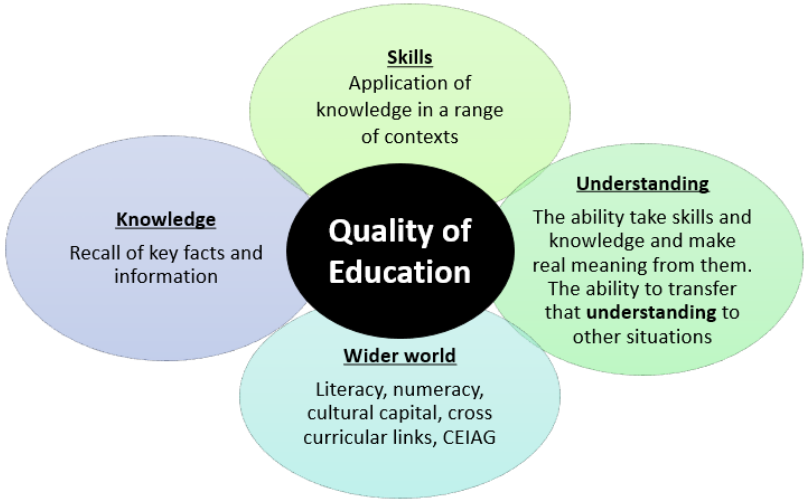
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● Curriculum objectives

One of the key aims of psychology is to acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena. It is to develop an understanding of the relationship between psychology and personal, moral, social and cultural issues and how psychology contributes to society

● Curriculum values and context

Students will be able to gain an understanding of human behaviour, develop an understanding of how topics link together and how psychological theories differ. Students also develop competence and confidence in a variety of practical, mathematical and problem-solving skills. develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods.



● Knowledge and understanding being developed

A-Level

Paper 1:

Introductory topics in psychology

- Social influence
- Memory
- Attachment
- Clinical psychology and mental health

Paper 2:

Psychology in context

- Approaches in psychology
- Biopsychology
- Research Methods

Paper 3:

Issues and options in psychology

- Issues and debates in psychology
- Option 1, Relationships/Gender/Cognition and Development
- Option 2, Schizophrenia/Eating Behaviour/Stress
- Option 3, Aggression/Forensic psychology/Addiction

At least 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above.

At least 25–30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods

The assessments in A-level Psychology includes questions that allow students to demonstrate their ability to:

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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- draw together their skills, knowledge and understanding from across the full course of study
- provide extended responses.

For example, sections B, C and D of Paper 3 contain extended response questions. An 'extended response' is evidence of sufficient length generated to allow students to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured

Development of students' cultural capital, FBV's, personal development

Students will develop and demonstrate a deep appreciation of how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. Students will develop an understanding of psychological topics which help raise awareness of differing human behaviour and cultures and teaches students to be tolerate and respectful, linking closely with the British Values.

Curriculum equality and access

Each lesson is taught to allow each individual to access the curriculum, support is given to allow all students to progress and develop at their own pace and reach their individual potential. A variety of teaching styles are used to keep enthusiam for learning. Units of work are created to be accessible and engaging for all. Teaching and lessons aim to challenge yet support students in becoming keen psychological thinkers. Reward systems and quizzes keep motivation levels high in lessons. The Humanities department has high expectations for all students and the climate for learning encompasses the contributions of all abilities. Opportunities are available to go on trips that support students learning on the course.

GCSE

AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures. 35%

AO2: Apply knowledge and understanding of psychological ideas, processes and procedures. 35%

AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions 30%

A-Level

AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. 30-33%

AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: 30-33%

- in a theoretical context
- in a practical context
- when handling qualitative data
- when handling quantitative data.

AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: 36-38%

- make judgements and reach conclusions
- develop and refine practical design and procedures.

