>RM:</p> <p>Data handling and analysis, quantitative and qualitative</p>	<p>Social Influence:</p> <p>Conformity, social roles and influences, obedience, resistance and social change</p> <p>Biopsychology:</p> <p>Nervous system, function of sensory, relay and motor neurons, endocrine system, localisation of function in brain, biological rhythms</p> <p>RM:</p> <p>Inferential testing, statistical, probability and significance, measurement and experimental design</p>
<p>Opportunities for Reading</p>	<p>Case studies on multi-store memory model and eyewitness testimonies</p>	<p>Case studies on attachment theory and impact</p>	<p>Case studies and experiments conducted surrounding social influence, including authority, social</p>

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	<p>Approaches – related to all theorists and experiments conducted</p> <p>See the QR scanner board in 4F2 relating to recent journal articles</p>	<p>Psychopathology, real life application of phobias and mental health issues on how to explain and treat</p>	<p>change and obedience surrounding world war II</p> <p>Biopsychology additional reading around brain functions and sensory</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Channel 4 – “In police custody” links to Memory</p> <p>YouTube videos on available experiments conducted in Psychological approaches</p> <p>Approaches – Application to real life characters</p> <p>Memory concepts – Research Practicals</p> <p>Memory – Eye Witness Testimony (Documentaries)</p> <p>Cognitive Interview re-creation</p>	<p>Attachment – Flour Babies</p> <p>Process of attachment video clips</p> <p>Failure to form attachment Genie video</p> <p>Role of father news articles</p> <p>Psychopathology – Application to real life characters</p> <p>Skittles sampling</p>	<p>Social Influence – Challenging obedience/conformity</p> <p>Research on social change</p> <p>Asch Practical Research</p> <p>Biopsychology – Brain construction/tests</p> <p>Making a neuron</p> <p>Split brain experiment</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Research methods conducted in Memory</p> <p>Research makes 25% of all A level course and is applied in every Psychological theory and experiment</p> <p>Approaches underpin Issues and Debates knowledge</p>	<p>Research methods conducted in attachment and psychopathology</p> <p>Psychopathology and biopsychology links to mental health and disorders (Year 1) and aggression (Year 2)</p> <p>Role of father and links to gender role and stereotypes (Year 2)</p>	<p>Social influence within issues and debates</p> <p>Research methods in Social influence and biopsychology</p> <p>Social influence and gender (Year 2)</p> <p>Biopsychology and aggression (Year 2)</p>
<p>Key Assessment</p>	<p>Psychology students must have a concrete understanding of the Biological, Psychodynamic, Cognitive, Humanistic, Behaviourist and Social Learning approach to explaining behaviour. They must apply this to a range of topics in Year 12 including Psychopathology, Social Influence, Memory and Biopsychology. Students must also be able to apply their</p>		

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	<p>knowledge of the research methods used in Psychology to critically analyse and evaluate evidence to support the approaches/topics. This is tested through a range of SPA assessments (3 every half term which will equate to 92 marks worth) on whole topics. This contributes towards learning cycle current attainment and there are two mock exam trials January and April. Students are given feedback and guidance on how to close the gap and action problems. Intervention interviews target students who are performing under target and work with sixth form and other stakeholders to promote progress.</p>		
Year 13	Term 1	Term 2	Term 3
Unit (Tablet in 39 week plan)	<p>Issues and Debates</p> <p>Gender</p> <p>Research Methods</p>	<p>Issues and Debates</p> <p>Aggression</p> <p>Research Methods</p>	<p>Issues and Debates</p> <p>Eating Behaviours</p> <p>Research Methods</p>
<p>Key Retainable Knowledge (Required for Y11/13)</p> <ul style="list-style-type: none"> What... How.... Why.... 	<p>What will they learn?</p> <p>Issues and Debates:</p> <p>Nature vs Nurture, heredity compared to environment in explaining behaviour, Gender and cultural bias, androcentricism, ethnocentrism and cultural relativism</p> <p>Gender:</p> <p>Sex-role stereotypes, role of chromosomes, cognitive developments of gender, approaches explanations to gender, gender development</p> <p>RM:</p> <p>Scientific processes (Hypothesis/Pilot/Design/Variables/Ethics)</p>	<p>What will they learn?</p> <p>Issues and Debates:</p> <p>Free will and determinism, holism and reductionism levels of explanation in Psychology</p> <p>Aggression:</p> <p>Neural and hormonal mechanisms, ethological and evolutionary explanations of aggression, social and institutional explanations and media influence</p> <p>RM:</p> <p>Data handling and analysis, quantitative and qualitative</p>	<p>What will they learn?</p> <p>Issues and Debates:</p> <p>Idiographic and nomothetic approaches to psychological investigation and ethical implications of research and studies</p> <p>Eating Behaviours:</p> <p>Food preferences, Neural and hormonal mechanisms in controlling eating behaviours, approaches in explaining eating disorders</p> <p>RM:</p> <p>Inferential testing, statistical, probability and significance, measurement and experimental design</p>

