

Subject: **A-level Psychology**

Year Group: **12**

Content Delivered Core knowledge		Content Delivered Core knowledge		Content Delivered Core knowledge	
Autumn 1 September – October (7)	Autumn 2 November – December 7	Spring 1 January – February 7	Spring 2 March – April 6	Summer 1 April – May 5	Summer 2 June-July 6
<p><b>Introduction to Psychology</b> Paper 1 and 2 Approaches, Research methods and social influence</p>	<p><b>Paper 1 and 2</b> Research methods, social influence and memory</p>	<p><b>Paper 1 and 2 – Research methods, biopsychology, memory and attachments</b></p>	<p><b>Paper 1 and 2 Research methods, biopsychology and attachments</b></p>	<p><b>Paper 1, 2 and 3</b> Research methods, schizophrenia and psychopathology and attachments</p>	<p><b>Paper 1 and 3 Schizophrenia and psychopathology</b></p>
<p><b>Key Curriculum Skills:</b> <i>Identify, Describe, Explain, Discuss, Evaluate</i></p>	<p><b>Key Curriculum Skills:</b> <i>Identify, Describe, Explain, Discuss, Evaluate</i></p>	<p><b>Key Curriculum Skills:</b> <i>Identify, Describe, Explain, Discuss, Evaluate</i></p>	<p><b>Key Curriculum Skills:</b> <i>Identify, Describe, Explain, Discuss, Evaluate</i></p>	<p><b>Key Curriculum Skills:</b> <i>Identify, Describe, Explain, Discuss, Evaluate</i></p>	<p><b>Key Curriculum Skills:</b> <i>Identify, Describe, Explain, Discuss, Evaluate</i></p>
<p><b>Key Knowledge (Cultural Capital and Content):</b></p> <p><b>Introduction</b> What is psychology and baseline assessment <b>Paper 1: Social influence</b> Types of conformity, variables affecting conformity, conformity to social roles, situational variables, agentic state, legitimacy of authority, the authoritarian personality, resistance to social influence <b>Paper 2: RM</b> Experimental methods, variables, hypothesis, experimental design, types of experiments <b>Paper 2 Approaches</b> Origins, behaviourist, SLT, cognitive, biological, psychodynamic and humanistic</p>	<p><b>Paper 1:</b> Social influence Minority influence, social change <b>Paper 1: Memory</b> Short and long- term memory, the multi- store model, types of long- term memory, interference <b>Paper 2: RM</b> Ethical issues, observational design, self- report, correlations, mathematical skills</p>	<p><b>Paper 1: Memory</b> Retrieval failure, eyewitness testimony <b>Paper 1: Attachment</b> Caregiver- infant interactions, the development of attachment <b>Paper 2: RM</b> Quantitative data, statistical testing, peer review, scientific process, psychology and the economy, content analysis, case studies <b>Paper 2: Biopsychology</b> The nervous system, neurons, the endocrine system, the fight or flight response, localisation of function,</p>	<p><b>Paper 1: Attachment</b> Animal studies, learning theory, Bowlby’s theory, strange situation, cultural variations, maternal deprivation <b>Paper 2: RM</b> Reliability, validity, features of science, probability, statistical tests, non- parametric tests of difference <b>Paper 2: Biopsychology</b> Lateralisation, plasticity, ways of studying the brain, circadian rhythms, ultradian and infradian rhythms</p>	<p><b>Paper 1: attachments</b> Romanian orphan studies, influence of early attachments <b>Paper 1: Psychopathology</b> Definitions of abnormality, mental disorders <b>Paper 2: RM</b> Parametric tests of difference, tests of correlation, chi squared test, endogenous and exogenous zeitgebers <b>Paper 3: Schizophrenia</b> Classification reliability and validity</p>	<p><b>Paper 1: Psychopathology</b> Behavioural approach to explaining and treating phobias, cognitive approach to explaining and treating depression, biological approach to explaining and treating OCD <b>Paper 3: Schizophrenia</b> Biological explanations Psychological explanations, drug therapy, family therapy, token economy</p>