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Curriculum sequencing and structure

GCSE

Consists of two examination and topics are learnt in the following order;

Paper 1:

Cognition and behaviour

- Memory
- Perception
- Development
- Research methods

Paper 2:

Social context and behaviour

- Social influence
- Language, thought and communication
- Brain and neuropsychology
- Psychological problems

Each exam is worth 50% of the GCSE, out of 100 marks each and last for 1hr 45minutes.

Meeting the needs of SEND students within the classroom
Intent: • Identification of key fundamental building blocks based on student need **Implementation:** • Knowledge of SEND need - knowing who they are, targeted T&L and classroom strategies to meet need. • Staff trained to meet needs of SEND students specifically to their subject area • Differentiated teaching and resources based on identified needs • Targeted live marking and questioning • Deploying TA's to support wider group to allow subject specialist support for SEND (helicopter approach) • Personalised home learning • Access arrangements – identification and application **Impact:** • Grading below Grade 1 to monitor progress

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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- Structured accessible assessments.

	Knowledge	Skills	Understanding	Wider world
Year 13	• Issues and debates • Aggression/Forensic psychology/Addiction • Schizophrenia/Eating Behaviour/Stress Relationships/Gender/Cognition and Development • Research methods	• Demonstrate knowledge and understanding of 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.	**Issues and debates** • Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. • Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. • The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach.	• Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. • How psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • Demonstrate the contribution of psychology to an understanding of individual,

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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		• Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Designing research. • Conducting research. • Analysing and interpreting data. • Provide extended responses. • A wide range of mathematical skills. Build in further opportunities for developing research methods skills in practice e.g. practical work. Complete at least one 16 mark exam question every half term.	• Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Social sensitivity in psychological research **Optional topics** Aggression/Forensic psychology/Addiction Schizophrenia/Eating Behaviour/Stress Relationships/Gender/Cognition and Development **Research methods** • Types of research methods • Scientific processes • Data handling and analysis • Inferential testing: Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors. Factors affecting the choice of statistical test,	social and cultural diversity. • Consider the impact of psychology on the economy. • The influence of psychology on the education system. • Develop an understanding of mental health conditions. • Possible career paths: Border Force officer, Chaplain, Counsellor, Detective, Education consultant, Human resources officer,

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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			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.	
Year 12	• Approaches • Social Influence • Memory • Attachment • Biopsychology • Clinical psychology and mental health • Research methods	• Demonstrate knowledge and understanding of 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. • Evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • Designing research. • Conducting research. • Analysing and interpreting data. • Provide extended responses.	**Approaches** • Learning approaches: • The cognitive approach. • The biological approach • The psychodynamic approach • Humanistic Psychology • Comparison of approaches **Biopsychology** • The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline.	• Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. • How psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • Consider the impact of psychology on the economy. • The influence of psychology on the education system. • Develop an understanding of mental health conditions. • Possible career paths: Life coach, Mediator, Play

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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		• A wide range of mathematical skills.	• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma **Social Influence** • Types of conformity • 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. • Explanations of resistance to social influence, including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility **Clinical psychology and mental health** • Definitions in the field of mental health;	therapist, Psychotherapist.

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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			deviation from ideal mental health, deviation from social/cultural norms, failure to function adequately and statistical infrequency. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • 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. • 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. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. **Research methods** • Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt	

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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			observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Content analysis. • Case studies. **Memory** • The multi-store model of memory • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion, and anxiety; the use of the cognitive interview. **Attachment** • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of	

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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			attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Effects of institutionalisation, including the English and Romanian Adoptees project. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.	
Year 11	• Social Influence • Brain and neuropsychology • Psychological problems • Research methods • Revision	• Demonstrate knowledge and understanding of psychological ideas, processes and procedures. • Apply knowledge and understanding of psychological ideas, processes and procedures. • Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions. • Design research. • Conduct research. • Analyse and interpret data.	**Social Influence** • Conformity • Obedience • Prosocial behaviour • Crowd and collective behaviour **Brain and neuropsychology** • Structure and function of the nervous system. • Neuron structure and function. • Structure and function of the brain. • An introduction to neuropsychology. **Psychological problems** • An introduction to mental health How the incidence of significant mental health problems changes over time • Effects of significant mental health problems on individuals and society. • Characteristics of clinical depression. • Theories of depression. • Characteristics of addiction. • Theories of addiction.	• How psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • Consider the impact of psychology on the economy. • The influence of psychology on the education system. • Develop an understanding of mental health conditions. • Career opportunities include Forensic psychology, Occupational therapy and Clinical psychology

