

Subject Group	Subject	Psychology
	Set	Y12 and Y13

Threshold Concepts	Ego, Super ego and Id; Memory long-term memory; episodic, semantic, procedural. The working memory model: central executive, phonological loop, visual-spatial sketchpad and episodic buffer, cognition, ICD, DMS. Normal and abnormal functioning of the brain, specific names of disorders, development of human mental understanding and behaviours, use of specific psychometrics tests to measure behaviours, influence of group behaviour and mental development, genetic influence for development and behaviours, individual/social influences, nature and nurture, reductionism and holism, socially sensitive research, idiographic/nomothetic, psychology as a science, ethical issues and guidelines in research, free-will and determinism; Specific treatments of disorders such as CBT, biofeedback, ABC, systematic desensitisation, flooding, psychoanalysis
--------------------	---

Curriculum Map



	Term	Aut 1	Unit	Term	Aut 2	Unit	Term	Spr 1	Unit	3	Term	Spr 2	Unit	4	Term	Sum 1	Unit	5	Term	Sum 2	Unit	6
	Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			Curriculum/Syllabus Coverage			
Unit Title	Approaches and Biopsychology (Year 1)			Issues and Debates			Research Methods (Year 1)			Research Methods (Year 2)			Social Influence			Psychopathology						
Knowledge / Skills	<p>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: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; 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> <p>The psychodynamic approach: the role of the unconscious, the structure of personality that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages.</p> <p>Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology.</p> <p>Comparison of approaches.</p> <p>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 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>			<p>Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism.</p> <p>Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations.</p> <p>The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.</p> <p>Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism.</p> <p>Idiographic and nomothetic approaches to psychological investigation.</p> <p>Ethical implications of research studies and theory, including reference to social sensitivity</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. Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> <p>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>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. Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques.</p> <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>Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability.</p> <p>Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity.</p> <p>Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p> <p>Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p> <p>Content analysis.</p> <p>Case studies.</p> <p>Levels of measurement: nominal, ordinal and interval.</p> <p>Content analysis and coding. Thematic analysis.</p> <p>Introduction to statistical testing: the sign test. When to use the sign test; calculation of the sign test.</p> <p>Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</p> <p>Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p>			<p>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>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 behaviour therapy (CBT), including challenging irrational thoughts.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>						
Year 12	<p>Numeracy: Application of the skills from GCSE Maths such as plotting graphs, drawing conclusions from graphs and results tables and calculating percentages.</p> <p>Literacy: demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content, apply psychological knowledge and understanding of the specified content in a range of contexts, analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content, evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p>			<p>Numeracy: Application of the skills learnt in Research methods and continuous use of graphs- translate information between graphical, numerical and algebraic forms. Plot two variables from experimental or other data. Drawing conclusions from graphs and results tables; interpreting results from tables and graphs and drawing graphs; Use of percentages in data.</p> <p>Literacy: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content, apply psychological knowledge and understanding of the specified content in a range of contexts, analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content, evaluate therapies and treatments including in terms of their appropriateness and effectiveness. Writing essays for each topic using essay plans and key terms appropriate for the unit</p>			<p>Recognise and use expressions in decimal and standard form.</p> <p>Use ratios, fractions and percentages.</p> <p>Estimate results. Handling data</p> <p>Use an appropriate number of significant figures.</p> <p>Find arithmetic means.</p> <p>Construct and interpret frequency tables and diagrams, bar charts and histograms.</p> <p>Understand simple probability.</p> <p>Understand the principles of sampling as applied to scientific data.</p> <p>Know the characteristics of normal and skewed distributions.</p> <p>Understand measures of dispersion, including standard deviation and range.</p> <p>Understand the differences between qualitative and quantitative data.</p> <p>Understand the difference between primary and secondary data.</p> <p>Algebra- understand and use the symbols: =, <, <<, >>, >, <, ~. Solve algebraic equations (for Chi square analysis)</p> <p>Graphs- translate information between graphical, numerical and algebraic forms. Plot two variables from experimental or other data.</p>			<p>Recognise and use expressions in decimal and standard form.</p> <p>Use ratios, fractions and percentages.</p> <p>Estimate results. Handling data</p> <p>Use an appropriate number of significant figures.</p> <p>Find arithmetic means.</p> <p>Construct and interpret frequency tables and diagrams, bar charts and histograms.</p> <p>Understand simple probability.</p> <p>Understand the principles of sampling as applied to scientific data.</p> <p>Understand the terms mean, median and mode.</p> <p>Calculate standard deviation.</p> <p>Use a scatter diagram to identify a correlation between two variables. Use a statistical test.</p> <p>Know the characteristics of normal and skewed distributions.</p> <p>Understand measures of dispersion, including standard deviation and range.</p> <p>Understand the differences between qualitative and quantitative data.</p> <p>Understand the difference between primary and secondary data.</p> <p>Algebra- understand and use the symbols: =, <, <<, >>, >, <, ~. Solve algebraic equations (for Chi square analysis)</p> <p>Graphs- translate information between graphical, numerical and algebraic forms. Plot two variables from experimental or other data.</p>			<p>Numeracy: Application of the skills learnt in Research methods and continuous use of graphs- translate information between graphical, numerical and algebraic forms. Plot two variables from experimental or other data; Drawing conclusions from graphs and results tables; interpreting results from tables and graphs and drawing graphs; Use of percentages in data.</p> <p>Literacy- demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues in relation to the specified content, apply psychological knowledge and understanding of the specified content in a range of contexts, analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content, evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p>									
Lit/ Num																						
Enrichment	<p>Opportunities for in class practical where students develop a pitch similar to dragons den. Examples of animal psychology and how these can be applied to human nature/nurture. Taking students to the Freud Museum for them to experience the nature of the psychodynamic approach</p>			<p>Links to value of democracy and being able to form an independent theory and evidence based opinions and decisions when determining right and wrong and choosing sides avoiding prejudice and speculative views.</p>			<p>Enrichment opportunities include lectures by visiting speakers, attending educational trips and visits: Cara Flanagan provides expert knowledge into validity and reliability of research within psychology. Students can ask questions and open up debates within research psychology.</p>			<p>Enrichment opportunities include lectures by visiting speakers, attending educational trips and visits: Cara Flanagan provides expert knowledge into validity and reliability of research within psychology. Students can ask questions and open up debates within research psychology.</p>			<p>Enrichment opportunities include lectures by visiting speakers, attending educational trips and visits: Zimbardo conference- one of the leading world Social Psychologists provides and exciting talks and conversation opportunities for upcoming psychologists</p>			<p>Opportunity to apply the ABC model or Negative triad to themselves to discover their own negative thinking. Possible enrichment by taking students to the London Zoo for phobia lecture and systematic desensitisation demonstration.</p>						