<p><b>Literacy Curriculum:</b></p> <p><b>Reading -</b> Key studies as per content, <b>guided reading led by teacher and students of:</b> Asch (1956) Variables affecting conformity Zimbardo (1973) The Stanford Prison experiment Milgram (1963) Factors affecting obedience The F-scale, Adorno et al 1950 Skinner, Pavlov, Bandura</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p><b>Literacy Curriculum:</b></p> <p><b>Reading</b> Key studies as per content, <b>guided reading led by teacher and students of:</b> The Suffragettes Moscovici et al (1969) minority influence George Miller (1956) The magic number Baddeley and Hitch (1974) The working memory model Miller (1900) Retroactive interference</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p><b>Literacy Curriculum:</b></p> <p><b>Reading</b> Key studies as per content, <b>guided reading led by teacher and students of:</b> Loftus and Palmer (1974) Leading questions Johnson and Scott (1976) Anxiety and accuracy of EWT Tronick’s still face experiment Meltzoff and Moore (1977) Interactional synchrony Schaffer and Emerson (1960) Stages of attachment</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p><b>Literacy Curriculum:</b></p> <p><b>Reading</b> Key studies as per content, <b>guided reading led by teacher and students of:</b> Lorenz (1935) Imprinting Harlow (1959) Attachment Dollard and Miller (1950) Drive reduction theory Bowlby (1969) Monotropic attachment theory Ainsworth (1971) The Strange Situation Van Ijzendoorn and Kroonenberg (1988) Cultural variations in attachment Bowlby (1953) Theory of maternal deprivation</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p><b>Literacy Curriculum:</b></p> <p><b>Reading</b> Key studies as per content, <b>guided reading led by teacher and students of:</b> Rutter and Songua- Barke (2010) Romanian orphans Hazan and Shaver (1987) The love Quiz Jahoda (1958) Deviation form ideal mental health</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p><b>Literacy Curriculum:</b></p> <p><b>Reading</b> Key studies as per content, <b>guided reading led by teacher and students of:</b> Watson (1920) Little Albert Beck (1962) The ABC model Ellis (1967) The negative triad Pharoah et al (2010) Family therapy Tienari et al (2004) interactionism</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>
<p><b>Writing/ assessment</b> Week 1 assessment Introduction/ baseline assessment Week 3 assessment Approaches 16 mark essay Week 5 assessment Social influence 16 mark essay</p>	<p><b>Writing/ assessment</b> Week 2 assessment End of topic assessment= approaches Week 4 assessment End of topic assessment- social influence Week 6 assessment Research methods short mark application questions</p>	<p><b>Writing/ assessment</b> Week 2 assessment Memory 16 mark essay Week 4 assessment Research methods short mark questions Week 5 assessment End of topic assessment memory Week 7 assessment End of topic assessment year 1 biopsychology</p>	<p><b>Writing/ assessment</b> Week 1 assessment Attachments 16 marker Week 3 assessment Attachments 16 marker Week 5 assessment Short mark biopsychology questions</p>	<p><b>Writing/ assessment</b> Week 2 assessment attachments 8 mark question Week 3 assessment End of topic assessment attachments Week 5 assessment end of topic assessment research methods and year 1 biopsychology</p>	<p><b>Writing/ assessment</b> Week 1 assessment Psychopathology short mark Q’s Week 2 assessment schizophrenia 16 mark essay Week 4 assessment schizophrenia short mark Q’s Week 6 assessment End of topic assessment schizophrenia Week 7 assessment End of topic assessment Psychopathology</p>
<p><b>Oracy –</b> Working in teams to plan answers to exam questions Discussing key psychological theories relating to conformity and obedience to authority and class verbally deciding and rationalising which explanation better explains individual behaviour</p>	<p><b>Oracy –</b> Working in teams to plan answers to exam questions Discussing key psychological theories relating to approaches and class verbally deciding and rationalising which approach better explains individual behaviour. Approaches debate</p>	<p><b>Oracy –</b> Working in teams to plan answers to exam questions Discussing key psychological theories Class to prepare a presentation on issues of EWT accuracy</p>	<p><b>Oracy –</b> Working in teams to plan answers to exam questions Discussing key psychological theories relating to attachments and preparing a verbal argument of which theory will be best to explain behaviour in a given context</p>	<p><b>Oracy –</b> Working in teams to plan answers to exam questions Discussing key psychological theories Debate on ‘normal’ or ‘abnormal’ concepts in psychopathology and how we decide what is abnormal or not using the 4 given definitions</p>	<p><b>Oracy –</b> Working in teams to plan answers to exam questions Discussing key psychological theories relating to psychopathology and preparing a debate of which theory will better explain behaviour in a given context</p>
