



Topic name	Term	Skills developed	Prior learning	Next link in curriculum
<p><b>Approaches in Psychology (Y1)</b> Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</p> <p>The basic assumptions of the following approaches:</p> <p>Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research; ii) Social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research.</p> <p>The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience.</p> <p>The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p>	Autumn	<ul style="list-style-type: none"> <li>● Knowledge and understanding of the history of psychology</li> <li>● Developing a Psychology timeline</li> <li>● Use of subject specific language/ psychological terminology</li> <li>● Reading psychological material</li> <li>● Formulating relevant questions</li> <li>● Independent learning skills</li> <li>● Accessing psychology resources</li> <li>● Note making</li> <li>● Developing use of flipped classroom techniques</li> <li>● Using google classroom to exchange ideas.</li> <li>● Problem solving/analytic/application skills</li> <li>● Use of subject specific biopsychology terminology</li> <li>● Explanation of biological processes</li> <li>● Evaluation skills development – strengths and limitations of each of the approaches</li> <li>● Group work skills</li> <li>● Comparison of animal and human studies</li> <li>● Develop understanding of psychology as a science</li> <li>● Peer and self- assessment</li> <li>● Critical analysis</li> <li>● Debating skills</li> <li>● Formulating relevant arguments</li> <li>● Consideration of wider implications of research on policies and practices</li> <li>● Understanding of psychology and the economy</li> </ul>	<p>Previous knowledge from GCSE in Physical Education &amp; Biology.</p> <p>Specifically biopsychology &amp; structures/ neurochemistry.</p>	<ul style="list-style-type: none"> <li>● Psychodynamic approach and humanistic approach</li> <li>● Comparison of approaches</li> <li>● Theoretical stance of researchers/theorists</li> <li>● Importance of research to support/challenge</li> <li>● Psychopathology topic. Phobias – learning approach. Depression – cognitive approach. OCD – biological approach</li> <li>● Memory topic – cognitive approach</li> <li>● Social influence – social approach</li> <li>● Attachment – developmental approach &amp; learning approach</li> <li>● Y2 topics – gender, schizophrenia &amp; forensic</li> <li>● Research methods – both Y1 &amp; Y2</li> <li>● Issues and debates (Y2)</li> <li>● Psychology as a science (Y2)</li> </ul>
<p><b>Biopsychology (Y1)</b> The divisions of the nervous system: central and peripheral (somatic and autonomic).</p> <p>The structure and function of sensory, relay and motor neurons. The process of synaptic</p>	Autumn	<ul style="list-style-type: none"> <li>● Terminology and concept development</li> <li>● Independent learning</li> <li>● Identification of components/elements in diagrammatic form</li> <li>● Explanation of biological processes</li> <li>● Application skills to novel situations/scenarios</li> </ul>	Links to GCSE & A-level Biology and PE for content such as the structure and functions of neurons.	<ul style="list-style-type: none"> <li>● Approaches (Y1) Biological, behavioural, social learning theory, cognitive.</li> <li>● Psychodynamic and humanistic approaches (Y2)</li> <li>● Research methods Y1 &amp; Y2</li> </ul>



<p>transmission, including reference to neurotransmitters, excitation and inhibition.</p> <p>The function of the endocrine system: glands and hormones.</p> <p>The fight or flight response including the role of adrenaline.</p>		<ul style="list-style-type: none"> <li>• Independent research skills</li> <li>• Analytic skills</li> <li>• Group work skills</li> <li>• Accessing relevant psychological material</li> <li>• Making psychological material accessible to peers</li> <li>• Presentation skills</li> <li>• ICT skills</li> </ul>		<ul style="list-style-type: none"> <li>• Issues and debates (Y2)</li> <li>• Psychology as a science (Y2)</li> <li>• Gender (Y2)</li> <li>• Schizophrenia (Y2)</li> </ul>
<p><b>Social influence</b> Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <p>Conformity to social roles as investigated by Zimbardo.</p> <p>Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience; the Authoritarian Personality.</p> <p>Explanations of resistance to social influence, including social support and locus of control.</p> <p>Minority influence including reference to consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>• Describe the main feature of research studies</li> <li>• Evaluate research evidence (methodology and ethics)</li> <li>• Use research evidence to evaluate explanations</li> <li>• Developing knowledge of key terminology</li> <li>• Developing application skills applying knowledge of conformity to scenarios</li> <li>• Research methodology skills based on analysis of conformity research</li> <li>• Ethical decision making based on analysis of conformity research</li> <li>• Group skills</li> <li>• Practical work – part-replication of research – Asch</li> <li>• Data handling skills – descriptive statistics</li> <li>• Research skills – operationalising variables, control of variables</li> <li>• Ethical and methodical evaluation of research studies</li> <li>• Implications of Psychological research</li> <li>• Shaping material – how research into conformity and obedience can be used to explain social change</li> <li>• Research methods – using a standardised scale to assess locus of control</li> </ul>	<p>Students will have no prior learning of this module unless they have undertaken content elsewhere at GCSE. Introductory module we use to build students knowledge and foundations of psychology by looking at real world application. Links here to History - studies of obedience &amp; conformity</p>	<ul style="list-style-type: none"> <li>• Research methods – types of methods, strengths and weaknesses, ethics, reliability &amp; validity</li> <li>• Issues &amp; debates (Y2)</li> <li>• Approaches (Y1) Biological, Behavioural, Social learning theory, Cognitive. (Y2) - Psychodynamic &amp; Forensic</li> </ul>