	<p>How and why?</p> <p>Staff members will follow Philosophy of T&L in SS department see <i>Manifesto</i>.</p> <p>The issues and debate topic will encourage topic links to other Y12 content to encourage student evaluation and links to the debate between nature vs nurture in explaining behaviour. This will link to gender, which will guide student thought processes around sex vs gender roles. Research methods applied to new topics.</p>	<p>How and why?</p> <p>Staff members will follow Philosophy of T&L in SS department see <i>Manifesto</i>.</p> <p>The issues and debate topic will encourage topic links to other Y12 content to encourage student evaluation and links to the debate between free will and determinism in explaining behaviour. This will link to aggression, where students will explore theories in understanding aggressive behaviour.</p>	<p>How and why?</p> <p>Staff members will follow Philosophy of T&L in SS department see <i>Manifesto</i>.</p> <p>Students will explore the issues and debates topic linking to idiographic and nomothetic approaches and cross-link with other topics covered in Y12/Y13.</p> <p>Research methods applied to new topics and evaluated on effectiveness in explaining behaviour.</p>
<p>Key Technical Vocabulary (To be modelled and deliberately practiced in context.)</p>	<p>Issues and Debates:</p> <p>Nature vs Nurture, heredity compared to environment in explaining behaviour, Gender and cultural bias, androcentricism, ethnocentrism and cultural relativism</p> <p>Gender:</p> <p>Sex-role stereotypes, role of chromosomes, cognitive developments of gender, approaches explanations to gender, gender development</p> <p>RM:</p> <p>Scientific processes (Hypothesis/Pilot/Design/Variables/Ethics)</p>	<p>Issues and Debates:</p> <p>Free will and determinism, holism and reductionism levels of explanation in Psychology</p> <p>Aggression:</p> <p>Neural and hormonal mechanisms, ethological and evolutionary explanations of aggression, social and institutional explanations and media influence</p> <p>RM:</p> <p>Data handling and analysis, quantitative and qualitative</p>	<p>Issues and Debates:</p> <p>Idiographic and nomothetic approaches to psychological investigation and ethical implications of research and studies</p> <p>Eating Behaviours:</p> <p>Food preferences, Neural and hormonal mechanisms in controlling eating behaviours, approaches in explaining eating disorders</p> <p>RM:</p> <p>Inferential testing, statistical, probability and significance, measurement and experimental design</p>

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<p>Opportunities for Reading</p>	<p>Nature vs Nurture case studies</p> <p>Sex-role stereotypes research and YouTube documentaries</p>	<p>Case studies based on aggression linking to ethological and evolutionary animals and mammals</p> <p>Impact of prisons and cultural expectations in society today</p>	<p>Case studies on eating disorders and YouTube documentaries</p> <p>Complete own food diary and analysis</p>
<p>Developing Cultural Capital (exposure to very best- essential knowledge and skills of educated citizens – appreciation of human creativity and achievement.)</p>	<p>Pilot study – Practical Research</p> <p>Inferential Statistics – Practical Research</p> <p>Gender development- David Reimer documentary</p>	<p>Yorkshire Wildlife Park – Observation of wild animals and explaining levels of aggression</p> <p>Research methods mini practical's</p>	<p>Food diaries</p> <p>Documentaries on Eating Behaviours/Disorders</p> <p>Observing trends in media/social media</p> <p>Sign test mini practical</p>
<p>Cross Curricular Links (Authentic Connections)</p>	<p>Issues and debates incorporates all topics previously taught and yet to teach</p> <p>Gender links to aggression, eating behaviours and social influence (Year 1 and 2)</p>	<p>Aggression debated using biopsychology and psychopathology material (Year 1)</p> <p>Issues and debates incorporates all topics previously taught and yet to teach</p>	<p>Issues and debates incorporates all topics previously taught and yet to teach</p> <p>Eating behaviours to link back to gender and biopsychology (Year 1 and Year 2)</p>
<p>Key Assessment</p>	<p>Psychology students must have an in-depth understanding of issues and debates and the ability to apply this understanding across all of the topics from Y12 and Y13. Students must also be able to plan research procedures, undertake analysis of data and understand the research process utilised in Psychology. In addition, students will develop a deeper understanding of the methodological and ethical issues surrounding research. Students will build on their understanding of approaches they gained in Year 12 and apply this underpinning knowledge to a range of new topics including Gender, Aggression and Eating Behaviours. This is tested through a range of SPA assessments (3 every half term which will equate to 92 marks worth) on whole topics. This contributes towards learning cycle current attainment and there are two mock exam trials December and March. Students are given feedback and guidance on how to close the gap and action problems. Intervention interviews target students who are performing under target and work with sixth form and other stakeholders to promote progress.</p>		

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