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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		Build in more opportunities for exam practice in every lesson; particularly in terms of applying research methods.	• Interventions of therapies for addiction. **Research methods** • Recap and synoptic question pratcice	
Year 10	• Memory • Perception • Development • Research methods	• Demonstrate knowledge and understanding of psychological ideas, processes and procedures. • Apply knowledge and understanding of psychological ideas, processes and procedures. • Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.	**Memory** • Processes of memory (encoding, storage and retrieval) • Structures of memory • Memory as an active process **Perception** • Sensation and perception • Visual cues and constancies • Gibson's direct theory of perception – the influence of nature • Visual illusions • Gregory's constructivist theory of perception – the influence of nurture • Factors affecting perception **Development** • Early brain development • Piaget's stage theory and the development of intelligence • The role of Piaget's theory in education • The effects of learning on development **Research methods** • Formulation of testable hypothesis • Types of variables • Sampling methods	• How psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • Consider the impact of psychology on the economy. • The influence of psychology on the education system. • Develop an understanding of mental health conditions. • Possible career paths; market researcher, police and careers adviser.

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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			• Designing research • Correlation • Research procedures • Planning and conducting research • Ethical issues • Quantitative and qualitative data • Primary and secondary data • Computation • Descriptive statistics • Interpretation and display of quantitative data • Normal disruption	

At The Elizabethan Academy we offer a curriculum that:

- is broad, balanced, inspiring and inclusive
- builds confidence, independence and **resilience**
- encourages students to develop the **skills, knowledge and understanding** required to succeed academically
- encourages students to participate in a wide variety of activities which extend beyond the classroom
- places creativity and imagination at the heart of learning to develop enquiring minds
- enables students to understand the connections and links between different subjects
- raises students' aspirations through promoting academic excellence
- develops students' **social and cultural knowledge**, skills and understanding
- develops students' **respect for spiritual and moral values**, and tolerance towards other races, religions and ways of life.
- gives students the opportunities to put theoretical skills into practice and expand their knowledge beyond the exam specification
- prepares students for the world of work in a rapidly changing world.

Assessment Calendar 2023-2024				
	AP1	**AP2**	**AP3**	**AP4 Internal**
Year 10	Past AQA paper on topics we have covered with focus on research methods	Past AQA paper on research methods and social influence	Past AQA paper mix of all topics covered (language thought and communication)	
Year 11	Past AQA paper brain and neuropsychology (also paper 1)	Past AQA paper on psychological problems (also paper 1)	Past AQA paper 2	

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Year 12	Past AQA paper Approaches (also paper 1)	Past AQA paper 2 9mix of topics covered)	Past AQA paper 1 and 2	
Year 13	Past AQA paper Biopsychology (plus mix of topics covered in paper 2)	Past AQA paper 1 & paper 2	Past AQA paper 2 & 3	

	Year 10					
	Half term 1	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Knowledge, Skills and Understanding 	**Memory** • Processes of memory (encoding, storage and retrieval) • Structures of memory • Memory as an active process • Memory as an active process • Revision based on AP1. Feedback/improvements/ exam techniques	**Perception** • Sensation and perception • Visual cues and constancies	**Perception** • Gibson's direct theory of perception – the influence of nature • Types of research methods	**Development** • Early brain development • Piaget's stage theory and the development of intelligence	**Development** • The role of Piaget's theory in education • The effects of learning on development	**Research methods** • Quantitative and qualitative data • Primary and secondary data • Computation • Descriptive statistics • Interpretation and display of quantitative data • Normal disruption

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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	Past AQA paper on 1: • Memory • Perception • Development • Research methods multiple choice, short answer and extended writing week 11	Past AQA paper 1 with paper 2: • Memory • Perception • Development • Research methods • Social influence multiple choice, short answer and extended writing Week 25	Past AQA paper 2: • Social influence • Language, thought and communication • Mixed paper one topics multiple choice, short answer and extended writing Week 38
 **Embed your knowledge**	Students will have a variety of homework ranging from worksheets, exam questions, research Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher. All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.		

