	Autumn 1 Year 12	Spring 2 Year 12	Summer 3 Year 12
Content Declarative Knowledge: **'I know'** AQA A-Level Specification	**Introduction to Psychology** • Is Psychology common sense or a test of common sense using cognitive dissonance theory. **Foundation of the discipline- Process of Scientific Inquiry** • Validation of theory, and Investigation, objectivity and control **Psychology in Context [for details]** • Research methods Experimental and Non-Experimental • Data handling and statistics **Psychology in Context: Approaches in Psychology** • Origins of Psychology • The emergence of Psychology as a science • Paradigms and Paradigm shifts **Basic concepts in Issues in Psychology** • Gender and Culture Bias • Structuralism, Reductionism and Holism **Topic: Social Influence** • Types and explanations of conformity: Deutsch and Gerrard's Dual Process model • Ash's studies in conformity • Conformity to social roles as investigated by Zimbardo. • Situational Explanations for obedience • Dispositional Explanation for obedience • Explanations of resistance to social influence.	**Topic Social Influence** • Minority Influence • Social influence processes in social change **Psychology In Context: Approaches: Basic Assumptions** • Cognitive • Behaviourist • Biological **Basic concepts in Debates in Psychology** • Determinism and Free Will, • Idiographic & Nomothetic approaches to research, • Nature and Nurture **Psychology in Context: Research Methods** • Psychology and the Economy – Nudge theory **Topic: Attachment** • Caregiver-infant interactions in humans • Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. • Animal studies of attachment -Harlow/Lorenz • Explanations of attachment Behaviourist • Explanations of attachment: Bowlby's Biological-Monotropic Theory) • Ainsworth's 'Strange Situation' • Cultural variations in attachment **Topic: Memory** • Models of Memory - MSM and WMM • Information processes: capacity, duration encoding • Types of long-term memory • Explanations for forgetting	**Topic: Attachment** • Bowlby's theory of maternal deprivation. • Effects of Institutionalisation • The influence of early attachment on childhood and adult relationships **Topic Memory** • Factors affecting the accuracy of eyewitness memory • Improving the accuracy of eyewitness memory and testimony **Topic: Psychopathology** • Definitions of abnormality • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias • The cognitive approach to explaining and treating depression • The biological approach to explaining and treating OCD **Psychology in Context: Scientific Approaches** • Cognitive Neuroscience • Social Learning Theory Approach • Critical discussion of and comparing the scientific approaches [Behaviourism, Cognitive Approach, Biological Approach and the Social Learning Theory Approach]
Procedural knowledge: **'I know how to'**	Begin to think like a psychologist* - need for precision in thinking Use alternative theory (SIT) to evaluate theory Use evidence to evaluate validity of theory Establish quality of good evidence Evaluate studies/theory using culture/gender bias Distinguish between description and evaluation Take effective notes Write effectively	Practice thinking like a psychologist* Draw on Attachment theory knowledge in relation to psychology and the economy Draw on the Biological and Behaviourist approaches to explain attachment theories Use machine reductionism to evaluate Models and experimental reductionism to evaluate studies of memory How to write effective description, explanation, application and evaluation	Clearly demonstrate thinking like a psychologist in psychological research and practical investigation* Draw on the Attachment, Psychopathology, and Memory topics basic concepts of issues and debate to think critically about the scientific approaches Design and conduct studies using experimental and non-experimental methods Write up the results in a research report Distinguish between different avenues of critical thinking for topics versus approaches