<p><b>Research Methods (Y1)</b> Students should demonstrate knowledge and understanding of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations.</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p><b>Scientific processes</b> Aims: stating aims, the difference between aims and hypotheses.</p> <p>Hypotheses: directional and non-directional.</p> <p>Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation.</p> <p>Pilot studies and the aims of piloting.</p>	<p>Autumn</p>	<ul style="list-style-type: none"> <li>● Knowledge and understanding of key terminology</li> <li>● Compare features of different methods to 'distinguish between them'</li> <li>● Application of knowledge to sort/categorise descriptions of studies</li> <li>● Practical activity – students as naïve participants</li> <li>● Group work</li> <li>● Independent learning skills</li> <li>● Research methods skill development – research design, data collection and analysis</li> <li>● Presentation skills</li> <li>● Reflect on participation in a study as a way of learning about research methods</li> <li>● Developing understanding of how research helps us to understand the real world</li> <li>● Data handling skills – descriptive statistics</li> <li>● Research skills – operationalising variables, control of variables</li> <li>● Using standardised psychological scales to measure behaviour e.g. personality tests, IQ, locus of control</li> <li>● Using different types of research evidence to evaluate theories/models</li> <li>● Maths skills – calculating descriptive statistics, substituting values in formulae, solving basic equations</li> <li>● Generating aims and hypotheses</li> <li>● Designing observation studies</li> <li>● Knowledge and use of piloting &amp; sampling</li> <li>● Maths skills displaying and interpreting graphical data</li> <li>● Knowledge and understanding of issues of reliability &amp; validity and ways of assessing</li> <li>● Categorisation</li> <li>● Techniques used in research</li> <li>● Self and peer assessment</li> </ul>	<p>Students will have covered scientific processes and different types of experiments in GCSE biology and mathematics.</p> <p>Students will have also covered correlations &amp; co-variables in GCSE science.</p> <p>Ethics will have been covered in GCSE Religious Studies.</p>	<ul style="list-style-type: none"> <li>● Research methods Y2</li> <li>● Use of standardised tests in gender Y2 Bem's sex role inventory – (BSRI) measure of androgyny</li> <li>● Research methods - practicals – group work</li> </ul>
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<p>Experimental designs: repeated measures, independent groups, matched pairs.</p> <p>Observational design: behavioural categories; event sampling; time sampling.</p> <p>Questionnaire construction, including use of open and closed questions; design of interviews.</p> <p>Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables.</p> <p>Control: random allocation and counterbalancing, randomisation and standardisation.</p> <p>Demand characteristics and investigator effects.</p> <p>Ethics, including the role of the British Psychological Society’s code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research.</p> <p>The role of peer review in the scientific process.</p> <p>The implications of psychological research for the economy.</p> <p><b>Data handling and analysis</b> Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p>		<ul style="list-style-type: none"> <li>● Maths skills – stratified and systematic sampling</li> <li>● Drawing conclusions from data</li> <li>● Designing self-report investigation</li> <li>● Maths skills – inferential statistics – sign test</li> <li>● <b>Handling data</b></li> <li>● Use appropriate number of significant figures</li> <li>● Find arithmetic means.</li> <li>● Construct and interpret frequency tables and diagrams, bar charts and histograms</li> <li>● <b>Arithmetic and numerical computation</b></li> <li>● Recognise and use expressions in decimal and standard form</li> <li>● Use ratios, fractions and percentages</li> <li>● Estimate results for a set of data</li> <li>● Understand simple probability</li> <li>● Understand the principles of sampling as applied to scientific data</li> <li>● Understand measures of central tendency mean, median and mode. Differences between, when to select and how to calculate.</li> <li>● Use a scattergram to identify a positive, negative and zero correlation between two co-variables</li> <li>● Understanding mathematical/statistical concepts</li> <li>● Use a statistical test – both parametric and non-parametric using data from a given experiment</li> <li>● Reporting outcome of statistical test</li> <li>● Make order of magnitude calculations</li> <li>● Distinguish between levels of measurement</li> <li>● Know and understand the characteristics of normal and skewed distributions</li> <li>● Select and justify a suitable inferential test for a given practical investigation</li> <li>● Use statistical tables to determine significance</li> <li>● Understand, be able to calculate and justify reasons for choice of measures of dispersion – range and standard deviation</li> </ul>		
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<p>Primary and secondary data, including meta-analysis.</p> <p>Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations.</p> <p>Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts.</p> <p>Distributions: normal and skewed distributions; characteristics of normal and skewed distributions.</p> <p>Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</p>		<ul style="list-style-type: none"> <li>• Understand the differences between qualitative and quantitative data.</li> <li>• Drawing conclusions from quantitative &amp; qualitative data analysis</li> <li>• Understand the difference between primary and secondary data.</li> <li>• Investigation design</li> <li>• Data collection and recording</li> <li>• Time management</li> <li>• Reporting presentation skills</li> <li>• Reflection and critical appraisal</li> <li>• Posing and responding questions</li> <li>• Learning from reflection</li> <li>• <b>Algebra</b></li> <li>• Understand and be able to use mathematical symbols</li> <li>• Substitute numerical values into algebraic equations using appropriate units for physical quantities.</li> <li>• Solve simple algebraic equations including degrees of freedom</li> <li>• <b>Graphs</b></li> <li>• Translate information between graphical, numerical and algebraic forms</li> <li>• Plot two variables from experimental or other data</li> </ul>		
<p><b>Attachment</b></p> <p>Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</p> <p>Animal studies of attachment: Lorenz and Harlow.</p> <p>Explanations of attachment: learning theory and Bowlby's monotropic theory. The</p>	<p>Spring</p>	<ul style="list-style-type: none"> <li>• Use of subject specific psychological terminology</li> <li>• Explanation skills</li> <li>• Critical thinking skills – the role of animal research in Psychology</li> <li>• Evaluation of explanation/ theories</li> <li>• Application skills</li> <li>• Research methods – designing observation, piloting, sampling, data collection and data presentation skills</li> <li>• Maths skills – interpreting graphical data</li> <li>• Checking reliability of observations</li> </ul>	<p>Students will have no prior knowledge of this subject unless they have undertaken GCSE Psychology elsewhere.</p> <p>Does links to GCSE health and social care in terms of the</p>	<ul style="list-style-type: none"> <li>• Research methods</li> <li>• Approaches – behavioural, developmental, social, Psychodynamic, Humanistic</li> <li>• Psychopathology</li> <li>• Gender</li> <li>• Issues and debates</li> <li>• Schizophrenia</li> </ul>