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Extend your learning 	Students may benefit from watching films 'The vow and 50 first dates'. Focusing on *Memory*; Short-Term Memory, Long-Term Memory, Encoding, Capacity and Duration, Explanations for Forgetting and writing a report explaining how they can apply their knowledge to the scearnios in the films. 30 minutes documents on Bartlett and the War of the Ghosts: https://www.bbc.co.uk/programmes/p00f8n47 Article shows how hunger makes us perceive food: https://www.psychologytoday.com/ Article on how expectations affect perception: How Your Expectations Mess with Your View of the Present (lifehacker.com)	Obedience video link: Authoritarianism: The political science that explains Trump - YouTube Pro-social behaviour article: Why we still look away: Kitty Genovese, James Bulger and the bystander effect | Society | The Guardian 30 minute documentary: Bystander Effect: BBC Radio 4 - Mind Changers, Case Study: Kitty Genovese Article on crowd and collective behaviours: What Is Social Loafing In Psychology? - PsyBlog (spring.org.uk) 4 minute video summarising the Parts of the brain: The Brain - YouTube Website article on the difference between assimilation and accommodation: What is the Difference Between Assimilation and Accommodation? (psychologized.org) Article on experimental design: Experimental Design | blog psychology (wordpress.com) Case Study: Definition, Examples, Types, and How to Write (verywellmind.com)	Discovery Documentary on body language. Language and communication: Piagets theory: Piaget's 4 Stages of Cognitive Development Explained (verywellmind.com) A science fiction film called *Arrival*. It features the Sapir–Whorf hypothesis as a central concept, as well as Whorf's research into the Hopi's perception of time. The film asks the question: if aliens arrive, how would we communicate with them?

Year 11					
Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Knowledge, Skills and Understanding 	**Social Influence**
	• Conformity
	• Obedience
	• Prosocial behaviour
	• Crowd and collective behaviour
	• Early brain development
	• Piaget's stage theory and the development of intelligence
		Language, thought and communication
		• The possible relationship between language and thought.
		• The effect of language and thought on our view of the world.
		• Differences between human and animal communication.
		  • Non-verbal behaviours.
		  • Explanations of non-verbal behaviours.
			Brain and neuropsychology
			• Structure and function of the nervous system.
			• Neuron structure and function.
			• Structure and function of the brain.
			• An introduction to neuropsychology.
				Psychological problems
				  • An introduction to mental health and how mental health problems changes over time
				• Effects of mental health problems on individuals and society.
				• Characteristics of clinical depression.
				• Characteristics of addiction.
				  • Theories of addiction.
				  • Interventions of therapies for addiction.
				•
				• Theories of depression.
					Research Methods
					• Scientific processes
					• Data handling and analysis
					• Scientific processes
					• Data handling and analysis
					• Exam technique
					• Exam technique
					
					Revision
					
					Content and examination techniques.	

