


Psychology Department – Year 12

 Our study of Psychology in Year 12 builds their knowledge of psychological concepts and theories that explain human behaviour. Students will obtain the ability to analyse and evaluate a variety of research. Learners will gain insight into different scientific processes and techniques used when formulating scientific research. Students will also understand the importance of psychological research and its impact on society.							
Shirley High Curriculum Map		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
		Approaches to psychology/ Research methods	Research methods/ Psychopathology	Social influence/memory	Memory/attachment	Attachment	Biopsychology
Why Now?	Approaches is a weighty topic that underpins all other topics and introduces key practices in psychology so is an ideal introduction topic. Research methods explains the methods and techniques psychologists use to carry out research.	Students are able to apply research methods to the psychological research carried out in psychopathology.	Social influence is a natural development of psychopathology.	As students prepare for their exams, this topic will provide students with techniques and practices they can apply in their revision.	Attachment is an effective final topic as it touches on theories underpinning different topics.	As students transition into year 13. This topic will be taught as it is a part of year 13 content.	
Fundamental Concepts	The biological approach: Genotype & Phenotype, evolutionary behaviour. Approaches of practitioners such as Skinner and Pavlov. Social Learning theory. Cognitive approach. Memory	Key definitions of abnormality The behavioural, emotional and cognitive characteristics of depression; causes and treatment. The behavioural, emotional and cognitive characteristics of OCD; causes and treatment. The behavioural, emotional and cognitive characteristics of Phobias, explaining phobias.	Explanations for obedience Dispositional explanation for obedience Explanations of resistance to social influence Minority influence The role of social influence processes in social change Explanations for obedience Dispositional explanation for obedience Explanations of resistance to social influence Minority influence The role of social influence processes in social change	Care-giver infant interactions in humans. Stages of attachment. Multiple attachments Animal studies of attachment Theorists explanations of attachment and types of attachment. Cultural variations, maternal deprivation, institutionalisation. Influence of early attachment on development and later life.	Internalisation, identification and compliance. Explanations for conformity. Variables affecting conformity as investigated by Asch Conformity to social roles as investigated by Zimbardo. Obedience as investigated by Milgram. Explanations for obedience, as investigated by Milgram	Divisions of the nervous system; central and peripheral Fight or flight response The function of the endocrine system. The structure and function of sensory, relay and motor neurons. The process of synaptic transmission	
Students will...	<p>Discuss the contribution of the biological approach to our understanding of human behaviour.</p> <p>Outline and evaluate the behaviourist approach in psychology</p> <p>Outline and evaluate the SLT approach in psychology.</p> <p>Describe the cognitive approach in psychology.</p> <p>Evaluate the research methods used by cognitive psychologists.</p> <p>Explain the difference between aim and hypothesis</p> <p>Explain why it is important to control variables</p> <p>To outline the different experimental designs</p> <p>To be able to explain the different types of experiments.</p> <p>To identify the different types of sampling</p> <p>To be able to discuss the ethical issues in psychological research.</p> <p>Identify different types of observational techniques.</p> <p>To examine how a researcher would plan an observational study.</p> <p>To be able to distinguish the difference between structures and unstructured interviews.</p> <p>To identify what issues should be considered when designing a questionnaire.</p> <p>To examine the strengths and limitations of the use of correlations in psychological research.</p>	<p>Learners explore what is normal/ What is abnormal? Research and explore What is depression and whether we can explain why depression occurs.</p> <p>How can we treat depression? What is OCD? How can we explain why OCD occurs? What Treatment is given to people with OCD? Exploring Phobias including: What are phobias? How can we explain phobias? What treatment is given to people that have phobias?</p> <p>Explain the difference between primary and secondary data.</p> <p>To be able to calculate the mean, mode and median.</p> <p>To identify features of normal distribution and different types of graphs.</p> <p>To be able to use statistical testing to determine whether we a hypothesis should be accepted or rejected.</p> <p>To discuss the importance of psychological research for the economy.</p>	<p>Describe and evaluate informational and normative social influence as explanations for conformity, referring to evidence.</p> <p>Learners will describe and evaluate Asch's research into conformity</p> <p>Groups will discuss research into conformity to social roles And describe and evaluate Milgram's research into obedience.</p> <p>Learners will explore Milgram provided situational explanations for obedience.</p> <p>Learners will describe and evaluate two situational variables that have been shown by Milgram.</p> <p>Learners will outline and evaluate one or more explanations of obedience and discuss the authoritarian personality as an explanation for obedience</p> <p>Within lessons learners will describe and evaluate two explanations of resistance to social influence referring to evidence.</p> <p>Learners will be able to outline and evaluate one or more research studies into the role of minority influence and Discuss the role of social influence processes in social change.</p> <p>Describe what is meant by capacity, coding and duration in memory in short term and long-term memory</p> <p>Explain what is meant by capacity in memory.</p> <p>Discuss what is meant by capacity, coding and duration in memory in short term and long-term memory</p> <p>Explain what is meant by coding and duration in memory.</p> <p>Describe the multi-store model of memory (MSM)</p> <p>Outline and evaluate the Multi-store model</p> <p>Outline and evaluate the working memory model. (AO1 and AO3)</p> <p>Explain what is meant by the terms central executive and episodic buffer</p> <p>Can you use the WMM to explain what is happening in dual task performances? (AO2)</p> <p>Outline and Evaluate different types of long term memory</p> <p>Explain one difference between the semantic and procedural memory</p> <p>Outline and Evaluate interference as an explanation for forgetting</p> <p>Describe one study in which interference as an explanation of forgetting was investigated</p>	<p>Key Question</p> <p>Outline and Evaluate retrieval failure due to absence of cues as an explanation for forgetting</p> <p>Describe and evaluate research into the influence of misleading information on the accuracy of EWT.</p> <p>Outline and evaluate research that has investigated the influence of anxiety on the accuracy of eyewitness testimony.</p> <p>Outline and evaluate the cognitive interview as a way of improving the accuracy of EWT.</p> <p>Describe and evaluate research into care-giver interactions</p> <p>Describe and evaluate Schaffer's stages of attachment</p> <p>Describe and evaluate animal studies of attachment.</p> <p>Describe and evaluate the learning theory as an explanation of attachment</p> <p>Describe and evaluate Bowlby's monotropic explanation of attachment</p>	<p>Discuss research into types of attachment.</p> <p>Discuss research into cross cultural types of attachment</p> <p>Discuss the effects of institutionalisation in early attachment.</p> <p>Learners will research and explore early attachment on friendship and love relationships.</p>	<p>Students discuss how we deal with stress.</p> <p>Research and explore what affect hormones have on our body.</p> <p>What is synaptic transmission? How do these areas impact our psychological development?</p>	