British Vals	Respect for different views and explanations of human behaviour.	Being able to express independent opinions routed in facts and theory to support this. Being able to look at multiple points of views when discussing issues.	Forming conclusions and creating educated opinions based on research and evidence. This unit provides research opportunities to develop critical and analytic skills. Furthermore it provides and insight into policy making and how research can influence that considering the cost and benefits for individuals and society as a whole.	Forming conclusions and creating educated opinions based on research and evidence. This unit provides research opportunities to develop critical and analytic skills. Furthermore it provides and insight into policy making and how research can influence that considering the cost and benefits for individuals and society as a whole.	How social change has impacted the change in British values with the legalisations of certain behaviours from the impact from the minority. how policy makers can be influenced by society values we live in. he effect of majority, minority and obedience on behaviour. How the impact of your choice of political party can impact your views about the society.	Respect for different views and explanations of human behaviour.
Character	Students are familiarized with different mental processes such as attention, language use, memory, perception, problem solving, creativity, and thinking, the use of positive and negative reinforcement and conditioning-understanding and skill that can be applied in everyday lives to form the character of the learner.	respect and appreciation for all individuals regardless of their differences and identifying and combating discrimination.	Students develop the foundation of psychological research expertise developing an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.	Students develop the foundation of psychological research expertise developing an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology.	Students gain an insight and understanding that our behaviour and making decisions are not always self-determined processes and often we are influenced by other individuals, groups within society or/and the society as a whole and their actual, imagined or implied presence.	Students appreciate the treatments that can be used to treat mental disorders and the side effects of the treatments.
Careers	Links of professions and career opportunities to be pointed out during specific activities and content topics throughout the year such as Psychology, Social Sciences, Education, Social Work, Nursing, Marketing, Law and Philosophy, Clinical psychologist, Educational psychologist, Forensic psychologist, Further education teacher, Health psychologist, High intensity therapist, Occupational psychologist, Sport and exercise psychologist, Psychological wellbeing practitioner, Research and experimental psychologist, Counselling psychologist, Psychological wellbeing practitioner, Sport and exercise psychologist, Advice worker, Careers adviser, Chaplain, Counsellor, Detective, Education consultant, Human resources officer, Life coach, Market researcher, Mediator, Play therapist, Policy officer, Psychotherapist, Psychology, Social Sciences, Education, Social Work, Nursing, Marketing, Law and Philosophy.					