	Past AQA paper on 1: • Memory • Perception • Development • Research methods multiple choice, short answer and extended writing Week 11		Past AQA paper 2: • Social influence • Language, thought and communication • Brain and neuropsychology • Psychological problems multiple choice, short answer and extended writing Week 25		N/A	

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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 **Embed your knowledge**	Students will have a variety of homework ranging from worksheets, exam questions, research Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher. All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.			
Extend your learning 	james Lange theory of emotion: Two-Factor Theory of Love - The Psych Apprentice (weebly.com) Structure and types of neurons: Brain Cells (enchantedlearning.com) 30 minute mind changers: Phineas Gage: BBC Radio 4 - Mind Changers, Case Study: The Man with a Hole in His Head Article on brain functioning: The Secret Life of the Brain : Scanning the Brain (thirteen.org) Articles: Tulving study: MemPerf89.pdf (alicekim.ca) AmSci89.pdf (alicekim.ca)	53 minute documentary: Depression: Stephen Fry: The secret Life of a Manic Depressive (part 1) - YouTube7 Diathesis-stress model: The Diathesis-Stress Model (knoji.com) Psychological theory of depression: Learned Helplessness: Definition, Examples, and How to Cope (verywellmind.com) Treatment-resistant: Depression Toolkit | Eisenberg Family Depression Center Treatment-Resistant Depression, Part One | HuffPost Life	Mean median and mode website article: How to Find the Mean, Median, and Mode (verywellmind.com) Descriptive statistics article: Descriptive Statistics (cliffsnotes.com) rticle on research hypotheses, efinition, types and examples: esearch Hypothesis: efinition, Types, & Examples simplypsychology.org) ypes of variable article: ypes of Variables in sychology Research verywellmind.com)	

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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	Year 12					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6

Extracurricular activities Careers links Curriculum links Threshold topics (bold) PSHE, PD and cultural capital links

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Knowledge, Skills and Understanding 	**Approaches** • Origins of psychology • Behaviourist approach • Social learning approach • Cognitive approach • Biological approaches • Humanistic approach • Psychodynamic approach • Comparison of the approaches **Social Influence** • Conformity • Obedience	**Social Influence** • Resistance to SI • Minority influence **Clinical psychology and mental health** • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder. • The behavioural approach to explaining and treating phobias. .	**Clinical psychology and mental health** • The cognitive approach to explaining and treating depression. • The biological approach to explaining and treating OCD **Research methods** • Types of research methods • Scientific processes • Data handling and analysis • Inferential testing	**Memory** • The multi-store model of memory. • Types of long-term memory: • The working memory model: • Explanations for forgetting. • Factors affecting the accuracy of eyewitness testimony. • Improving the accuracy of eyewitness testimony.	**Attachment** • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment. • Ainsworth's 'Strange Situation'.	**Attachment** • Bowlby's theory of maternal deprivation. • The influence of early attachment on childhood and adult relationships. **Revision**
	Past AQA paper one/two on: • Approaches • Social Influence multiple choice, short answer and extended writing Week 11		Past AQA paper one/two on topics covered: • Approaches • Social Influence • Clinical psychology and mental health • Research methods multiple choice, short answer and extended writing Week 25		Past AQA paper one/two on topics covered so far: • Approaches (paper 2) • Social Influence • Clinical psychology and mental health • Memory • Attachment multiple choice, short answer and extended writing Week 38	

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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 **Embed your knowledge**	Students will have a variety of homework ranging from worksheets, exam questions, research Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher. All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Extend your learning	**Approaches**	**Definition of Abnormality**	**Attachment**
	Behaviourism: BBC Radio 4 - Mind Changers, BF Skinner and Superstition in the Pigeon Cognitive neurosicence: games, videos etc: GoCognitive - free resources for students and educators in cognitive neuroscience Humanistic psychology: Maslow's Hierarchy of Needs (simplypsychology.org) BBC Radio 4 - Mind Changers, Abraham Maslow and the Hierarchy of Needs **Social influence** Conformity: BBC Radio 4 - Mind Changers, Solomon Asch - Conformity Feature Film - The Stanford Prison Experiment (Documentary) - YouTube BBC Radio 4 - Mind Changers, The Stanford Prison Experiment	OCD: Obsessive-Compulsive Disorder (OCD): Definition, Symptoms, Traits, Causes, Treatment (verywellmind.com) Behavioural approach: Classics in the History of Psychology -- Watson & Rayner (1920) (yorku.ca) Flooding: The Cruelest Cure? Ethical Issues in the Implementation of Exposure-Based Treatments (psu.edu) Cognitive behaviour therapy: BBC Radio 4 - All in the Mind, Cognitive Behavioural Therapy **Research methods** Ethical issues: Top 10 Unethical Psychological Experiments - Listverse Working memory model: Monkey Ladder Cognitive Task | Creyos (formerly Cambridge Brain Sciences)	Animal studies in attachment: BBC Radio 4 - Mind Changers, Harlow's Monkeys Mary Ainsworth: Attachment and the Growth of Love - YouTube Types of attachment: BBC Radio 4 - Mind Changers, Mary Ainsworth Romanian orphan project: English and Romanian Adoptee study - English-Romanian Adoption - Nuffield Foundation Severe childhood deprivation reduces brain size, study finds | Science | The Guardian