	Plan an extended answer How to respond to exam questions applying knowledge, and how to contextualise this in the details of unseen material Be a work seeker and not work avoider. Work in collaboration with others Become independent and manage the leap from GCSE to GCE, and manage the increase in workload. To organise the course material	Balance depth and breadth in responses to questions in timed conditions Use the basic concepts in Issues and Debates as evaluation of studies and theories 'Read' Psychology in preparation for tertiary contexts Use meta-cognition Be better at being independent Be better at being a work seeker	Use meta-cognition Draw on knowledge of basic concepts of Debates in thinking critically about the three scientific approaches Fully independent A work and feedback seeker
Strategies: Conditional knowledge **'I know when to'**	Use the sign test Ask teachers for help Be Prepared for lessons	Ask teachers for help When to use Issues and Debates as evaluation in topics	Ask teachers for help To use an appropriate issue or debate concept to evaluate an approach or theory
Key Questions	What is meant by falsifiability and replicability in knowing the why and how of human experience? Where does Psychology lie in relation to science? Ruling out chance findings: statistics What are the Issues and the debates in the discipline? Can social influence explain why and how we are influenced by society? What does the research tell us about large scale social change?	What do we learn about the power of majorities and minorities from the body of knowledge in social influence research? What does the research into memory tell us about how the mind is like a computer? What does the research into memory tell us about the Cognitive Approach's ability to explain private thought processes? How valid is the episodic-semantic distinction in long term memory? How much explanatory power do alternative theories of attachment have? How well do 'attachment types' travel across cultures?	What is classification and diagnosis and how does it reflect the medical model of disease? How does the criteria underpinning critical thinking in this topic differ from that in the previous three compulsory topics and how is it similar? How is research into psychopathology relate to the economy? Deprivation versus Privation and effects on psychological (intellectual and emotional) and physical development?
Themes **Recurring concepts**	Ethics, Scientific processes, data handling, analysis, mathematical skills, statistics, gender and cultural bias, use of concepts of determinism, free will, reductionism, holism, idiographic and nomothetic approaches to research and nature and nurture to extend basic evaluation. Identifying strengths and Weaknesses of concepts, theories, findings, approaches, methods. The scientific Approaches in Psychology. Manage the workload. Correlation versus causation trap. Effectiveness/Appropriateness of treatments		
Assessment	Retrieval Practice [10th lesson] free recall timed Starter quiz/questioning to connect with prior taught knowledge and lesson prep Different types of questioning during class discussion Use of KU testing during lessons Two short tests in test conditions 15- minute Spot tests as a starter to a lesson Peer Assessment Self-Marked assessment Guided marked assessment	Retrieval Practice [10th lesson] free recall timed Starter quiz/questioning to connect with prior taught knowledge and lesson prep Different types of questioning during class discussion Use of KU testing during lessons on inter alia RM 15- minute Spot tests as a starter to a lesson Peer Assessment Self-Marked assessment Guided marked assessment	Retrieval Practice [10th lesson] free recall timed Psychopathology and Attachment Starter quiz/questioning to connect with prior taught knowledge and lesson prep Different types of questioning during class discussion Use of KU testing during lessons 15- minute Spot tests as a starter to a lesson Peer Assessment Self-Marked assessment Guided marked assessment
	Baseline Research Methods Assessment	Topic Test: Social Influence + Topic Test Memory	PPE Paper 1 and Paper 2 [Section A + Section C]

	TERM 1 Year 13	TERM 2 Year 13	TERM 3 Year 13
Content Declarative Knowledge 'I know'	**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: glands and hormones. • The fight or flight response including the role of adrenaline. • Localisation of function in the brain and hemispheric lateralisation and research • Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain **Psychology in Context: Approaches [Non-Scientific]** • Psychodynamic Approach and • Humanistic Psychology **Controversial Concepts: Issues /Debates in Psychology as a discipline** • Issues of gender and culture bias in psychology • Free will and determinism [concepts] • The nature-nurture [debate] • The Holism and reductionism [debate] • Idiographic and nomothetic approaches to psychological investigation [Debate] • Ethical implications of research studies and theory, including reference to social sensitivity. **Schizophrenia** • Classification of schizophrenia • Reliability and validity in diagnosis and classification of schizophrenia • Biological explanations for schizophrenia • Psychological explanations for schizophrenia [Dysfunctional Families, Cognitive] • Drug therapy: typical and atypical antipsychotics.	**Biopsychology** • Biological rhythms, The effect of endogenous pacemakers and • exogenous zeitgebers on the sleep wake cycle. **Schizophrenia** • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia • Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia **Relationships** • The evolutionary explanations for partner preferences • Factors affecting attraction in romantic relationships • Theories of romantic relationships • Duck's phase model of relationship breakdown **Addiction** • Describing addiction [substance and behaviour] • Risk factors in the development of addiction • Neurochemical Explanation of nicotine addiction • Behaviourist [learning] Explanation for nicotine addiction • Behavioural [learning] Explanation for gambling addiction • Cognitive Explanation for gambling addiction • Reducing addiction: Behavioural intervention - Systematic Desensitisation • Reducing addiction: drug therapy • Reducing addiction: Cognitive Behavioural Therapy **Psychology in Context: Research Methods** • Non-Parametric tests: Spearman's rho, Wilcoxon, Mann-Whitney, Chi-Squared test and from year 1: the sign test	**Relationships** • Virtual relationships in social media • Para-social relationships **Addiction** • The application the theory of planned behaviour in reducing addiction • Prochaska's six-stage model of behaviour change in reducing addiction **Psychology in Context: Approaches** • Revisiting Approaches: Tying it all together: Compare different perspectives in psychology **Psychology in action: Scientific Processes** • Parametric Tests: Pearsons' R, related and unrelated t tests • Tying it all together: To what extent is Psychology a science, could it be a science and should it be a science?
Procedural knowledge 'I know how to'	Think like a psychologist in the discipline as a whole***** Apply biopsychological in unseen contexts Draw on studies in paper 1 topics in biopsychology Use and synthesise prior knowledge [Paper 1 compulsory topics] and Paper 2 [Approaches and	Be competent in thinking like a psychologist***** Draw on issues of gender and cultural bias to evaluate theories of relationships Draw on concept of evolution and behaviour in Approaches to explain partner selection	Be a master in thinking like a psychologist***** Choose the appropriate statistical test Calculate degrees of freedom in various tests Synthesise prior knowledge from the different approaches in psychology to compare them on