<p>concepts of a critical period and an internal working model.</p> <p>Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</p> <p>Bowlby’s theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</p> <p>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>		<ul style="list-style-type: none"> <li>● Accessing and reading psychological material</li> <li>● Summarising key points and presenting to class/peers</li> <li>● Evaluation skills in relation to: techniques used in research – Strange Situation, theoretical construct – types of attachment, weighing up evidence</li> <li>● Independent research skills</li> <li>● Use of evidence to evaluate concepts e.g. internal working model</li> <li>● Problem solving – using understanding of theory and research findings</li> </ul>	<p>stages of attachment.</p>	
<p><b>Psychopathology</b></p> <p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD)</p> <p>The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.</p> <p>The cognitive approach to explaining and treating depression: Beck’s negative triad and Ellis’s ABC model: cognitive behavioural therapy (CBT), including challenging irrational thoughts.</p>		<ul style="list-style-type: none"> <li>● Discussion skills</li> <li>● Mathematical skills</li> <li>● Evaluation skills – strengths and limitations of definitions – weighing up evidence and ethical considerations</li> <li>● Use of subject specific psychological terminology</li> <li>● Accessing and reading psychological material</li> <li>● Selection of material</li> <li>● Use of evidence</li> <li>● Independent learning skills</li> <li>● Application skills – moving from the approach to its application to psychopathology/phobia, depression, OCD</li> <li>● Analytical skills</li> <li>● Explanation skills</li> <li>● Groupwork skills</li> <li>● Using criteria to judge effectiveness and appropriateness in relation to therapies</li> <li>● Critical thinking – developing lines of argument, drawing conclusions, using mathematical skills</li> <li>● Reflection</li> </ul>	<p>Students will have some knowledge of the biological processes involved in the explanations of behaviour but the majority of psychopathology will be new territory to students.</p>	<ul style="list-style-type: none"> <li>● Approaches – behavioural, cognitive, biological, humanistic, psychodynamic</li> <li>● Biopsychology</li> <li>● Research methods</li> <li>● Schizophrenia</li> <li>● Issues and debates</li> </ul>