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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		Factors affecting the reliability of EWT: BBC Radio 4 - Mind Changers, Elizabeth Loftus and Eye Witness Testimony	

	Year 13					
	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6

Extracurricular activities **Careers links** **Curriculum links** **Threshold topics (bold)** **PSHE, PD and cultural capital links**

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Knowledge, Skills and Understanding 	**Biopsychology** • The divisions of the nervous system: • The structure and function of sensory, relay and motor neurons. • The process of synaptic transmission, • The function of the endocrine system: • The fight or flight response including the role of adrenaline • Localisation of function in the brain and hemispheric lateralisation. • Ways of studying the brain. • Localisation of function in the brain and hemispheric lateralisation	**Option block one** Relationships/Gender/Cognition and Development	**Issues and debates** • Gender and culture in psychology. • Free will and determinism. • The nature-nurture debate • Holism and reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, **Option block two** Schizophrenia/Eating Behaviour/Stress	**Option block two** Schizophrenia/Eating Behaviour/Stress **Option block three** Aggression/Forensic psychology/Addiction	**Option block three** **Research methods** • Types of research methods • Scientific processes • Data handling and analysis • Inferential testing

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	Past AQA paper on • Biopsychology multiple choice, short answer and extended writing Week 11	Past AQA paper on topics covered so far: • Biopsychology • Option block topic • Issues and Debates multiple choice, short answer and extended writing Week 25	Past AQA paper on topics covered so far: • Biopsychology • Schizophrenia • Issues and Debates • Option block topics multiple choice, short answer and extended writing Week 38	
 **Embed your knowledge**	Students will have a variety of homework ranging from worksheets, exam questions, research. Students are also provided with homework maps. Rewards are given to students who complete one piece of homework from the map a week. This is additional to any exam questions or worksheets set by the teacher. All lessons and resources are available on teams after the lesson. Students are expected to catch up on any missed work.			

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Extend your learning



Biopsychology

Localisation of the brain:

Phineas Gage: Biography, Brain Injury, and Influence (verywellmind.com)

Spilt brain:

The split brain: A tale of two halves | Nature

Alien Hand Syndrome sees woman attacked by her own hand - BBC News

Brain plasticity:

Neuroscience for Kids - Brain Plasticity (washington.edu)

Studying the brain:

A Postmortem of the Most Famous Brain in Neuroscience History | Science| Smithsonian Magazine

Pacemakers:

The Rhythms of Life: What your body clock means to you from eye disease to jet lag - YouTube

Option block two: Schizophrenia

Biological theory:
BBC Radio 4 - All in the Mind, Psychosis and medication, AITM awards, Challenging antisocial behaviour

Psychological therapy:
Family Therapy (Family Focused Therapy) | HealthEngine Blog

Management of Schizophrenia: Mental: A History of the Mad House | Documentary Heaven

Issues and debates

Gender and Culture:
apa.org/about/policy/avoiding-sexism.pdf
Intelligence across cultures (apa.org)

Free will and determinism:
The Great Debate: Determinism and Free Will

Nature/Nurture:
Exam grades 'more nature than nurture' - BBC News
Nature vs nurture: outcome depends on where you live (telegraph.co.uk)