	Term	Aut 1	Unit	8	Term	Aut 2	Unit	9	Term	Spr 1	Unit	10	Term	Spr 2	Unit	11	Term	Sum 1	Unit	12	Term	Sum 2	Unit	N/A				
	Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage				Curriculum/Syllabus Coverage											
Unit Title	Option 3: Schizophrenia and Biopsychology (Year 2)				Memory and Forensic				Gender				Attachment				Revision and Exams				N/A							
Knowledge / Skills	<p>Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and abolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap.</p> <ul style="list-style-type: none"> Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. 				<p>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, visual-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>Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling.</p> <p>Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations.</p> <p>Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimisation; differential association theory;</p>				<p>Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.</p> <p>The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.</p> <p>Cognitive explanations of gender development. Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</p> <p>Psychodynamic explanation of gender development, Freud's psychoanalytic theory. Oedipus complex; Electra complex; identification and internalisation.</p> <p>Social learning theory as applied to gender development. The influence of culture and media on gender roles.</p> <p>Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.</p>				<p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Observational design: behavioural categories; event sampling time sampling.</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 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>				<p>Past paper practice</p> <p>Timed essay planning/writing</p> <p>Walking taking mocks</p> <p>Open book mocks</p> <p>Review of statistical tests</p> <p>Revision techniques</p> <p>Data analysis and individualised learning plans</p>				N/A				N/A			
Lit / Num	<p>Numeracy: Application of the skills developed in Research methods and continuous use of graphs- translate information between graphical, numerical and algebraic forms. Plot two variables from experimental or other data; Drawing conclusions from graphs and results tables; interpreting results form tables and graphs and drawing graphs; Use of percentages in data.</p> <p>Literacy: Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and understanding of the specified content in a range of contexts, analyse, interpret and evaluate psychological concepts, theories, research studies and research methods in relation to the specified content, evaluate therapies and treatments including in terms of their appropriateness and effectiveness.</p>																N/A											
Enrichment	<p>Opportunity to put together a brain and label it with the different structures. Role play the left and right hemisphere to understand how split-brain patients hemispheres function in different experimental conditions</p>				<p>Enrichment opportunities include lectures by visiting speakers, attending educational trips and visits: Opportunities for students to see Professor of Criminology David Wilson and gain a first hand insight into criminal mind and how criminologists work, the Criminal justice system across Europe and Policing, body language and analysis.</p>				<p>Opportunities to explore gender and their complex nature through video recordings, documentaries and case studies.</p>				<p>Use of drama and role play to demonstrate the Strange Situations attachment types and to build on existing knowledge of the theory.</p>				N/A				N/A							
British Vals	<p>The importance of the black cab drivers who have very good memory as they learn road maps of London. Understand the need for clocks changing when summer and winter begin and can appreciate the change</p>				<p>Links to the values being respectful of one another, regardless of differences that may exist in our background, social status, colour, race, ethnicity, gender, disability, religion or lifestyle choice. This respect is also enshrined in law and legislation.</p>				<p>Understanding inclusivity of gender in the British society and how the values have changes over the years. Respect everyone for who they are and for what belief</p>				<p>The effect of attachment with caregiver absent. How the development of a child is impacted with lack of nurturing and caring and the effect on adulthood. Respecting children/adults who have not had a caregiver from birth.</p>				N/A				N/A							
Character	<p>Students are aware of the ways brain is studied and know what equipment is used. Students also gain an understanding of how to improve their memory which can decline during ageing</p>				<p>Developing understanding of statistically rare behaviours and how society deals with these differences in behaviour.</p>				<p>Respecting individuals in society who change their gender (gender assignment). The importance of respecting everyone's beliefs and understanding the psychological changes an individual goes through</p>				<p>Students gain understanding of developmental psychology and the importance of "attachment" in regards to personal development. The ability for an individual to form an emotional and physical "attachment" to another person gives a sense of stability and security necessary to take risks, branch out, and</p>				N/A				N/A							
Careers	Links of professions and career opportunities to be pointed out during specific activities and content topics throughout the year such as Psychology, Social Sciences, Education, Social Work, Nursing, Marketing, Law and Philosophy, Clinical psychologist, Educational psychologist, Forensic psychologist, Further education teacher, Health psychologist, High intensity therapist, Occupational psychologist, Sport and exercise psychologist, Psychological wellbeing practitioner, Research and experimental psychologist, Counselling psychologist, Psychological wellbeing practitioner, Sport and exercise psychologist, Advice worker, Careers adviser, Chaplain, Counsellor, Detective, Education consultant, Human resources officer, Life coach, Market researcher, Mediator, Play therapist, Policy officer, Psychotherapist, Psychology, Social Sciences, Education, Social Work, Nursing, Marketing, Law and Philosophy.																											