

## Year 13: Psychology

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topics</b>	<b>Biopsychology</b> <i>Foci:</i> How does communication between hemispheres determine individual's subjective experience? How is the brain studied? How are biological rhythms regulated and influenced by external factors?	<b>Relationships</b> <i>Foci:</i> According to evolutionary perspective, what do we look for in a partner? What factors affect attraction? How do theories explain the formation and maintenance of relationships? Do relationships develop differently online?	<b>Research Methods</b> <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?	<b>Forensic</b> <i>Foci:</i> How is offender profiling used to solve crimes? How do biological and psychological explanations differ when explaining offending behaviour? What strategies are used to deal with offending behaviour?	<b>Research Methods</b> <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?	<b>Revision of All Content</b>  <b>External A Level Exams</b>
	<b>Issues &amp; Debates</b> <i>Foci:</i> To what extent do we have freewill? To what extent is behaviour the product of nature and nurture? What are the implications of gender and culture bias on psychological research?	<b>Research Methods</b> <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?	<b>Forensic</b> <i>Foci:</i> How is offender profiling used to solve crimes? How do biological and psychological explanations differ when explaining offending behaviour? What strategies are used to deal with offending behaviour?	<b>Schizophrenia</b> <i>Foci:</i> How is schizophrenia classified? What issues with reliability and validity may a diagnosis have? How do biological and psychological approaches differ when explaining and treating schizophrenia?	<b>Revision of All Content</b> <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?	
<b>Assessments</b>	Approaches, Issues & Debates	Paper 1 Mock Exam	Relationships, Forensics	Paper 2 Mock Exam	External A Level Exams	
<b>Building on Prior Learning</b>	<p><b>Substantive Knowledge:</b> Students will build on prior knowledge to make synoptic links across topics, for example, using knowledge of approaches to evaluate explanations for human behaviour. Students will draw on their knowledge of research methods to evaluate methodology of research evidence and show ability to design a study.</p> <p><b>Disciplinary Knowledge:</b> Students will build on mathematical skills to understand how to statistically analyse data and draw conclusions. Students will further develop their use of evaluation, learning how to counter-argue within a PEEL structure to show reasoned judgements.</p>					
<b>Cultural Capital</b>	<p><b>The study of Psychology compliments the development of cultural capital.</b> Through the study of the freewill and determinism debate, students will question whether criminals can be held accountable if behaviour is determined and consider the consequences of this for the criminal justice system. Students will develop understanding of living with a schizophrenia diagnosis and explore how both gender and cultural bias can influence diagnosis, e.g., how people of West Indian origin were over-diagnosed with schizophrenia by white doctors in Bristol.</p>					
<b>Mastery</b>	<p><b>Through modelling and guided practice, students will think like psychologists, thinking critically, analysing the evidence and asking inquisitive questions.</b> Students use disciplinary knowledge to show appropriate and explicit application in a theoretical and practical context and can make thorough and well-focused synoptic links across their body of substantive psychological knowledge. They demonstrate accurate and detailed understanding of Psychology which is organised and presented clearly with appropriate use of psychological terminology. Students analyse, interpret and evaluate scientific information, ideas and evidence; develop logical arguments and show ability to reason and make judgements.</p>					
<b>Development of Character</b>	<p><b>A wide range of virtues: moral and intellectual are visited, practiced and embedded through Psychology.</b> For example, individual responsibility, autonomy and reflection are promoted through the teachings of the Humanistic approach to psychology. Through research into cultural variations, citizenship, community and civility are explored. such Social Influence, perseverance, resilience and teamwork are explored.</p>					
<b>Extra-Curricular Opportunities</b>	<p><b>In School:</b> Online session with Freud Museum (schizophrenia &amp; psychosis) and Psychology learning day (with crime scene investigation).</p> <p><b>Outside of School:</b> University learning days.</p>					
<b>Metacognitive Learning</b>	<p><b>Metacognitive learning will build through explicit teaching of effective learning strategies and actively explaining 'thinking' to students.</b> 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>					

