

INVEST in the power of the written word	EXPERIENCE a range of cultures, histories and beliefs	EXPLORE the shared values of civilisation	SHAPE society and our place within it	GROW as instinctive readers, writers and orators	PURSUE English beyond the classroom
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Year 12 Psychology	HT1	HT2-HT4		HT4- HT5		HT5-HT6	
Topic/Paper	<b>Social Influence (Paper 1) Approaches (Paper 2)</b>	<b>Social Influence/ Memory (Paper 1) Research Methods (Paper 2)</b>		<b>Biopsychology &amp; Research Methods (Paper 2)</b>		<b>Biopsychology (Paper 2) Issues and Debates (Paper 3)</b>	
Developing Cultural Capital	<p>In the Social Influence topic students will examine different areas of social influence, looking at how these impact on the behaviours of groups and individuals leading to social change. Students will grapple with the use of research that seems to break ethical guidelines and discuss the importance of conducting such research to understand sadistic and inhumane behaviour.</p> <p>Students will also explore psychological approaches and consider how wide-reaching psychology can be in its explanations for human behaviour.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 1 &amp; AS student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 1 and AS Student Book</li> </ul>	<p>In the social influence topic students will look at the impact of the minority on social change and how this can help society move forward. The topic of memory will cover the use of model in explaining theoretical constructs and how eyewitness testimony can be improved, understanding the impact of the use of such unreliable evidence in the criminal justice system.</p> <p>Students will also explore the use of research in psychology to develop and test theories and the importance of upholding scientific principals and ethical guidelines.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 1 &amp; AS student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 1 and AS Student Book</li> <li>• <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> <li>• <a href="https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/">https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/</a></li> </ul>		<p>Within the topic of biopsychology students will develop an understanding of how biology effects behaviour. There will be opportunities to use specialist terminology to explain how physiological systems have a direct effect on behaviour.</p> <p>Within the research methods topic students continue to explore the scientific process is used in psychological research. They will develop skills in data analysis and inferential statistical testing, which are used in real world psychological research.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 1 &amp; AS student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 1 and AS Student Book</li> <li>• <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> <li>• <a href="https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/">https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/</a></li> </ul>		<p>Within the topic of biopsychology students will continue to develop understanding of the direct impact biology on behaviour and explore how this impact can be studied scientifically.</p> <p>Within the issues and debates topic students will develop skills that will allow them to confidently express two sides of a debate. Students will develop evaluative skills and be able to confidently apply theoretical concepts to the study of psychology.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 2 student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 2</li> <li>• <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> </ul>	
Retainable Knowledge	<ul style="list-style-type: none"> <li>• Types of conformity and explanations for conformity.</li> <li>• Conformity to social roles</li> <li>• Explanations for obedience</li> <li>• Explanations of resistance to social influence,</li> <li>• Learning approaches: i) the behaviourist approach, ii) social learning</li> <li>• The cognitive approach.</li> <li>• The biological approach.</li> <li>• The psychodynamic approach.</li> <li>• Humanistic Psychology.</li> <li>• Comparison of approaches.</li> </ul>	<ul style="list-style-type: none"> <li>• Minority influence.</li> <li>• The role of social influence processes in social change.</li> <li>• The multi-store model of memory.</li> <li>• Types of long-term memory.</li> <li>• The working memory model.</li> <li>• Explanations for forgetting.</li> <li>• Factors affecting the accuracy of eyewitness testimony &amp; improving the accuracy of eyewitness testimony.</li> <li>• Knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis.</li> <li>• Research methods to include: Experimental method, Observational techniques, Self-report techniques, Correlations, Content analysis &amp; Case studies.</li> </ul>		<ul style="list-style-type: none"> <li>• The divisions of the nervous system.</li> <li>• The structure and function neurons.</li> <li>• The function of the endocrine system.</li> <li>• The fight or flight response</li> <li>• Localisation of brain function &amp; hemispheric lateralisation.</li> <li>• Aims, Hypotheses, Sampling and Pilot studies</li> <li>• Experimental &amp; Observational design &amp; Questionnaire construction,</li> <li>• Variables, Control, Demand characteristics and investigator effects.</li> <li>• Ethics &amp; The role of peer review.</li> <li>• Economic implications of research.</li> <li>• Reporting psychological investigations.</li> <li>• Data handling and analysis</li> <li>• Inferential testing</li> </ul>		<ul style="list-style-type: none"> <li>• Ways of studying the brain.</li> <li>• Biological rhythms: circadian, infradian and ultradian.</li> <li>• Gender and culture in Psychology – universality and bias.</li> <li>• Free will and determinism: The scientific emphasis on causal explanations.</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism:</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications and socially sensitive research</li> </ul>	