<p><b>Home Learning</b> A range of short and long mark exam questions including 16 mark essays on approaches and social influence Extra reading around key studies Revision for end of topic assessment on approaches Flipped learning in preparation for the following weeks work</p>	<p><b>Home Learning</b> A range of short and long mark exam questions for research methods Extra reading around key studies Revision for end of topic assessment on social influence Flipped learning in preparation for the following weeks work</p>	<p><b>Home Learning</b> A range of short and long mark exam questions including a 16 mark essay on memory and research methods short mark exam questions Extra reading around key studies Revision for end of topic assessments on memory and biopsychology Flipped learning in preparation for the following weeks work</p>	<p><b>Home Learning</b> A range of short and long mark exam questions including 2 essays on the attachments topic and short mark biopsychology questions Extra reading around key studies Flipped learning in preparation for the following weeks work</p>	<p><b>Home Learning</b> A range of short and long mark exam questions including an 8 mark attachment question Extra reading around key studies Revision for end of topic assessment on attachments, research methods and year 1 biopsychology Flipped learning in preparation for the following weeks work</p>	<p><b>Home Learning</b> A range of short and long mark exam questions including psychopathology short mark questions and a 16 mark essay on schizophrenia Extra reading around key studies Revision for end of topic assessment for schizophrenia and psychopathology Flipped learning in preparation for the following weeks work</p>

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Autumn 1 September – October (7)	Autumn 2 November – December 7	Spring 1 January – February 7	Spring 2 March – April 6	Summer 1 April – May 5
Paper 3 Issues and Debates and Relationships	Paper 3 aggression and relationships	Paper 3 Aggression	Consolidation and revision	Consolidation and revision
<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>	<b>Key Curriculum Skills:</b>
<i>Identify, Describe, Explain, Discuss, Evaluate</i>	<i>Identify, Describe, Explain, Discuss, Evaluate</i>	<i>Identify, Describe, Explain, Discuss, Evaluate</i>	<i>Identify, Describe, Explain, Discuss, Evaluate</i>	<i>Identify, Describe, Explain, Discuss, Evaluate</i>
<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>	<b>Key Knowledge (Cultural Capital and Content):</b>
<p><b>Paper 3: relationships</b> Evolutionary explanations, Physical attractiveness Self- disclosure, Attraction Social exchange theory, Equity theory</p> <p><b>Paper 2: Issues and debates</b> Cultural bias Gender bias Free will vs determinism Holism and reductionism Idiographic and nomothetic Ethical implications</p>	<p><b>Paper 3: relationships</b> Investment model Relationship breakdown Virtual relationships Parasocial relationships</p> <p><b>Paper 3: aggression</b> Neural influences, Hormonal influences Genetic factors Evolutionary explanations Frustration aggression</p>	<p><b>Paper 3: aggression</b> SLT De- individuation Institutional aggression Media influences Explanation of media influences</p>	<p>Consolidation and revision</p> <p><b>Paper 1- Memory, social influence, psychopathology and attachments</b></p> <p><b>Paper 2- Approaches, research methods and biopsychology</b></p>	<p>Consolidation and revision</p> <p><b>Paper 3- Issues and debates, aggression, schizophrenia and relationships</b></p>
<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>	<b>Literacy Curriculum:</b>
<b>Reading -</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>	<b>Reading</b>
Key studies as per content, <b>guided reading led by teacher and students of:</b>	Key studies as per content, <b>guided reading led by teacher and students of:</b>	Key studies as per content, <b>guided reading led by teacher and students of:</b>	Key studies as per content, guided reading led by teacher and students of:	Key studies as per content, guided reading led by teacher and students of:
