

## Year 12 Psychology Curriculum Rationale

Students will develop a range of key skills which will prepare them for their further education and future careers. Students will be expected to demonstrate knowledge, understanding, application, critical analysis and evaluation. Students are challenged to consider the validity of theoretical ideas and concepts, as well as the cogency of empirical evidence. Students will study Research Methods, Origins and Approaches, Attachment, Social Influence, Biopsychology, Psychopathology, and Memory.

All of Paper 1 and 2 are taught in Year 12 – 66% of A Level. Integrated approach to delivery so that Research Methods are embedded throughout all the topics)

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
<p>TERM 1/2 TEACHER 1</p> <p>Approaches in Psychology (Including focus on answering 16 mark questions)</p> <p>PAPER 2</p>	<p>After studying this Topic, students will:</p> <p>Be able to recall the origins of psychology, including the work of Wilhelm Wundt and introspection.</p> <p>Know the key assumptions of:</p> <ul style="list-style-type: none"> <li>• The behaviourist approach</li> <li>• The social learning theory</li> <li>• The cognitive approach</li> <li>• The biological approach</li> <li>• The psychodynamic approach</li> </ul>	<p>Establish a chronological timeline of the approaches.</p> <p>Taught in chronological order (except psychodynamic approach and humanistic approach – taught at the end as they used to be A2 content.</p>	<p>Video footage of key studies e.g. Little Albert study.</p> <p>Videos showing examples of concepts within certain approaches, e.g. Stranger Things and Social Learning Theory.</p> <p>Students replicating research used in approaches e.g, the rat-man study from the cognitive approach.</p> <p>Little Hans case study pg. 119</p> <p>Dinner party activity to place the</p>	<p><b>Past exam questions – 1-, 2-, 3-, and 6-mark questions in lesson and set as homework.</b></p> <p><b>Kahoot quizzes to check recall.</b></p> <p><b>Summative assessment in Nov – 24 mark past exam paper section on approaches.</b></p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions.</p> <p>Maths skills including calculating percentages.</p>	<p>Meta-cognition</p> <p>Self-regulation</p> <p>Intellectual confidence</p> <p>Generalisation</p> <p>Connection finding</p> <p>Abstraction</p> <p>Seeing alternative perspectives</p> <p>Critical thinking</p> <p>Precision</p> <p>Fluent thinking</p> <p>Automaticity</p> <p>Collaborative</p> <p>Confident</p> <p>Enquiring</p> <p>Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
	<ul style="list-style-type: none"> <li>The humanistic approach.</li> </ul> <p>Be able to critically evaluate the use of the approaches to study human behaviour using PEEL paragraphs.</p> <p>Be able to compare the different approaches including their assumptions, strengths, and weaknesses.</p> <p>Know what studying psychology involves, including the exam papers, assessment objectives and ways of developing your knowledge and skills.</p>		<p>approaches at a table at a dinner party.</p>			