Cross Curricular Links	<ul style="list-style-type: none"> <li>• <b>History</b> – Links to Nazi Germany and the suffragette movement</li> <li>• <b>Science</b> – Cognitive neuroscience and biological approach</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Science</b> – research methods, planning an investigation</li> <li>• <b>Health and Social Care</b> – memory, intellectual development/ decline</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Science</b> – biological systems, carrying out and planning research</li> <li>• <b>Maths</b> – statistical testing, mathematical skill, data presentation</li> <li>• <b>Geography</b> – inferential testing</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Science</b> – brain scanning techniques</li> <li>• <b>Life skills</b> – Biases – gender/ culture</li> <li>• <b>Religious studies</b> – the concept of freewill</li> </ul>	
Vocabulary	Compliance Conformity	Empiricism Introspection	Confounding Variables Correlation Coefficient	Capacity Encoding	Motor neurons Neurotransmitter	Autonomic nervous system Central nervous system	Endogenous pacemakers Superchiasmatic nucleus

	Identification Internalisation Confederate Agentic state Legitimate authority Authoritarian personality Locus of control Meditational processes Classical conditioning Operant conditioning	Behaviourist Imitation Modelling Inference/inferring Schema Genotype Neurochemistry Phenotype Dispositional F-Scale	Independent Groups Design Independent Variable Dependent Variable Meta-analysis Repeated Measures Design Validity Reliability Ecological validity Matched pairs design Quasi-experiment	Duration Displacement Retrieval Central executive Phonological loop Visual-spatial sketchpad Episodic buffer Proactive interference Retroactive interference	Relay neurons Sensory neurons Synapse Synaptic transmission Endocrine glands Endocrine system HPA axis Significance Parametric test Non-parametric test	Peripheral nervous system Somatic nervous system Broca's area. Motor cortex Somatosensory cortex Wernicke's areas Pituitary gland Interval Nominal Ordinal	Exogenous zeitgebers Electroencephalogram Event related potential Functional magnetic resonance imaging Post-mortem examinations Circadian rhythms Ultradian rhythms Infradian rhythms Ethnocentrism Androcentrism
Assessments	<ul style="list-style-type: none"> <li>Approaches SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>Social Influence SPA</li> <li>Memory SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>Research Methods SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>Research Methods SPA</li> <li>Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>			

Year 13 Psychology	HT1		HT1-HT2		HT2- HT3		-HT4	
Topic/Paper	Biopsychology & Research Methods (Paper 2)		Eating behaviour (Paper 3) Issues and Debates (Paper 3)		Eating Behaviours, Aggression and Gender (Paper 3)		Aggression & Gender (Paper 3)	
Developing Cultural Capital	<p>Within the topic of biopsychology students will develop an understanding of how biology effects behaviour. There will be opportunities to use specialist terminology to explain how physiological systems have a direct effect on behaviour.</p> <p>Within the research methods topic students continue to explore the scientific process is used in psychological research. They will develop skills in data analysis and inferential statistical testing, which are used in real world psychological research.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 1 &amp; AS student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 1 and AS Student Book</li> <li>• <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> </ul>		<p>Within the topic of Eating behaviour students will look at competing explanations for eating behaviours and cover sensitive areas such as anorexia nervosa and obesity.</p> <p>Within the issues and debates topic students will develop skills that will allow them to confidently express two sides of a debate. Students will develop evaluative skills and be able to confidently apply theoretical concepts to the study of psychology.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 2 student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 2 <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> </ul>		<p>Each of these topics allow students to build on and apply their knowledge of competing psychological explanations. These topics will allow students to apply psychological issues and debates to varying explanations for differing behaviours.</p> <p>There will be opportunity to apply their knowledge to the real world, discussing how research in each of these areas can be used in organisations such as prisons and allow them to explore the impact of culture and media on a variety of different behaviours.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 2 student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year 2</li> <li>• <a href="https://www.simplypsychology.org/">https://www.simplypsychology.org/</a></li> </ul>		<p>These topics will continue to allow students to build on and apply their knowledge of competing psychological explanations. These topics will allow students to apply psychological issues and debates to varying explanations for differing behaviours.