	Research Methods], extending thinking from the narrow focus in topics to a wider application in the context of Issues and Debates in their historical and contemporary forms in the discipline of Psychology as whole. Answer questions about concepts in the debates versus questions about the nature of the debate itself – synthesise two opposing arguments Use meta-cognition Avoid the fallacy of black and white thinking when there is an alternative available. Work independently Revise for the final examination using interleaving and spacing.	Distinguish between treatment of disorders versus management of symptoms Use Prior knowledge from the Paper 1 Psychopathology topic/Approaches topic to explain a single disorder in more depth and from the perspective of multiple approaches Distinguish between linear and circular causality Draw on levels of Reductionism to comment on single level explanation Make a judgement about the *relative value* of different approaches in explanation and treatment of single disorder Avoid the fallacy of black and white thinking in psychological explanation	criteria from issues, debates and experimental and non-experimental investigation Argue eclecticism as an alternative approach Be an independent learner Ask for help Use meta-cognition Read Psychology Journal Articles Work independently Work collaboratively To be judicious in selecting appropriate content to answer more challenging examination questions Avoid the fallacy of black and white thinking in psychological explanation
Strategies Conditional knowledge 'I know when to'	Ask for help Refer to/not refer to the debate in exam questions in the Issues and Debates section	Ask for help to use other/multiple levels of explanation as an alternative to specific limitations of single level explanation	Use parametric or non-parametric tests and under which conditions to use a specific test Ask for help to use other/multiple levels of explanation as an alternative to specific limitations of single level explanation
Key Questions	What is the best evidence /theory from across the topics to incorporate in discussions of Issues and Debates? How do you differentiate between and respond to exam questions about the 'debate' versus questions about the concepts in the debate? Are positions in debates mutually exclusive, resolvable or is there a 'third way'? Is the medical model of understanding mental illness an appropriate model for understanding SZ? How well do the approaches explain and treat SZ?	How is addiction be explained in the psychological context of planned behaviour /behaviour change Which theories are better at explaining acquisition /maintenance or reduction of addiction? Why? Should treatment of addiction be based on traditional single treatments of be based on how behaviour change is best achieved? What is post hoc explanation and what does this suggest about evolutionary explanations of human behaviour?	To what extent is Psychology a science in the view of Popper's hypothetico-deductive model of falsifiability or is it merely a social construct [Kuhn]?
Themes Recurring concepts	Ethics, Scientific processes, data handling, analysis, mathematical skills. Gender and cultural bias, ethical implications, concepts of determinism, free will, reductionism, holism, idiographic and nomothetic approaches to research, nature and nurture. Strengths and Weaknesses of concepts, theories, findings, approaches, methods. Use levels of Reductionism to comment on single level explanation. Effectiveness and appropriateness of treatments.		
Assessment	Retrieval Practice [10th lesson] free recall timed Starter quiz/questioning to connect with prior taught knowledge and lesson prep Different types of questioning during class discussion Use of KU testing during lessons Peer Assessment Self-Marked assessment Guided marked assessment	Retrieval Practice [10th lesson] free recall timed Starter quiz/questioning to connect with prior taught knowledge and lesson prep Different types of questioning during class discussion Use of KU testing during lessons Peer Assessment Self-Marked assessment Guided marked assessment	Starter quiz/questioning to connect with prior taught knowledge and lesson prep Different types of questioning during class discussion Use of KU testing during lessons Peer Assessment Self-Marked assessment Guided marked assessment
	Paper 1 Mock in November	February Paper 2 and Section A of Paper 3 Mock	Class tests on Optional Topics Final Examination

***The British Psychological Society: For students - Thinking like a Psychologist**

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1. Strive for precision and clarity in your thinking
2. Seek reasons
3. Examine alternative viewpoints fairly
4. Be sensitive to the quality of evidence
5. Consider how much evidence is available
6. Draw conclusions consistent with the best evidence available
7. Seek feedback and reflect on the quality of your thinking