

| Year Group | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
|------------|--|--|---|--|--|------------------------------|
| Year 11 | <p>Social influence:</p> <p>1. Conformity: Asch</p> <p>2. Obedience: Milgram Vs. Adorno</p> <p>3. Prosocial behaviour: Piliavin</p> | <p>Social influence Language & thought</p> <p>4. Crowd & collective behaviour - deindividuation - Zimbardo Vs. Reicher</p> <p>1. Human Vs. Animal communication - Von Frisch</p> <p>2. Non-verbal communication</p> | <p>Language, thought & neuropsychology</p> <p>3. Non-verbal behaviour: Nature Vs. nurture - Yuki</p> <p>4. Theories of language & thought - Piaget Vs. Sapir-Whorf</p> <p>1. Structure & function of nervous system- James-Lange theory of emotion</p> | <p>Neuropsychology</p> <p>2. Structure & function of neurons - Hebb's plasticity theory</p> <p>3. Function of brain - Localisation & Penfield's interpretive cortex.</p> <p>4. Introducing neuropsychology - Tulving's gold study</p> | <p>Psychological problems</p> <p>1. Introducing mental health problems</p> <p>2. Depression - explanations & treatments: Wiles study on CBT/drugs</p> <p>3. Addiction - explanations & treatments: Kaji's twins</p> | <p>GCSE completed</p> |
| Skill(s) | <p>AO1 skills: Clear, logical & concise written descriptions</p> <p>AO2 skills: Application of psychological research & theory to real world scenarios</p> <p>AO3 skills: Use of a PEEL structure to</p> | <p>AO1 skills: Clear, logical & concise written descriptions</p> <p>AO2 skills: Application of psychological research & theory to real world scenarios</p> <p>AO3 skills: Use of a PEEL structure to</p> | <p>AO1 skills: Clear, logical & concise written descriptions</p> <p>AO2 skills: Application of psychological research & theory to real world scenarios</p> <p>AO3 skills: Use of a PEEL structure to evaluate research & theory</p> | <p>AO1 skills: Clear, logical & concise written descriptions</p> <p>AO2 skills: Application of psychological research & theory to real world scenarios</p> <p>AO3 skills: Use of a PEEL structure to</p> | <p>AO1 skills: Clear, logical & concise written descriptions</p> <p>AO2 skills: Application of psychological research & theory to real world scenarios</p> <p>AO3 skills: Use of a PEEL structure to</p> | |

Curriculum Overview – Psychology

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| | evaluate research & theory Oracy skills, critical thinking skills, skills in scientific enquiry & numeracy skills. | evaluate research & theory Oracy skills, critical thinking skills, skills in scientific enquiry & numeracy skills. | Oracy skills, critical thinking skills, skills in scientific enquiry & numeracy skills. | evaluate research & theory Oracy skills, critical thinking skills, skills in scientific enquiry & numeracy skills. | evaluate research & theory Oracy skills, critical thinking skills, skills in scientific enquiry & numeracy skills. | |
| PD/T&E | Effective study skills Respect for others' opinions Fostering healthy relationships | Effective study skills Respect for others' opinions Fostering healthy relationships | Effective study skills Respect for others' opinions | Effective study skills Respect for others' opinions | Effective study skills Mental health & wellbeing Respect for others' opinions | |
| Futures | Police & roles within the criminal justice system | Ethologists | Occupational psychology | Neurologists | Clinical psychology & counselling psychology | |

| Year Group | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Unit 6 |
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| Year 12 | <p>Introducing approaches, I&Ds & research methods in psych.</p> <p>1. Overview of approaches (Wundt & scientific cycle, Behaviouris, Cognitive approach, SLT & Biological approach)</p> | <p>Research methods continued & Psychopathology</p> <p>1. RM... sampling, ethical issues, descriptive stats, interpreting data & validity Vs. reliability</p> <p>2. Psychopathology: Defining abnormality & characteristics of</p> | <p>Social influence</p> <p>1. Conformity - types, explanations and factors affecting it</p> <p>2. Obedience - situational Vs. dispositional explanations</p> <p>3. Resisting social influence, minority</p> | <p>Memory</p> <p>1. Memory models: MSM & WMM, including features of STM & LTM</p> <p>2. Forgetting: Interference & retrieval failure.</p> <p>3. EWT: Misleading information & anxiety,</p> | <p>Attachment</p> <p>1. Early attachment behaviour; infant-caregiver interactions, stages of attachment & animal studies of attachment.</p> <p>2. Theories of attachment: Learning Vs. monotropic theory</p> | <p>Yr 12. & 13 Biopsychology</p> <p>1. The nervous system; somatic & autonomic (fight or flight), neurons & synaptic transmission</p> <p>2. The endocrine system & hormonal secretions.</p> |

