

CURRICULUM PROVISION MAP & PERSONALISED PATHWAYS - 2019-2020

| SUBJECT: Psychology | | | | | | |
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| YEAR: 12 | | | | | | |
| ACCREDITATION ENTITLEMENT: AS level – exam board - AQA Specification code: 7181 QAN code: 601/4837/8 | | | | | | |
| | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| BIG QUESTION | <p>*Does power corrupt behavioural choices?</p> <p>*How do groups of people bring about societal change?</p> | <p>*Is there a reason why people forget so much?</p> <p>*Why are song lyrics so easy to remember, but information is not?</p> <p>*Do psychologists agree on the reasons behind behaviours?</p> | <p>*What happens if a parent isn't present for a child?</p> <p>*Why does our childhood affect our adulthood choices?</p> | <p>*Is abnormality common?</p> <p>*What are the characteristics of common mental health conditions?</p> | <p>*When I get scared, why do I want to fight or run away?</p> <p>*How does my brain 'talk' to my body?</p> | <p>*How do psychologists find out whether their hypothesis is right or not?</p> <p>*Why do psychologists use statistics to provide evidence for their hypothesis?</p> |
| Learning being delivered: (Identify key knowledge & skills of each unit expected for each pupil group as minimum) | | | | | | |
| STUDENT GROUPS | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| | <p>Social Influence: Types of conformity: internalisation, identification & compliance. Explanations for conformity: informational social influence & normative social</p> | <p>Memory: The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</p> | <p>Attachment: Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple</p> | <p>Psychopathology: Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency &</p> | <p>BioPsychology: The divisions of the nervous system: central & peripheral (somatic and autonomic). The structure and function of</p> | <p>Research Methods: Quantitative & qualitative data; Primary & secondary data, including meta-analysis. Descriptive statistics: measures</p> |

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| | <p>influence, & variables affecting conformity including group size, unanimity & task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Explanations for obedience: agentic state & legitimacy of authority, & situational variables affecting obedience including proximity, location & uniform, as investigated by Milgram. Dispositional explanation for obedience: The Authoritarian Personality. Explanations of resistance to social influence, including social support & locus of control. Minority influence including reference to consistency, commitment & flexibility. The role of social influence processes in social change.</p> | <p>Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad & episodic buffer. Features of the model: coding & capacity. Explanations for forgetting: proactive & retroactive interference & retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions & post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p> | <p>attachments & the role of the father. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory & Bowlby's monotropic theory. The concepts of a critical period & an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant & insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. The influence of early attachment on childhood & adult relationships, including the role of an internal working model.</p> | <p>deviation from ideal mental health. The behavioural, emotional & cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). The behavioural approach to explaining & treating phobias: the two-process model, including classical & operant conditioning; systematic desensitisation, including relaxation & use of hierarchy; flooding. The cognitive approach to explaining & treating depression: Beck's negative triad & Ellis's ABC model; cognitive behaviour therapy (CBT),</p> | <p>sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitter, excitation & inhibition. The function of the endocrine system: glands & hormones. The fight or flight response including the role of adrenaline. Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and</p> | <p>of central tendency – mean, median, mode; measures of dispersion; range & standard deviation; calculation of percentages; positive, negative & zero correlations. Presentation & display of quantitative data: graphs, tables, scattergrams, bar charts. Distributions: normal and skewed distributions;. Introduction to statistical testing; the sign test. Aims: stating aims,. Hypotheses: directional & non-directional. Sampling: sampling techniques including: random, systematic, stratified, opportunity & volunteer; Pilot studies</p> |
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| | | <p>Approaches: Learning approaches: the behaviourist approach, including classical conditioning & Pavlov's research, operant conditioning, types of reinforcement & Skinner's research; social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes & Bandura's research. The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain & make inferences about mental processes. The emergence of cognitive neuroscience. The biological approach: the influence of genes,</p> | | <p>including challenging irrational thoughts. The biological approach to explaining & treating OCD: genetic & neural explanations; drug therapy.</p> | <p>non-participant observation. Self-report techniques. Questionnaires; interviews, structured and unstructured. Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</p> | <p>Experimental designs: repeated measures, independent groups, matched pairs. Observational design: behavioural categories; event sampling; time sampling. Questionnaire construction, including use of open & closed questions; design of interviews. Variables: manipulation & control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. Control: random allocation & counterbalancing, randomisation & standardisation. Demand characteristics & investigator effects.</p> |
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| 3Cs (Curiosity, Collaboration, Creativity) | | | | | | |
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| | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| Curiosity Collaboration Creativity | <p>Curiosity – learning how power can be used for positive social change</p> <p>Creativity – learning how to use online platforms to create a vlog about key thinkers in social influence</p> | <p>Collaboration – learning how to improve recall through using memorisation techniques as a class group</p> <p>Curiosity – learning about how police officers can be trained to use the cognitive interview to increase recall in eyewitness testimony.</p> | <p>Curiosity – learning about what happens to infants’ if/when separation occurs.</p> <p>Creativity – learning how to use online platform to create a podcast of the cultural variations in attachment.</p> | <p>Collaboration – learning how to use Oxfordshire Mind/Young Minds website to develop a resources for lower school students explaining anxiety.</p> | <p>Curiosity – dissecting a lamb’s brain to learn about the mapping of the lobes.</p> | <p>Collaboration – working together to recreate psychological research to complete an investigative research project.</p> |
| Assessment data evidence base: | | | | | | |
| STUDENT GROUPS | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| | <p>Baseline assessment (assessed through the summer transition task)</p> <p>Assessment point 1 (October 2019) – a 1-hour examination paper assessment based on AQA exam requirements.</p> | <p>Mock examinations in early December 2019 – another 1-hour examination paper assessment based on AQA exam requirements.</p> | <p>Assessment point 3 – (February 2020) – a 1-hour examination paper assessment based on AQA exam requirements.</p> | <p>Mock examinations– (late March 2020) – 2 x 1-hour examination paper assessment based on AQA exam requirements.</p> | <p>Assessment point 5 – (mid May 2019) a 1-hour examination paper assessment based on AQA exam requirements</p> | <p>End of year exam – (late June 2019) – 2 x 90 minutes examination papers based on previous AQA published exam papers</p> |



