

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 can a minority change the majority view?	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 can a minority change the majority view? Research Methods – design a study project 1	Clinical Psychology & Mental Health <i>Foci:</i> How is mental health 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?	Clinical Psychology & Mental Health <i>Foci:</i> How is mental health 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?	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?
		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?	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?	Attachment <i>Foci:</i> 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?	Attachment <i>Foci:</i> 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?	Approaches <i>Foci:</i> How do the basic assumptions of the approaches to explaining and studying human behaviour differ? Is behaviour the result of nature or nurture?	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?
Assessments		Formative Assessments Ongoing	Exam Style Assessment	Formative Assessments Ongoing	Exam Style Assessment	Formative Assessments Ongoing	End of Year 12 Exam - Paper 1
Building on Prior Learning		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. 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.					
Cultural Capital		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 can change the majority, 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.					
Mastery		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.					
Development of Character		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.					
Extra-Curricular Opportunities		In School: Online session with Freud Museum (Little Hans case study). Outside of School: Dudley Zoo (Animal learning & the Behaviourist Approach).					
Metacognitive Learning		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.					