Language for Life (Key terms/Vocabulary)	Introspection, reinforcement, classical conditioning, operant conditioning, mediational processes, modelling, imitation, identification, schema, inference, internal mental processes, neurochemistry, evolution,	Deviation, infrequency, social norms. cultural relativism self-actualisation, autonomy, insomnias, hypersomnia, psychomotor agitation, negative triad, self-esteem, irrational thoughts, compulsion, obsession, polygenetic, diathesis-stress, dopamine, neurotransmitter aetiology, parahippocampal gyrus, tricyclics, noradrenaline and side effects, panic, avoidance, endurance, distortion, agoraphobia. relaxation, exposure, extinction, counterconditioning	Asch, Milgram, conformity, control, normative Consistency, Flexibility, Commitment, obedience, authoritarian	Genes, Genotype, phenotype, evolution, Capacity, duration, encoding, retrieval, processing, sensory memory, short term memory and long term memory	Asocial, indiscriminate, specific and multiple attachment, : imprinting & contact comfort, maternal deprivation, primary drive, drive reduction, Monotropy and internal working model, secure insecure-avoidant and insecure resistant, affectionless psychopathy	Central, peripheral, somatic, autonomic, endocrine, glands, hormones, neurons, synaptic transmission, parasympathetic, neurotransmitters, excitation, inhibition.
Extended writing Opportunities	Use of key words and applying them to stem questions. Use of key words and development of writing evaluation using PEEL paragraphs.	Use of key words and applying them to stem questions. Use of key words and development of writing evaluation using PEEL paragraphs.	Use of key words and applying them to stem questions. Use of key words and development of writing evaluation using PEEL paragraphs.	Use of key words and applying them to stem questions. Use of key words and development of writing evaluation using PEEL paragraphs.	Use of key words and applying them to stem questions. Use of key words and development of writing evaluation using PEEL paragraphs.	Use of key words and applying them to stem questions. Use of key words and development of writing evaluation using PEEL paragraphs.
Maths Across the Curriculum	Importance of key dates when these approaches emerged in society. Importance of analysis of research methods. Using analysis such as measures of central tendency and measures of dispersion to determine conclusions on data. Be able to select and draw appropriate tables and graphs to display quantitative data.	Students develop an understanding of how psychological findings are presented i.e. graphs and tables	Students develop a deeper understanding of how psychological findings are presented i.e. graphs and tables.	Students review the findings of psychological research and explain the use of experimental design, sampling methods and how data is displayed. They also have the opportunity to calculate findings and display them as percentages.	Students develop a deeper understanding of how psychological findings are presented i.e. graphs and tables.	Students develop a deeper understanding of how psychological findings are presented i.e. graphs and tables.
Links to careers/ aspirations	Link to theorists work in practice today.	Look at the role of a therapist and the different forms of treatments they provide.	Links to activism and how people are able to persuade the majority.	Links to how detectives question people	Link to theorists work in practice today.	Links to the work of neuroscientist and animal behavioural specialist.
Cultural Capital	Learning the history of psychology and theorists their influence on psychological research. Psychology club and interventions.	Develop research skills and techniques to carry out experiments. Psychology club and interventions.	Learn the importance of BPS and the ethical guidelines. Psychology club and interventions.	Psychology club and interventions.	Psychology club and interventions.	Psychology club and interventions.
Practical Application of Skills	Learners participate in some of the simple experiments and research tasks.	Carry out meta-analysis.	Explore own physical reactions through practical experiences.	Design own experiments.	Exploration of practical conformity tasks, experiments and case studies.	Exploration of practical tasks, experiments and case studies.