| Planned literacy & numeracy (include target subject specific language) | | | | | | |
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| STUDENT GROUPS | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| | <p>Literacy: Key vocabulary includes: Conformity, internalisation, identification, compliance, informational social influence, normative social influence, unanimity, obedience, situational variables, proximity, agentic state, legitimacy of authority, dispositional, authoritarian, resistance, locus of control, minority influence, consistency, commitment, flexibility.</p> | <p>Literacy: Key vocabulary includes: Coding, capacity, duration, sensory register, multi-store, episodic, semantic, procedural, working memory, central executive, phonological loop, visuo-spatial sketchpad, episodic buffer, interference, proactive, retroactive, retrieval failure, cue, eyewitness testimony, misleading, post-event, cognitive interview</p> <p>Approaches: Learning approaches: behaviourist approach, including classical conditioning operant conditioning, types of reinforcement, social learning theory including imitation, identification,</p> | <p>Literacy: Key vocabulary includes: Reciprocity, interactional synchrony, multiple attachments, ethology, operant, reinforcer, monotropic, internal working model, critical period, secure, insecure-avoidant, insecure-resistant, cultural variation, maternal deprivation, institutionalisation, orphan.</p> | <p>Literacy: Key vocabulary includes: Statistical deviation, failure to function, phobia, cognitive characteristic, irrational, avoidance, distortion, trichotillomania, hoarding, excoriation, systematic desensitisation, flooding, negative triad, schema, cognitive-behavioural therapy, serotonin, synapse, polygenic, dopamine, parahippocampal gyrus, selective serotonin reuptake inhibitor, tricyclics,</p> | <p>Literacy: Key vocabulary includes: Central & peripheral (somatic and autonomic). Sensory, relay and motor neurons. Synaptic transmission, excitation & inhibition. Endocrine system: glands & hormones. Adrenaline. Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Naturalistic & controlled observation; covert/overt, Correlations. Co-variables.</p> | <p>Numeracy: Quantitative & qualitative data; Primary & secondary data, including meta-analysis. Descriptive statistics: measures of central tendency – mean, median, mode; measures of dispersion; range & standard deviation; calculation of percentages; positive, negative & zero correlations. Presentation & display of quantitative data: graphs, tables, scatter grams, bar charts. Distributions: normal & skewed distributions;. Introduction to statistical testing; the sign test.</p> |

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| | | <p>modelling, vicarious reinforcement, the role of mediational processes. The cognitive approach: internal mental processes, role of schema, use of theoretical and computer models to explain & make inferences about mental processes. Emergence of cognitive neuroscience.</p> <p>The biological approach: influence of genes, biological structures & neurochemistry on behaviour. Genotype & phenotype, evolution</p> | | | | |
| Enrichment & Enhancement (trips, visitors, links etc) | | | | | | |
| STUDENT GROUPS | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| | TED talk on the atrocities of Abu Ghraib in 2003 and how they link to the Zimbardo prison experiment of 1973 | Visit from Thames Valley Police to explain how cognitive interview could be used to increase recall in eyewitness testimony? | Visit to the HPFS nursery to observe different attachment styles in action at playtime. | Using the Oxfordshire Mind/Young Minds website to set up a buddy system for lower school students. | Dissection of a lamb's brain to be able to see the lobes & structures inside. | Completion of an independent research project using psychological research studied in year 12. |

| SMSC / British Values | | | | | | |
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| | TERM 1.1 | TERM 1.2 | TERM 2.1 | TERM 2.2 | TERM 3.1 | TERM 3.2 |
| <p>Individual liberty</p> <p>Mutual respect</p> <p>Tolerance of different culture & religion</p> <p>Rule of Law</p> <p>Democracy</p> | <p>Individual liberty – through understanding what happens if individual liberty is taken away (Zimbardo’s prison experiment)</p> <p>Rule of Law – through understanding how ethical guidelines were applied to psychological research after social influence research of the 1970s</p> <p>Tolerance of different culture & religion – through understanding how social influence can bring about social change – learning about minority influence processes in history such as Rosa Parks, Martin Luther King & the suffragettes.</p> | <p>Mutual respect – through understanding that memories can be manipulated & morphed through misleading information</p> | <p>Individual liberty – through understanding that childhood outcomes can be affected if parenting styles differ.</p> <p>Tolerance of different culture & religion – through understanding how parenting styles differ across cultures & religions & how this influences attachment type.</p> | <p>Democracy – through understanding that people who have mental health conditions have voting rights.</p> <p>Mutual respect – through understanding that mental health conditions mean that others need to be cared for.</p> | <p>Individual liberty – through understanding that people are products of their neural networks.</p> <p>Rule of law – through understanding that psychologists can be barred from the BPS for breaking the ethical guidelines.</p> | <p>Mutual respect – through understanding that psychologists can see the world through different perspectives.</p> <p>Democracy – through understanding that psychological research can have impacts on the economy.</p> |



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