</p> <p>There will be opportunity to apply their knowledge to the real world, discussing how research in each of these areas can be used in organisations such as prisons and allow them to explore the impact of culture and media on a variety of different behaviours.</p> <p><b>Opportunities for wider reading/ research:</b></p> <ul style="list-style-type: none"> <li>• AQA Psychology for A level Year 2 student book</li> <li>• The Complete Companions: AQA Psychology A Level: Year</li> <li>• <a href="https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/">https://senecalearning.com/en-GB/blog/free-aqa-psychology-a-level-revision/</a></li> </ul>	
Retainable Knowledge	<ul style="list-style-type: none"> <li>• Ways of studying the brain.</li> <li>• Biological rhythms: circadian, infradian and ultradian.</li> <li>• Aims, Hypotheses, Sampling and Pilot studies</li> <li>• Experimental &amp; Observational design &amp; Questionnaire construction,</li> <li>• Variables, Control, Demand characteristics and investigator effects.</li> <li>• Ethics &amp; The role of peer review.</li> <li>• Economic implications of research.</li> <li>• Reporting psychological investigations.</li> <li>• Data handling and analysis</li> <li>• Inferential testing</li> </ul>		<ul style="list-style-type: none"> <li>• Explanations for food preferences.</li> <li>• Neural and hormonal mechanisms involved in the control of eating behaviour.</li> <li>• Biological explanations for anorexia nervosa.</li> <li>• Psychological explanations for anorexia nervosa:</li> <li>• Gender and culture in Psychology – universality and bias.</li> <li>• Free will and determinism: The scientific emphasis on causal explanations.</li> <li>• The nature-nurture debate</li> <li>• Holism and reductionism:</li> <li>• Idiographic and nomothetic approaches to psychological investigation.</li> <li>• Ethical implications and socially sensitive research</li> </ul>		<ul style="list-style-type: none"> <li>• Biological explanations for obesity,</li> <li>• Psychological explanations for obesity</li> <li>• Explanations for the success and failure of dieting.</li> <li>• Neural and hormonal mechanisms in aggression.</li> <li>• The ethological explanation of aggression.</li> <li>• Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny.</li> <li>• The role of chromosomes and hormones in sex and gender.</li> <li>• Atypical sex chromosome patterns</li> <li>• Cognitive explanations of gender development.</li> </ul>		<ul style="list-style-type: none"> <li>• Social psychological explanations of human aggression.</li> <li>• Institutional aggression in the context of prisons.</li> <li>• Media influences on aggression, including the effects of computer games.</li> <li>• Psychodynamic explanation of gender development</li> <li>• Social learning theory as applied to gender development.</li> <li>• The influence of culture and media on gender roles.</li> <li>• Atypical gender development.</li> </ul>	
Cross Curricular Links	<ul style="list-style-type: none"> <li>• <b>Science</b> – biological systems, carrying out and planning research</li> <li>• <b>Maths</b> – statistical testing, mathematical skill, data presentation</li> <li>• <b>Geography</b> – inferential testing</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Life skills</b> – Biases – gender/ culture</li> <li>• <b>Religious studies</b> – the concept of freewill</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Science</b> - biological explanations for behaviours</li> <li>• <b>Health and social care</b> – development of schema</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Science</b> - biological explanations for behaviours</li> <li>• <b>Criminology</b> – behaviour in prisons, twin and adoption studies</li> </ul>	
Vocabulary	Motor neurons	Endogenous pacemakers	Ethnocentrism	Neophobia	Limbic system	Androgyny	Conflict resolution	Hydraulic model
	Neurotransmitter	pacemakers	Androcentrism	Taste aversion	MAOA	Sex-role	Reinforcement	Fixed action pattern
	Relay neurons	Superchiasmatic nucleus	Determinism	Homeostasis	Displaced aggression	Chromosomes	Distortions	Ethological explanation
	Sensory neurons	nucleus	Freewill	Hypothalamus	Self-efficacy	Hormones	Irrational beliefs	Ritualised aggression
	Synapse	Exogenous zeitgebers	Holism	Ventromedial	De-individuation	Intersex	Leptin	Maintenance
	Synaptic transmission	Electroencephalogram	Reductionism	Serotonin	Institutional aggression	Testosterone	Restraint theory	Anonymity
	Endocrine glands	Event related potential	Causal	Psychosomatic	Meta-analysis	Oestrogen	Boundary model	Dispositional
	Endocrine system	Functional magnetic resonance imaging	Idiographic	Enmeshment	Disinhibition	Oxytocin	Disinhibition	Longitudinal
	HPA axis		Nomothetic	Autonomy	Cognitive priming	Oedipus complex	Denial	Desensitisation

Assessments	<ul style="list-style-type: none"> <li>• Research Methods SPA</li> <li>• Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Issues &amp; Debates SPA</li> <li>• Trial Exam Paper 1 &amp; Paper 2</li> <li>• Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Paper 3 SPA</li> <li>• Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>	<ul style="list-style-type: none"> <li>• Trial exams – All Papers</li> <li>• Selection of exam style questions completed in class to assess knowledge of mini-topics within the unit</li> </ul>
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