


Psychology Department – Year 13

 The Aspiring Psychologist -Our study of Psychology in year 13 shines further light on our own behaviour and the behaviour of others. It brings about empathy, tolerance and an appreciation of how interconnected and complex our lives as humans have become and how psychologists can help others untangle these complications in their own lives.							
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:
Issues & debates		Relationships		Schizophrenia	Forensic psychology	Revision	Final examination
Why Now?		Issues and debates revisits some content from approaches as a re-introduction to the subject into year 13, with a more in-depth focus on the issues arising from research.		Relationships requires the learners to approach the topic with a mature focus and is therefore well suited to delivery in year 13.	Schizophrenia draws together relationships, issues and debates, attachment within one topic, so is ideal for study once those topics have been complete. It allows for effective interleaving of revision.	Forensic psychology is an effective final topic as it draws to a close many of the theories underpinning each topic area, allows for practical research and engages learners towards the end of the course.	Drawing together all prior learning ahead of final exam papers.
Fundamental Concepts		Approaches in psychology (behaviourism, psychodynamic, biological, cognitive, evolutionary, social) Explaining behaviour through approaches Free-will and determinism The nature-nurture debate reductionism vs. holism Idiographic and nomothetic approaches Ethical implications of research cultural and gender bias Issues and debates.		Sexual selection (evolutionary explanations for partner preferences) Factors affecting attraction including: self-disclosure, physical attractiveness, Attraction theories including: filter theory, social exchange theory, equity theory and Rusbult's investment theory	Classification and diagnosis of schizophrenia Reliability and validity in diagnosis and classification Biological explanations for schizophrenia including: the dopamine hypothesis, neural correlates, genetic factors, family dysfunction, cognitive explanations. Psychological therapies including: Drug therapy, CBT, Family therapy, token economy Interactionist approach and diathesis-stress model PPE of all three papers.	Defining crime, including the influence of culture Ways of measuring crime Top-down and bottom-up approaches to offender profiling Historical approach on biological explanations including Lombroso's criminal personality types. Genetic and neural explanations of offending behaviour. Psychological explanations of offending behaviour including Eysenck's theory of the criminal personality, cognitive distortions and Kohlberg's model of moral reasoning, differential association theory, psychodynamic explanations Ways of dealing with offending including: custodial sentencing, behaviour modification, anger management/CBT, restorative justice	Learners will develop confidence in approaching all three papers. Lessons will be focussed on developing skills for timed essays, revising key content for medium length questions and sophisticated use of psychology key language.
Students will...		Learners will explore an introduction to Issues & Debates through the following areas of questioning: Are we born evil? Do we have choice over our actions? Are we born the way we are? Is the whole more than the sum of its parts? What is the best approach to conducting research? How can we conduct research ethically? How does culture interact with psychological research? How does gender interact with psychological research? Revision Complete an end of unit assessment paper.		Learners will explore the topic of relationships through the following questioning, debate and research: How do we select partners? How effective is sexual selection as a theory of partner choice? How does self-disclosure affect attraction? How important is physical attractiveness? Do you 'fit' with your partner? How do we maintain relationships? How do we maintain relationships? How do we maintain relationships? How effective is the investment model in explaining relationships? What is the process of relationship breakdown? How effective is Duck's model of relationship breakdown? What are the characteristic of virtual relationships? Are virtual relationships just as important as real-life relationships? Can you have a relationship with a celebrity? How effective is parasocial relationships research? Lessons will include preparing essays, revision and interleaving previous topics and an end of unit assessment	Learners explore the topic through research, debate and lectures focussed on the following questions: What is schizophrenia? How do we diagnose schizophrenia? Are diagnoses of schizophrenia reliable? What are the biological and psychological explanations for schizophrenia? Do drug therapies work for schizophrenia? How do we treat schizophrenia? Can schizophrenia be explained using just one explanation? Learners will develop timed essays in response to exam questions on the topic. Revision of previous topics will be interleaved as starters or quick tasks. End of unit assessment	Learners will debate, research and experience lectures on the following questions: What is crime and how do we measure it? How do we profile an offender? The top-down approach. How effective is the top-down approach? How do we profile an offender? The bottom-up approach How effective is the bottom-up approach? How have past biological theories explained offending behaviour? How effective is Lombroso's atavistic form theory? Can biological factors explain offending behaviour? How effective are biological factors in explaining offending behaviour? Is there a criminal personality type? How effective is Eysenck's theory? How can cognitive factors explain offending behaviour? How do the people around us influence our behaviour? How can the psycho- dynamic approach be linked to crime? How effective are psycho-dynamic explanations of offending behaviour? How do we deal with offending? Learners will develop timed essays in response to exam questions on the topic. Revision of previous topics will be interleaved as starters or quick tasks. End of unit assessment	
Language for Life (Key terms/Vocabulary)		Gender bias, cultural bias, historical bias, ethical issues, free-will, determinism, biological determinism, environmental determinism, psychic determinism, scientific determinism, environment, heredity, interactionist approach, nature, nature-nurture debate, nurture, reductionism, holism, ethics, socially sensitive research, alpha bias,		Evolutionary explanations, sexual selection, intrasexual selection, intersexual selection, anisogamy, complementarity of needs, filter theory, similarity in attitudes, social demography, social exchange theory, profit and loss, comparison level, comparison level of alternatives, sampling, institutionalisation, commitment, bargaining, equity theory, commitment, investment, quality of	Schizophrenia, negative symptoms, positive symptoms, delusions, hallucinations, avolition, speech poverty, dopamine hypothesis, neurotransmitter, hyperdopaminergia, neural correlates, ventral striatum, superior temporal gyrus, anterior cingulate gyrus, monozygotic, dizygotic, family dysfunction, schizophrenogenic mother, double-bind theory, expressed emotion, atypical	Epigenetics, genetic explanations, neural explanations, MAOA, Cadherin 13, prefrontal cortex, limbic system, serotonin, noradrenaline extraversion, introversion, neuroticism, psychoticism, cognitive distortion, hostile attribution bias, minimalization, moral reasoning, differential association theory, social learning, socialisation, association, Id, ego, superego,	

