

Year 12: Psychology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topics	Research Methods <i>Foci:</i> How to design and conduct psychological research? How to justify and evaluate use of research methods? How to analyse and interpret data to form conclusions about human behaviour?	Social Influence <i>Foci:</i> Why do people conform and obey? What variables influence conformity and obedience? How can we explain resistance to social influence? How does social change occur?	Approaches <i>Foci:</i> How did Psychology emerge as a scientific discipline? How do the basic assumptions of the approaches to explaining and studying human behaviour differ?	Attachment <i>Foci:</i> How to infants and caregivers interact? Does the role of the father differ to the role of the mother? How and why do attachments form? Do attachment types differ across cultures? What are the effects of institutionalisation? How do early attachments influence your later relationships?	Psychopathology <i>Foci:</i> How is abnormality defined? How to explain and treat phobias? How to explain and treat depression? How to explain and treat OCD? How do approaches to mental health differ?	Revision of Paper 1 Content <i>Foci:</i> How to demonstrate knowledge and understanding? How to apply psychological knowledge in range of contexts? How to analyse, interpret and evaluate psychological concepts, research studies and research methods?
	Memory <i>Foci:</i> What are the features of memory stores? How do models explain how memory works? Why do we forget? How can eye-witness testimony be affected and improved?	Research Methods <i>Foci:</i> How to design and conduct psychological research? How to justify and evaluate use of research methods? How to analyse and interpret data to form conclusions about human behaviour?	Research Methods <i>Foci:</i> How to design and conduct psychological research? How to justify and evaluate use of research methods? How to analyse and interpret data to form conclusions about human behaviour?		Biopsychology <i>Foci:</i> How does our body and brain communicate? How does our body respond in a frightening situation to increase chances of survival? To what extent are brain functions localised? Is brain damage always permanent?	Research Methods <i>Foci:</i> How to design and conduct psychological research? How to justify and evaluate use of research methods? How to analyse and interpret data to form conclusions about human behaviour?
Assessments	Memory, Research Methods	Exam Style Assessment (Memory, Social Influence & Research Methods)	Approaches, Research Methods	Attachment, Research Methods	End of Year 12 Exam - Paper 1	Biopsychology, Research Methods project
Building on Prior Learning	<p>Substantive Knowledge: Students will draw on knowledge of historical examples such as the Holocaust and Civil Rights Movement when explaining human behaviour. Students will develop their scientific knowledge to understand how scientific methods are used within the discipline of Psychology.</p> <p>Disciplinary Knowledge: Students will be familiar with writing structures such as PEEL but build on the skill of evaluation, explaining evidence and elaborating to show critical thinking. Students will utilise mathematical skills to interpret data and draw conclusions.</p>					
Cultural Capital	<p>The study of Psychology compliments the development of cultural capital. Through research studies and real-life examples such as the Holocaust, Abu Ghraib prison scandal and the Russian invasion of Ukraine, students will consider the dire consequences of extreme obedience and conformity. Students will explore how minority influence leads to social change such as, the Suffragettes protesting for women’s right to vote and Martin Luther King campaigning for the end of racial discrimination. Students will read extracts from patient case studies experiencing psychological disorders and consider how the conversation around mental health has changed, including Hooker’s work which led to the removal of homosexuality from the DSM-5.</p>					
Mastery	<p>Through modelling and guided practice, students will start to think like psychologists, thinking critically, analysing the evidence and asking inquisitive questions. Students demonstrate mostly accurate and detailed understanding of Paper 1 topics and relevant scientific ideas and techniques (Research Methods). They organise and present knowledge clearly with appropriate use of psychological terminology. Students analyse, interpret and evaluate scientific information, ideas and evidence; developing logical arguments, showing an ability to reason and make judgements.</p>					
Development of Character	<p>A wide range of virtues: moral and intellectual are visited, practiced and embedded through Psychology. For example, integrity, compassion and respect are promoted through the BPS ethical code of conduct all psychological research must adhere to. Through topics such as Social Influence, perseverance, resilience and teamwork are explored.</p>					
Extra-Curricular Opportunities	<p>In School: Online session with Freud Museum (Little Hans case study). Outside of School: London Zoo (animal learning & intelligence) and Criminology & Policing conference hosted by Professor David Wilson.</p>					
Metacognitive Learning	<p>Metacognitive learning will build through explicit teaching of effective learning strategies and actively explaining ‘thinking’ to students. Through questioning and modelling of expert thinking, students will learn how to think critically and ask questions of scientific information and evidence. Through modelling and guided practice, students will learn how to show application of knowledge in a theoretical and practical context. Scaffolding is gradually withdrawn to allow for independence and to build confidence. Students will be guided through feedback to set personal targets to further progress and encouraged to challenge themselves to achieve excellence.</p>					