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
<p><b>TERM 1/2</b> <b>TEACHER 2</b> <b>Social Influence</b> <b>(and relevant Research Methods – Variables and Hypotheses, Controlling Variables, Ethical Issues, Types of Experiment, Sampling, Observations, Experimental design – See below)</b></p> <p><b>PAPER 1 – Social Influence</b> <b>PAPER 2 – Research Methods</b></p>	<p>After studying this Topic, students will:</p> <p>Be able to outline and evaluate the different types of conformity and reasons for conforming.</p> <p>Be able to outline and evaluate research into conformity including Asch (1951) and Asch’s variations (Asch, 1955).</p> <p>Be able to outline and evaluate research into social roles including Zimbardo’s 1974 Prison Experiment.</p> <p>Be able to outline and evaluate Milgram’s 1963 experiment on obedience.</p> <p>Be able to outline and evaluate the role of situational factors on</p>	<p>Builds on: skills introduced in approaches – essay writing, answering exam-style questions, evaluating theories. Also builds on concepts introduced in research methods such as types of experiments, controlling variables, observations, questionnaires.</p> <p>Leads to: understanding of competing explanations of obedience. Understanding of the explanations for conformity.</p>	<p>Videos of key studies in social influence including Asch’s line study, Zimbardo’s Prison experiment and Milgram’s shock experiment.</p> <p>Use of BBC news articles for events that show destructive authority – e.g, the My Lai Massacre.</p> <p>Questionnaire used in the theory of the authoritarian personality.</p> <p>Videos to demonstrate the features of the authoritarian personality in fictional characters.</p> <p>Use of real-life examples of</p>	<p>Short exam-style questions throughout the unit – e.g. 4, 6, 8 mark questions. 16-mark essay style questions set in lesson/as homework.</p> <p>Pair task – timed competition to correctly answer exam style questions on locus of control and social support.</p> <p>Summative assessment in Nov – 18 mark past exam paper section of social influence.</p> <p>Kahoot quizzes to test recall.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction Seeing alternative perspectives Critical thinking Precision Fluent thinking Automaticity Collaborative Confident Enquiring Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
	<p>obedience including location, uniform, and proximity.</p> <p>Be able to outline and evaluate dispositional explanations for obedience including agency theory, legitimacy of authority and the authoritarian personality.</p> <p>Be able to outline and evaluate explanations for resistance to social influence.</p> <p>Be able to outline and evaluate explanations for minority influence and the processes of social change.</p>		<p>minority influence/social change including Civil Rights Movement, the Suffragettes, recycling.</p>			
<p><b>TERM 3/4</b> <b>TEACHER 1</b></p> <p><b>Attachment (and Relevant Research Methods)</b></p>	<p>After studying this Topic, students will:</p> <p>Be able to describe and evaluate how caregivers and infants</p>	<p>Builds on: prior knowledge of approaches to studying human behaviour – particularly</p>	<p>Watch videos to show key ideas about attachment – e.g. mother and baby showing reciprocity, fathers</p>	<p>Assessment in March of a full attachment past paper section – 24 marks.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions. Maths skills including calculating percentages.</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
<p>-Interviews/ Correlations – See below)</p> <p>PAPER 1 – Attachment</p> <p>PAPER 2 – Research Methods</p>	<p>interact with each other.</p> <p>Be able to outline and evaluate the stages of attachment from birth to age 18 months.</p> <p>Be able to outline and evaluate theories of attachment including learning theory of attachment and Bowlby’s monotropic theory of attachment.</p> <p>Be able to outline and evaluate key studies including the Strange Situation.</p> <p>Be able to outline and evaluate research into attachment in different cultures.</p> <p>Be able to outline and evaluate theories of deprivation including Bowlby’s Maternal</p>	<p>behaviourist and psychodynamic approaches.</p> <p>Leads to: greater understanding of the reasons for the attachment between caregivers and infants.</p> <p>Greater understanding of the impact of attachment on later life.</p>	<p>interacting with their children.</p> <p>Watch video footage of key studies e.g. Harlow’s monkeys, Ainsworth’s strange situation.</p> <p>Application activity pg. 83</p> <p>Videos to show conditions of Romanian orphanages.</p> <p>Application activity pg. 91</p> <p>Completing a portion of a questionnaire used in research on attachment in later life.</p>	<p>Forms quizzes.</p> <p>Short exam questions in lessons and for homework.</p> <p>Kahoot quizzes for recall.</p> <p>Mentimeter to take a poll of student understanding for each topic in attachment.</p>		<p>Seeing alternative perspectives</p> <p>Critical thinking</p> <p>Precision</p> <p>Fluent thinking</p> <p>Automaticity</p> <p>Collaborative</p> <p>Confident</p> <p>Enquiring</p> <p>Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
	<p>Deprivation Hypothesis.</p> <p>Be able to outline and evaluate research into institutionalisation.</p> <p>Be able to outline and evaluate research into the effect of early attachment on later life.</p>					
<p><b>TERM 3/4</b> <b>TEACHER 2</b> <b>Psychopathology (and relevant Research Methods – Questionnaires, Types of Data, Descriptive Statistics, Graphs, Maths content, Pilot studies – – See below)</b></p> <p><b>PAPER 1 – Psychopathology</b> <b>PAPER 2 – Research Methods</b></p>	<p>After studying this Topic, students will:</p> <p>Be able to outline the different definitions of abnormality.</p> <p>Be able to evaluate the different definitions of abnormality.</p> <p>Be able to outline the cognitive, behavioural, and emotional characteristics of OCD, depression, and phobias.</p>	<p>Builds on: prior knowledge of approaches to studying human behaviour – particularly the behaviourist, cognitive, and biological approaches.</p> <p>Leads to: greater understanding of the definitions of abnormality.</p> <p>Greater understanding of the characteristics of</p>	<p>Application activity pg. 135</p> <p>Application activity pg. 149</p> <p>Application activity pg. 150</p> <p>Labelling a brain outline with the parts that are functioning incorrectly in OCD.</p> <p>Researching types of SSRIs and side</p>	<p>Short exam questions in lesson and homework.</p> <p>Timed questions in lessons.</p> <p>Timed 16-mark question in lesson.</p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p>	<p>Meta-cognition</p> <p>Self-regulation</p> <p>Intellectual confidence</p> <p>Generalisation</p> <p>Connection finding</p> <p>Abstraction</p> <p>Seeing alternative perspectives</p> <p>Critical thinking</p> <p>Precision</p> <p>Fluent thinking</p> <p>Automaticity</p> <p>Collaborative</p> <p>Confident</p> <p>Enquiring</p> <p>Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
	<p>Be able to outline and evaluate the behaviourist explanation of phobias. Be able to outline and evaluate the behaviourist approach to treating phobias.</p> <p>Be able to outline and evaluate the cognitive explanation of depression. Be able to outline and evaluate the cognitive approach to treating depression.</p> <p>Be able to outline and evaluate the biological explanation of OCD. Be able to outline and evaluate the biological approach to treating OCD.</p>	<p>OCD, depression, and phobias. Greater understanding of the explanations and treatments of OCD, depression, and phobias.</p>	<p>effects on the NHS website.</p>			