Curriculum Overview – Psychology

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| | <p>2. Introducing I&Ds (AOI only!): Gender & cultural bias, Nature-nurture, free will-determinism, reductionism-holism nomothetic & idiographic approach to research & social sensitivity.</p> <p>3. Introducing experiments (RM): hypotheses, control, research designs, types of experiments</p> | <p>phobias, depression & OCD.</p> <p>. Behaviourist explanation & treatment of phobias, Cognitive explanation & treatment of depression and Biological explanation & treatment of OCD</p> | <p>influence & social change processes.</p> | <p>including the cognitive interview</p> | <p>3. Types of attachment: strange situation & cultural variations.</p> <p>4. The effects of attachment: maternal deprivation, institutionalisation & Bowlby's internal working model.</p> | <p>3. Localisation & lateralisation of function, split brain & plasticity</p> <p>4. Brain scanning techniques & biological rhythms</p> |
| <p>Skill(s)</p> | <p>Writing clear and concise outlines. Applying knowledge to real life scenarios Forming PEEL structured evaluations Scientific enquiry Mathematical computation Oracy skills Critical thinking skills</p> | <p>Writing clear and concise outlines. Applying knowledge to real life scenarios Forming PEEL structured evaluations Scientific enquiry Mathematical computation Oracy skills Critical thinking skills</p> | <p>Writing clear and concise outlines. Applying knowledge to real life scenarios Forming PEEL structured evaluations Scientific enquiry Mathematical computation Oracy skills Critical thinking skills</p> | <p>Writing clear and concise outlines. Applying knowledge to real life scenarios Forming PEEL structured evaluations Scientific enquiry Mathematical computation Oracy skills Critical thinking skills</p> | <p>Writing clear and concise outlines. Applying knowledge to real life scenarios Forming PEEL structured evaluations Scientific enquiry Mathematical computation Oracy skills Critical thinking skills</p> | <p>Writing clear and concise outlines. Applying knowledge to real life scenarios Forming PEEL structured evaluations Scientific enquiry Mathematical computation Oracy skills Critical thinking skills</p> |

Curriculum Overview – Psychology

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|-------------------|---|---|---|--|--|---|
| PD/T&E | Effective study skills Respect for others' opinions. Equality. | Effective study skills Respect for others' opinions. Mental health.. Equality | Effective study skills Respect for others' opinions. Moral reasoning & equality. | Effective study skills Respect for others' opinions. Criminal justice system & equality | Effective study skills Respect for others' opinions. Equality & global citizenship. | Effective study skills Respect for others' opinions. |
| Futures | Researcher in psychology & academic writers. | Clinical psychology Types of counselling therapy | Politics; informing social policy & journalism. The armed forces. | Police force, political activists & journalism | Social work & educational psychology/teaching | Medicine & neurology |

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| Year 13 | <p>Approaches, research methods & I&Ds</p> <p>1. Yr 13 RM - inferential stats, assessing reliability & validity, features of science</p> <p>2. Yr 13 approaches (psychodynamic & humanism)</p> <p>3. I&D's RECAP (AO1) + evaluating issues with cultural & gender bias in research.</p> | <p>Issues and debates & gender</p> <p>1. AO3 focus: I&Ds.</p> <p>2. Gender identity: sex-role stereotypes & androgyny</p> <p>3. Biological explanations of gender - typical & atypical development, including GID.</p> <p>4. Kohlberg & gender schema theory.</p> | <p>Gender & stress</p> <p>1. Psychodynamic approach, SLT & cultural/social influences on gender</p> <p>2. Stress: physiology of stress & its role in illness</p> <p>3. Sources of stress: Daily hassles, life changes & workplace stress</p> <p>4. Measuring stress</p> | <p>Stress</p> <p>1. Individual differences: personality (Type A, B, C & hardiness)</p> <p>2. Managing stress (drug therapy, SIT & biofeedback)</p> <p>3. Coping with stress: gender differences & use of social support.</p> <p>4. Biological explanations (neural & hormonal and genetic influences)</p> | <p>Aggression</p> <p>1. Ethological & evolutionary explanations</p> <p>2. Social-psychological explanations (frustration-aggression hypothesis, SLT & deindividuation).</p> <p>3. Institutional aggression</p> <p>4. Media influences on aggression.</p> | A level completed |
| | Skill(s) | Writing clear and concise outlines & effective discussions | Writing clear and concise outlines & effective discussions | Writing clear and concise outlines & effective discussions | Writing clear and concise outlines & effective discussions | Writing clear and concise outlines & effective discussions |

Curriculum Overview – Psychology

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| | Applying knowledge to real life scenarios Scientific enquiry Mathematical computation Oracy skills Independent learning | Applying knowledge to real life scenarios Scientific enquiry Mathematical computation Oracy skills Independent learning | Applying knowledge to real life scenarios Scientific enquiry Mathematical computation Oracy skills Independent learning | Applying knowledge to real life scenarios Scientific enquiry Mathematical computation Oracy skills Independent learning | Applying knowledge to real life scenarios Scientific enquiry Mathematical computation Oracy skills Independent learning | |
| PD/T&E | Effective study skills Respect for others' opinions. Equality. | Effective study skills Respect for others' opinions. Equality & celebrating diversity. | Effective study skills Respect for others' opinions. Celebrating diversity | Effective study skills Respect for others' opinions. Building resilience with hardiness training. Mental wellbeing. | Effective study skills Respect for others' opinions. | |
| Futures | Psychotherapists & counselling therapists | Early years education | Psychiatric Vs. psychological training | Counselling psychology | Ethologists The armed forces | |