



Curriculum Map

Subject: Psychology

Year group: 12/13

Time period	Autumn 1 (Sept-Dec)	Autumn 1 (Sept-Dec)	Spring 1 (Jan-April)	Spring 1 (Jan-April)	Summer 1 (April-July)	Summer 1 (April-July)
<p>Content</p> <p><i>Declarative Knowledge – ‘Know What’</i></p>	<p>12. Social influence; Conformity, Asch’s research, Zimbardo’s research, Obedience, Situational Factors, Social-Psychological Factors, Dispositional explanations, Resistance to social influence, Minority influence, Social Influence and social change.</p> <p>13. Issues and Debates; Gender bias, Cultural bias, Free will and Determinism, The nature-nurture debate, Holism and reductionism, Idiographic and Nomothetic approaches, Ethical implications.</p> <p>Cognitive Development: Piaget, Vygotsky, Baillargeon, Selman, Theory of Mind, The mirror neuron system.</p>	<p>12. Research Methods: Experimental method, Types of Experiment, Sampling, Ethical issues and ways of dealing with them, Correlations, Observation, Self-report techniques, Types of data, Measures of central tendency and dispersion, Graphs, Distributions, Statistical testing, The sign test, Peer Review, Psychology and the Economy, Choosing a statistical test, validity and reliability, features of science.</p> <p>13. Aggression; Neural and Hormonal mechanisms, Genetic factors, Ethological explanations, Evolutionary explanations, Frustration-aggression, Social learning theory, De-individuation, Prisons, Computer games, media.</p> <p>Schizophrenia; Diagnosis and classification, Biological explanations, Psychological explanations, Drug therapy, Psychological therapies, Interactionist approaches.</p>	<p>12. Memory: Coding, capacity, duration of memory, Multi-store model, Types of long term memory, The working memory model, Explanations of forgetting, interference, Explanation of forgetting; retrieval failure, Eyewitness testimony, misleading information. Eyewitness testimony, anxiety, The cognitive interview.</p>	<p>12. Attachment: the reciprocity and interactional synchrony, the role of the father, Schaffers stages of attachment, Animal studies of attachment, Explanations of attachment, learning theory, Bowlby’s theory, Ainsworth’s Strange Situation, Cultural variations in attachment, Bowlby’s theory of maternal deprivation, Romanian orphan studies, Influence of early attachment on later relationships.</p>	<p>12. Approaches: the Learning approach, Social Learning theory, The cognitive approach, The biological approach, Biopsychology; the endocrine system, synapses, the Psychodynamic approach, the Humanistic approach, Comparison of approaches.</p>	<p>12. Psychopathology: definitions of abnormality, Phobias, depression and OCD, The behavioural approach to explaining and treating phobias, the cognitive approach to explaining and treating depression, the biological approach to explaining and treating OCD.</p>



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<p>Skills <i>Procedural Knowledge – ‘Know How’</i></p>	<p>Know how to plan, write and assess A01 Description. Know how to plan, write and assess A02 applications. Know how to plan, write and assess A03 Evaluation. Experience carrying out psychological research. Experience collecting data. Experience analysing descriptive and inferential statistics. Plan and carry out own research.</p>
<p>Key Questions</p>	<p>Outline how social support can help people to resist social influence. Evaluate research into social influence. Outline the difference between naturalistic and controlled observation. Outline one strength and one limitation of standard deviation as a measure of dispersion. Describe and evaluate research into coding, capacity and duration of memory. Evaluate the multi-store model of memory. Discuss learning theory as an explanation of attachment. Discuss Bowlby’s theory of attachment. Describe and evaluate the biological approach in psychology. Explain the difference between the nervous system and the endocrine system. Discuss the biological treatments for schizophrenia. Describe and evaluate the cognitive approach to explaining depression. Outline the biological approach to explaining OCD. Compare two approaches.</p>
<p>Assessment</p>	<p>Formative assessments every two or three topics. Ongoing home learning that is self-assessed and improved. Summative assessment at the end of the unit on research methods. Summative assessment of Paper 1 at end of year. Mock paper 1 and 2 in January. Mock paper 3 in April.</p>
<p>Literacy/Numeracy/ SMSC/Character</p>	<p>Literacy: Scaffolded essays are completed during home learning tasks. Students are provided with opportunities to read beyond the textbooks via a Super Curriculum reading list provided before the course begins. Exemplar essays are provided throughout the course. Students share their written work with others and collaborate to improve their essays within writing circles.</p> <p>Character: Students are encouraged to volunteer to local community groups in order to help others. This is promoted during the October half term. Students build a portfolio of Personal Development achievements; TED talks, books read, lectures attended...throughout the course.</p> <p>Numeracy: opportunities to apply knowledge of measures of central tendency, dispersion, measures of distribution, statistical testing and interpretation of figures, probability and significance are scattered throughout the course.</p>