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<p><b>TERM 5</b> <b>TEACHER 1</b></p> <p><b>Biopsychology (and relevant Research Methods – see below)</b></p> <p><b>PAPER 2</b></p>	<p>After studying this Topic, students will:</p> <p>Be able to outline the functions of the human nervous system and endocrine system.</p> <p>Be able to outline the functions of different neurons and the process of synaptic transmission.</p> <p>Be able to outline and evaluate theories of localisation of function.</p> <p>Be able to outline and evaluate theories of plasticity and functional recovery.</p> <p>Be able to outline and evaluate research into split-brains.</p>	<p>Builds on:</p> <p>Past GCSE biology knowledge of the human nervous system and neurons.</p> <p>Past knowledge of areas of the brain from Psychopathology.</p> <p>Leads to:</p> <p>Greater understanding of the function of different areas of the brain; greater understanding of how the brain changes through life and after damage; greater understanding of the rhythms experienced by humans and what can affect these.</p>	<p>Working in groups to create models of the three types of neurons out of sweets.</p> <p>Videos showing fight or flight in everyday situations.</p> <p>Application activity pg. 39</p> <p>Application activity pg. 43</p>	<p>Forms quizzes</p> <p>Exam questions in lesson and for homework.</p> <p>Timed 16-mark questions in lesson.</p>	<p>SPAG, reading for meaning</p> <p>Tolerance for those with different opinions</p>	<p>Meta-cognition</p> <p>Self-regulation</p> <p>Intellectual confidence</p> <p>Generalisation</p> <p>Connection finding</p> <p>Abstraction</p> <p>Seeing alternative perspectives</p> <p>Critical thinking</p> <p>Precision</p> <p>Fluent thinking</p> <p>Automaticity</p> <p>Collaborative</p> <p>Confident</p> <p>Enquiring</p> <p>Practice</p>



Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
	<p>Be able to outline and evaluate methods of measuring the brain.</p> <p>Be able to outline and evaluate research into rhythms, including circadian, ultradian, and infradian rhythms.</p>					
<p><b>TERM 5</b> <b>TEACHER 2</b></p> <p><b>Memory (and relevant Research Methods – see below)</b></p> <p><b>PAPER 1 – Memory</b> <b>PAPER 2 – Research Methods</b></p>	<p>After studying this Topic, students will:</p> <p>Be able to outline the coding, capacity, and duration of memory.</p> <p>Be able to outline and evaluate models of memory including the multi-store model and the working memory model.</p> <p>Be able to outline and evaluate explanations of forgetting, including interference and retrieval failure.</p>	<p>Builds on: Common sense with capacity of memory, e.g. can remember a postcode but struggle with a phone number. The reasoning behind revision at GCSE.</p> <p>Leads to: Greater understanding of the capabilities of human memory; greater understanding of how information passes through</p>	<p>Students carrying out experiments to demonstrate the duration and capacity of memory.</p> <p>Watch video footage of individuals who do not have the ability to store long term memories (e.g. Clive Wearing).</p> <p>Video footage of key studies in memory e.g. Loftus &amp; Palmer 1974.</p>	<p>Forms quizzes</p> <p>Kahoot quizzes for recall.</p> <p>Exam questions in lesson and for homework.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction Seeing alternative perspectives Critical thinking Precision Fluent thinking Automaticity Collaborative Confident Enquiring Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other links	ACP and VAA development:
	<p>Be able to outline and evaluate research into factors that affect eyewitness testimony including misleading information and anxiety.</p> <p>Be able to outline and evaluate the use of the cognitive interview to improve eyewitness testimony.</p>	<p>different types of memory; greater understanding of how to avoid forgetting information; greater understanding of how to apply psychological research to real-life situations (being an eyewitness).</p>				