	androcetnism, beta bias, gender bias, universality	alternatives/comparison with alternatives, satisfaction Duck's phase model of relationship breakdown, dyadic phase, grave-dressing phase, intrapsychic phase, social phase	antipsychotics, typical antipsychotics, drug therapy, extrapyramidal side effects, tardive dyskinesia, agranulocytosis, cognitive behavioural therapy, assessment, engagement, ABC model, normalisation, critical collaborative analysis, developing alternative explanations	Oedipus complex, Electra complex, maternal deprivation, affectionless psychopathy, recidivism, de-individuation, custodial sentencing, behavioural modification, operant conditioning, token economy, anger management, CBT, restorative justice		
Extended writing Opportunities	Students will develop their literacy skills in relation to psychology through the use of key terms for each topic. Students will also participate in essay-planning activities in order to develop their ability to write high-quality social sciences essays	Students will develop their literacy skills in relation to psychology through the use of key terms for each topic. Students will also participate in essay-planning activities in order to develop their ability to write high-quality social sciences essays	Students will develop their literacy skills in relation to psychology through the use of key terms for each topic. Students will also participate in essay-planning activities in order to develop their ability to write high-quality social sciences essays in timed conditions.	Students will develop their literacy skills in relation to psychology through the use of key terms for each topic. Students will also participate in essay-planning activities in order to develop their ability to write high-quality social sciences essays in timed conditions.	Students will develop their literacy skills in relation to psychology through the use of key terms for each topic. Students will also participate in essay-planning activities in order to develop their ability to write high-quality social sciences essays in timed conditions.	
Maths Across the Curriculum	Students will periodically answer research methods questions (studied in year 12) on the different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages, concordance rates, inter-rater reliability.	Students will periodically answer research methods questions (studied in year 12) on the different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages, concordance rates, inter-rater reliability.	Students will periodically answer research methods questions (studied in year 12) on the different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages, concordance rates, inter-rater reliability.	Students will periodically answer research methods questions (studied in year 12) on the different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages, concordance rates, inter-rater reliability.	Students will periodically answer research methods questions (studied in year 12) on the different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs, percentages, concordance rates, inter-rater reliability.	
Links to careers/ aspirations	Ethical evaluation of psychology studies in practice.	Signposting of use of relationship topics in interview situations.	Clinical psychologist	Forensic psychologist, detective and police officer.		
Cultural Capital	Articles and newspapers	Articles and newspapers	Tutor2U revision conference	Visit from/to a police criminal profiler		
Practical Application of Skills	Design ethical research tasks and evaluate.	Design and undertake research studies, role plays.	Use of role play within diagnostic and developmental elements.	Practical profiling tasks.	Design an experiment	