<p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>		<ul style="list-style-type: none"> <li>● Research skills – designing self-report investigation</li> <li>● Maths skills – descriptive and inferential statistics</li> <li>● Presentation skills</li> </ul>		
<p><b>Memory</b> The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p>	<p>Spring</p>	<ul style="list-style-type: none"> <li>● Describing research studies</li> <li>● Using criteria to evaluate research studies</li> <li>● What makes a good theory? – Using criteria to evaluate theories/models</li> <li>● Using different types of research evidence to evaluate theory/models</li> <li>● Maths skills – calculating descriptive statistics, substituting values in formulae, solving basic equations</li> <li>● Use of key psychological terminology</li> <li>● Accessing and reading psychological material</li> <li>● Generating hypotheses/propositions</li> <li>● Evaluation skills – using criteria to evaluate models/theories</li> <li>● Apply knowledge and understanding of models to explain everyday situations</li> <li>● Use of ICT</li> <li>● Research methods skill development – research design, data collection and analysis</li> <li>● Mathematical skills – calculation of central tendency, dispersion and percentages</li> <li>● Data analysis and presentation skills</li> <li>● Reflection skills based on participation in psychological demonstration</li> <li>● Peer and self-assessment</li> <li>● Application of knowledge and understanding of EWT and cognitive interview to novel situations</li> <li>● Evaluation of research studies</li> <li>● Use of research evidence to support factors that affect EWT</li> </ul>	<p>Students will have no prior knowledge of this topic unless they have undertaken it at GCSE elsewhere.</p> <p>If they have, they will be aware of the different types of memory models including the working model of memory and the multi-store model of memory.</p>	<ul style="list-style-type: none"> <li>● Research methods</li> <li>● Approaches – cognitive, psychodynamic</li> <li>● Issues and debates</li> <li>● Schizophrenia</li> </ul>





		<ul style="list-style-type: none"> <li>• Practical research design skills</li> </ul>		
<p><b>Research Methods</b> Group practical research topic</p>	<p>Summer</p>	<ul style="list-style-type: none"> <li>• Practical research design skills</li> <li>• Applying knowledge of research design to design a laboratory experiment to investigate topic of choice from the A level specification</li> <li>• Accessing/reading psychological material</li> <li>• Understanding validating process</li> <li>• Production and use of experimental apparatus as necessary</li> <li>• Knowledge, understanding and consideration of ethical issues</li> <li>• Group work/working with others</li> <li>• Decision making</li> <li>• Making reasoned judgements</li> <li>• Understanding mathematical &amp; statistical concepts</li> <li>• Using scientific terminology</li> <li>• Applying knowledge of statistical analysis by gathering data and carrying out appropriate statistical tests to analyse results from the practical</li> <li>• Reporting outcome of statistical test</li> <li>• Analysis, interpretation and presentation of quantitative and qualitative data including graphical display</li> <li>• Problem solving skills</li> <li>• Research skills – demonstrating how to access and test credibility of sources</li> <li>• Mathematical skills</li> <li>• Presentation skills</li> <li>• Communication skills</li> <li>• Referencing skills</li> <li>• Time management skills</li> <li>• Drawing conclusions</li> <li>• Reporting investigations</li> </ul>		<ul style="list-style-type: none"> <li>• Inferential statistics – justification, calculation, interpretation and presentation of numerical data</li> </ul>





		<ul style="list-style-type: none"><li>• Knowledge and understanding of presentation of sections of psychological research reports</li><li>• Posing and responding questions</li><li>• Strategies for assessing the quality of research and improving research</li><li>• Learning from reflection</li></ul>		
<b>Assessment weeks</b> <b>Revision</b>	Three times during AS year	<ul style="list-style-type: none"><li>• Consolidating knowledge and understanding</li><li>• Sharing successful revision strategies.</li><li>• Peer assessment</li><li>• Knowledge and understanding of assessment objectives</li><li>• Developing exam technique</li><li>• Strengthening – analysis, application, evaluation, essay writing, research methods, data handling,</li><li>• Maths skills</li><li>• Reflection and critical analysis</li></ul>		<ul style="list-style-type: none"><li>• Continually developing knowledge and skills for answering examination questions</li></ul>