Research methods: As indicated above, the teaching of this content is integrated into the delivery of topics, and sequencing has been decided based on Research Methods' relevance to the topic in question. (Research Methods – 25% of A Level; 50% of Paper 2)

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other	ACP and VAA development:
<p><b>Research techniques</b></p> <p><b>This content is integrated into Teacher 2 Term 1 delivery.</b></p>	<p>After studying this topic, students will:</p> <p>Be able to describe and outline the different types of experimental methods including lab, field, natural, and quasi experiments.</p>	<p>Builds on:</p> <p>Knowledge of how to carry out research in GCSE science practicals – e.g. writing hypotheses, controlling</p>	<p>Videos of real-life observations.</p> <p>Students to create their own questionnaires with a mix of open and closed questions.</p> <p>Students to draw a scattergraph with their</p>	<p>Nov 2022 mock – 6 marks of research methods questions.</p> <p>March 2023 assessment – 12 marks of research methods questions.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions.</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction Seeing alternative perspectives Critical thinking Precision</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other	ACP and VAA development
<p>This content is integrated into Teacher 2 Term 1 delivery.</p> <p>This content is integrated into Teacher 1 Term 2 delivery.</p> <p>This content is integrated into Teacher 1 Term 2 delivery.</p> <p>This content is integrated into Teacher 1 Term 5 delivery.</p>	<p>Be able to describe and evaluate observational techniques in psychological research.</p> <p>Be able to describe and evaluate the use of questionnaires and interviews in psychological research.</p> <p>Be able to describe and evaluate the use of correlations in psychological research.</p> <p>Be able to describe and evaluate the use of case studies and content analysis in psychological research.</p>	<p>extraneous variables, recording results.</p> <p>Leads to:</p> <p>Greater understanding of the different techniques that can be used to study human behaviour.</p>	<p>own results for an age and beauty study.</p>	<p>Exam questions in lesson and for homework.</p>		<p>Fluent thinking Automaticity Collaborative Confident Enquiring Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other	ACP and VAA development
<p>Scientific processes</p> <p>This content is integrated into Teacher 2 Term 1 delivery.</p> <p>This content is integrated into Teacher 2 Term 1 delivery.</p> <p>This content is integrated into Teacher 2 Term 1 delivery.</p> <p>This content is integrated into Teacher 2 Term 2 delivery.</p>	<p>After studying this Topic, students will:</p> <p>Be able to identify and write aims and hypotheses in psychological investigations.</p> <p>Be able to identify and manipulate variables, including independent, dependent, and extraneous variables.</p> <p>Be able to outline and evaluate the different types of sampling used in psychological investigations.</p> <p>Be able to explain the purpose of pilot studies and single-blind &amp; double-blind procedures.</p>	<p>Builds on:</p> <p>Knowledge of how to carry out research in GCSE science practicals – e.g. writing hypotheses, controlling extraneous variables, recording results.</p> <p>Leads to: a greater understanding of the different ways that a researcher can choose to study human behaviour; a greater understanding of how to avoid errors that can be made while carrying out a psychological investigation.</p>	<p>Use of skittles to use each different type of sampling used in psychological research.</p> <p>Use of skittles and m&amp;ms to demonstrate a single-blind procedure.</p> <p>Use of research that wasn't peer reviewed and had to be removed (Andrew Wakefield)</p>	<p>Nov 2022 mock – 6 marks of research methods questions.</p> <p>March 2023 assessment – 12 marks of research methods questions.</p> <p>Exam questions in lesson and for homework.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction Seeing alternative perspectives Critical thinking Precision Fluent thinking Automaticity Collaborative Confident Enquiring Practice</p>