Reductionist/Holisim:
Reductionism in Psychology: Definition and Examples (simplypsychology.org)

Ethical implications:
The Disturbing Resilience of Scientific Racism | Science| Smithsonian Magazine

Option block three: Forensic psychology

Biological explanations:
Enrico Pranzini, "le Chéri magnifique", Parigi, 1887 | Museo di Antropologia Criminale Cesare Lombroso - Università di Torino (unito.it)

Do your genes make you a criminal? | The Independent | The Independent

Psychological explanation:
Current.pdf (washington.edu)

Bowlby's contribution for an ASBO age | Centre for Crime and Justice Studies

Anger management:
Prisons drop anger control courses (telegraph.co.uk)

Option block three: Addiction

Option block one: Cognition and Development

Piaget's stages:
BBC Radio 4 - Mind Changers, Jean Piaget – The Three Mountains

Baillargeon's explanation:
How Infants Learn: Dr. Renee Baillargeon - YouTube

Social cognition:
Reflections on Mirror Neurons – Association for Psychological Science – APS
Reflecting on mirror neurons | Science | The Guardian

Option block one: Relationships

Sexual-selection
Relationships and Sexual Selection - Psychology A-level Revision Video - Study Rocket (youtube.com)
Science of Sex Appeal - Shapely Figures (youtube.com)
Competitive Helping in Online Giving: Current Biology (cell.com)
A-Level Psychology (AQA): Relationships - Sexual Selection (youtube.com)

Self-disclosure
https://www.bps.org.uk/research-digest/after-laughing-people-are-more-willing-share-personal-details-about-themselves

Equity theory
This is an article from the Science of Relationships website about the crucial importance of equity in romantic relationships.

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	Interactionalist approach: Diathesis Stress Model of Schizophrenia | Flow Psychology **Option block two: Eating behaviour** This is a lengthy article from the website of the European Food Information Council (EUFIC). This video is a lecture by leading anorexia researcher Cynthia Bulik. This *Mashable UK* article will tell you everything you could possibly want to know about the differences between Barbie and Emme dolls, not forgetting other body-positive dolls such as Lammily and Lottie. The Genetics of Obesity Study (GOOS) aims *'to find the genetic determinants of body weight and by doing so, to find better ways to prevent and treat obesity and its complications'*. This study by Adam Locke *et al*. (2015) is considered a breakthrough in our understanding of the genetics of obesity. **Option block two: Stress** An article from the American Psychological Association on how stress affects the whole body, including the cardiovascular system.	Food addiction: does it really exist? | Nutrition | The Guardian Risk factors Genes and Addiction This is a ten-minute video from the *Crash Course Psychology* series presented by Hank Green. This video addresses the links between stress/trauma and addictions and uses examples of post-traumatic stress disorder (PTSD) in combat soldiers. From a website of the respected science journal *Nature*, this article considers the role of personality in addiction This is an article by Harvard Health Publications about how drugs such as nicotine hijack the brain's own reward system. In this lengthy article from the journal of the British Psychological Society, nicotine researcher Lynne Dawkins considers several explanations for nicotine addiction, including the roles of conditioning and cue reactivity. This video is an extract from a lengthy interview with gambling researcher Mark Griffiths (it's still quite lengthy at 30 minutes). Professor Griffiths describes his research into addiction to slot machines and casino games, touching upon reinforcement at several points. He also covers the importance of the near miss and cue reactivity.	Ducks phase model From the formation of a relationship to its breakdown in less than five minutes. This clip from the classic series *Frasier* is a good illustration of some of the theories of relationships covered in this chapter, including on breakdown. **Option block one: Gender** A TED talk on the biology of gender, from DNA to the brain. An article from Scientific American discussing factors which determine our gender: Beyond XX and XY. An article about cognition and gender development Some notes on the Oedipus and Electra complex from Simply Psychology, with two brief YouTube videos. Listen to this broadcast from the BBC Radio 4 series *Mind Changers*. It suggests that the case study of Little Hans is unlikely evidence for the Oedipus complex.	