<p>Darwin (1871) Theory of evolution Buss (1989) Sexual selection and physical attractiveness Sprecher et al (2013) Self- disclosure Walster et al (1966) Attractiveness Kerckhoff and Davis (1962) Filter theory Kurdek and Schmitt (1986) Social exchange theory Stanford and Canary (2006) Equity theory Humphries (1970) Tea room</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p>Miles and Carey (1977) Genetic factors in aggression Tinbergen (1951) Fixed Action Patterns Buss (1988) mate retention strategies Dollard (1939) Frustration aggression hypothesis</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p>Bandura (1961) The bobo doll study Gustave Le bon (1985) Classic crowd theory Festinger (1952) deindividuation Irwin and Cressey (1962) The importation model of aggression</p> <p>Pupils will read and explain their own writing on occasion or that of their peers</p>	<p>Determined through individual revision lessons</p> <p>A summary of key studies previously learned</p>	<p>Determined through individual revision lessons</p> <p>A summary of key studies previously learned</p>
<b>Writing/ assessment</b>	<b>Writing/ assessment</b>	<b>Writing/ assessment</b>	<b>Writing/ assessment</b>	<b>Writing/ assessment</b>
<p>Week 3 assessment Issues and debates 16 mark question Week 5 assessment Relationships 16 mark essay Week 7 assessment Issues and debates short mark exam questions</p>	<p>Week 2 assessment End of topic test issues and debates Week 4 assessment Relationship 16 mark essay Week 6 assessment End of topic test relationships</p>	<p>Week 1 assessment Aggression 16 mark question Week 2 assessment aggression 16 mark essay Week 4 assessment Aggression short mark questions Week 6 assessment End of topic test aggression</p>	<p>Practice exam papers Bespoke range of 4, 5, 6, 8 and 16 mark exam style questions that will be planned in lesson and set on teams related to concepts taught in lessons that have required extra revision</p>	<p>Practice exam papers Bespoke range of 4, 5, 6, 8 and 16 mark exam style questions that will be planned in lesson and set on teams related to concepts taught in lessons that have required extra revision</p>
<b>Oracy –</b>	<b>Oracy –</b>	<b>Oracy –</b>	<b>Oracy –</b>	<b>Oracy –</b>
Working in teams to plan answers to exam questions Discussing key psychological theories	Working in teams to plan answers to exam questions Discussing key psychological theories within the relationships topic and class verbally deciding and rationalising which approach better explains individual behaviour	Working in teams to plan answers to exam questions Discussing key psychological theories within the relationships topic and class verbally deciding and rationalising which approach better explains individual behaviour	Working in teams to plan answers to exam questions Discussing key psychological theories	Working in teams to plan answers to exam questions Discussing key psychological theories
Preparing verbal debates on each of the key debates within psychology to argue which is a better way to studying and explaining human behaviour			During these revision lessons pupils are encouraged to lead on sections of lessons to 'teach' their classmates, focused on their subject knowledge or exam response skill	During these revision lessons pupils are encouraged to lead on sections of lessons to 'teach' their classmates, focused on their subject knowledge or exam response skill
<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>	<b>Home Learning</b>
A range of short and long mark exam questions including a 16 mark issues and debates and relationships essay and short mark issues and debates exam questions Extra reading around key studies	A range of short and long mark exam questions including a 16 mark essay for relationships Extra reading around key studies Revision for end of topic assessments issues and debates and relationships	A range of short and long mark exam questions including 2 16 mark essays and a range of short- mark questions for aggression Extra reading around key studies Revision for end of topic assessments on aggression	A range of short and long mark exam questions tailored to specific revision lessons Consolidation of reading and applying key studies	A range of short and long mark exam questions tailored to specific revision lessons Consolidation of reading and applying key studies