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other	ACP and VAA development
<p>This content is integrated into Teacher 2 Term 1 delivery.</p>	<p>Be able to outline and evaluate the different experimental designs used in psychological research.</p>					
<p>This content is integrated into Teacher 2 Term 1 delivery.</p>	<p>Be able to discuss methods of controlling extraneous variables and investigator effects, including randomisation, standardisation, random allocation and counterbalancing.</p>					
<p>This content is integrated into Teacher 2 Term 1 delivery.</p>	<p>Be able to outline the ethical guidelines and the role of the British Psychological Society.</p>					
<p>This content is integrated into Teacher 1 Term 3/4 delivery.</p>	<p>Be able to explain the purpose of peer review.</p>					

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<p>This content is integrated into Teacher 1 Term 3/4 delivery.</p>	<p>Be able to explain the impact of psychological research on the economy,</p>					
<p>This content is integrated into Teacher 2 Term 5 delivery.</p>	<p>Be able to outline the different types of reliability and validity, as well as different ways of assessing/improving reliability and validity.</p>					
<p>This content is integrated into Teacher 2 Term 5 delivery.</p>	<p>Be able to assess whether Psychology meets the features of a science.</p>					
<p>This content is integrated into Teacher 2 Term 5 delivery.</p>	<p>Be able to outline how psychological investigations are reported.</p>					

Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other	ACP and VAA development
<p><b>Data handling and analysis</b></p> <p>This content is integrated into Teacher 2 Term 2 delivery.</p> <p>This content is integrated into Teacher 2 Term 2 delivery.</p> <p>This content is integrated into Teacher 2 Term 2 delivery.</p> <p>This content is integrated into Teacher 2 Term 2 delivery.</p>	<p>After studying this Topic, students will:</p> <p>Be able to distinguish between different types of data and identify sources of different types of data.</p> <p>Be able to calculate and interpret measures of central tendency and dispersion.</p> <p>Be able to create and interpret displays of quantitative data including graphs and tables.</p> <p>Be able to describe normal and skewed distribution curves.</p> <p>Be able to distinguish between different levels of measurement</p>	<p>.</p> <p>Builds on: Knowledge of how to draw and interpret data from GCSE maths and science.</p> <p>Leads to: a clearer understanding of how results can be displayed for quick analysis and a clearer understanding of how measures of central tendency and dispersion can be used to make comparisons between results.</p>	<p>Exam questions where students have to draw their own graph.</p>	<p>Nov 2022 mock – 6 marks of research methods questions.</p> <p>March 2023 assessment – 12 marks of research methods questions.</p> <p>Exam questions in lesson and for homework.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions. Maths skills including calculating percentages.</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction Seeing alternative perspectives Critical thinking Precision Fluent thinking Automaticity Collaborative Confident Enquiring Practice</p>

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<p>This content is integrated into Teacher 2 Term 3/4 delivery.</p>	<p>including nominal, ordinal and interval.</p>					
<p><b>Inferential testing</b></p> <p>This content is integrated into Teacher 2 Term 3/4 delivery.</p> <p>This content is integrated into Teacher 2 Term 3/4 delivery.</p> <p>This content is integrated into Teacher 2 Term 3/4 delivery.</p>	<p>After studying this Topic, students will:</p> <p>Be able to describe and carry out the sign test.</p> <p>Be able to use statistical tables and critical values to interpret the significance of results.</p> <p>Be able to distinguish between type I and type II errors.</p>	<p>Builds on: prior knowledge of simple calculations from previous maths teaching.</p> <p>Leads to: understanding of how maths can be used to determine if an experiment has found significant results; an understanding of errors that can be made when interpreting results.</p>	<p>Sign test homework</p>	<p>Nov 2022 mock – 6 marks of research methods questions.</p> <p>March 2023 assessment – 12 marks of research methods questions.</p> <p>Exam questions in lesson and for homework.</p>	<p>SPAG, reading for meaning Tolerance for those with different opinions Numeracy to understand statistical tests</p>	<p>Meta-cognition Self-regulation Intellectual confidence Generalisation Connection finding Abstraction Seeing alternative perspectives Critical thinking Precision Fluent thinking Automaticity Collaborative Confident Enquiring Practice</p>



Unit	Core knowledge	Sequence	Enrichment/EBL	Assessment	Literacy, numeracy, PSHE, FBV other	ACP and VAA development
<p>This content is integrated into Teacher 2 Term 3/4 delivery.</p>	<p>Be able to interpret results of inferential statistical tests.</p>					