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	This is a detailed report from Stanford Medical School on Firdaus Dharbhar's research with rats, suggesting stress can have immunoenhancing effects. This article from the Health Central website gives you a flavour of the main stressful life changes identified by Holmes and Rahe. A more detailed summary of the study by Kanner *et al*. (1981) on the Psych Yogi website. This is a programme in the BBC Radio 4 series *All in the Mind*, about stress in the workplace (audio only). Here's some more detail on the research that established the SRRS as a measure of life changes, from the Psych Yogi website. This is an article from the *Huffington Post* online news service on '16 signs you're a little (or a lot) Type A'. Here's a lengthy article from the website of the American Institute of Stress on the links between stress and coronary heart disease, which of course includes a detailed look at Type A personality.	Mark Griffiths' blog is an invaluable source of information about many aspects of gambling (and other forms of) addiction, as well as his other research interests. This is an article from the American news network ABC's website about the use of *naltrexone* to treat gambling addiction. This article gives a comprehensive explanation of aversion therapy for alcoholism, including some of its strengths and limitations. This article is a detailed general account of how covert sensitisation can be used to treat addictions, including its strengths and limitations. This is a video explaining the theory of planned behaviour by Nathan Smith of the University of Birmingham **Option block three: Agression** This ten-minute video focuses on the case of a man who experiences a lot of aggressive anger, and looks at the roots of this in his brain. A ten-minute video on Ed Kravitz, Professor of Neurobiology at Harvard Medical School, who studies the genetics of aggression in lobster and fruit flies Here is a lengthy and challenging article from the Genetic Literacy Project, which highlights the shortcomings of research into the role of the MAOA ('warrior') gene in aggression.	An hour-long video about Mead's research. An information sheet from the APA about gender dysphoria. **Research Methods** Case studies: Dora, Freud's first case study. SB, whose sight was restored after 50 years. John/Joan, born a boy and raised as a girl. HM, a case of severe amnesia. Little Hans, another of Freud's case studies. Phineas Gage, who had a hole in his head. The Wild Boy of Aveyron, raised by wolves. Kitty Genovese, ignored and left to die (or was she?). Inferential statistics: Inferential Tests, Alpha Probabilities and Critical Values - YouTube Features of science: Is Psychology a Science? (simplypsychology.org)	

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	Hardiness has in recent years been repackaged to a certain extent into something called 'resilience' (or 'bouncebackability'). This is an entertaining 17-minute TED Talk by Gregg Steinberg in which he talks of resilience as the ability to 'fall up'. A brief article from the *New York Times* about biofeedback devices. This is a *Psychology Today* article on Shelley Taylor's tend and befriend hypothesis. This is a report from the *Guardian* about a recent study showing that married people are more likely to survive a heart attack than people who are single or divorced.	Sir David Attenborough explains the aggressiveness of the Siberian tiger. This is the full 54-minute National Geographic documentary about Jane Goodall and her work with the Gombe chimpanzees of Tanzania. A long article from the journal *Scientific American* on bullying behaviours in humans and non-human animals. Men are more violent and aggressive than women. Evolutionary psychology can explain why, according to this article from *Psychology Today*, focusing on the research by Margo Wilson and Martin Daly. A lengthy and fairly advanced article on the frustration-aggression hypothesis. Here's a *Psychology Today* article on the weapons effect. A 30-minute BBC Radio 4 programme from the Mind Changers series about Albert Bandura's Bobo doll research (audio only). Derren Brown's take on de-individuation in the form of a mock game show. This is the full show from All 4 (registration required). This is an article from the journal *Scientific American* that asks the question, 'Why is everyone on the internet so angry?' Both models of institutional aggression can offer practical proposals about how to		

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		reduce the chances of reoffending: change the individual or the system. This brief article makes several suggestions covering both. A report from the ScienceDaily website about a study by Douglas Gentile and his colleagues into how violent media can prime aggression		

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