

CURRICULUM OVERVIEW 2018-19



Psychology

Year 12

Success for All through Achievement, Challenge & Enjoyment



Curriculum Overview 2018-19

Year group: 12

Subject (include exam board if examination subject): **AQA** Psychology

Periods per fortnight: 10

**Flipped learning – Students are expected to watch the videos set on the Google Classroom and come to lesson having written their notes on the topic, in order for us to work on consolidation of topic, exam skills and evaluation and analysis skills*

Term	Topics studied Add dates and any assessments included	Extended learning opportunities (homework, controlled assessments, field work, trips etc.)	How parents could support students
Autumn Term	<p>Approaches in Psychology</p> <ul style="list-style-type: none"> - Origins of Psychology - Behaviourist Approach - Social Learning Theory - Cognitive Approach - Biological Approach <p>Research Methods</p> <ul style="list-style-type: none"> - Aims, variables and hypothesis - Experimental Design - Sampling - Ethical considerations <p>HALF TERM</p> <p>Psychopathology</p> <ul style="list-style-type: none"> - Defining abnormality - Behaviourist explanations of phobias - Behaviourist treatments of phobias - Cognitive explanations of depression - Cognitive treatments of depression - Biological explanations of OCD - Biological treatments of OCD <p>Research Methods</p> <ul style="list-style-type: none"> - Types of experiment - Observations - Interviews and questionnaires - Types of data - Peer review <p><u>Assessment 1</u></p> <p>Suitability test</p> <ul style="list-style-type: none"> - Origins of Psychology - Behaviourist approach - Social Learning Theory - Cognitive approach <p><u>Assessment 2</u></p> <p><i>Partial A Level Paper (1hr30mins)</i></p> <p>Approaches</p> <p>Psychopathology</p> <p>Research Methods</p>	<ul style="list-style-type: none"> - Flipped learning: behaviourist approach - Flipped learning: Cognitive Approach - Flipped learning: Biological approach - Flipped learning: Experimental design - Flipped learning: Ethical considerations - Flipped learning: Definitions of abnormality <ul style="list-style-type: none"> - Flipped learning: Characteristics of phobias - Flipped learning: Behaviourist explanations of phobias - Flipped learning: Behaviourist treatments of phobias - Flipped learning: Characteristics of depression - Flipped learning: Cognitive treatments of depression - Flipped learning: Biological explanations of OCD - Flipped learning: Biological treatments of OCD <p>Revise for assessments</p> <p>Trip: London Zoo for Phobias session to support learning of phobias and treatments of. Students are able to apply their knowledge of behaviourism to overcoming a phobia, experience being hypnotised and see if they can hold a tarantula</p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p> <p>Revision resources available to purchase:</p> <p>Year 1 textbook:</p> <p>AQA Psychology for A Level Year 1 and AS – Student Book. Cara Flanagan; Dave Berry; Matt Jarvis; Rob Liddle</p> <ul style="list-style-type: none"> • ISBN-13: 978-1908682406 <p>Revision Book:</p> <p>AQA psychology for A Level Year 1 and AS – Revision Book. Cara Flanagan; Dave Berry; Michael Griffin; Rob Liddle</p> <ul style="list-style-type: none"> • ISBN-13: 978-1908682444 <p>Revision Flashbook:</p> <p>AQA Psychology for A Level Year 1 and AS – Flashbook. Cara Flanagan; Rob Liddle; Arwa Mohamedbhai</p> <ul style="list-style-type: none"> • ISBN-13: 978-1911208402 <p>Other resources available through the Tutor2U website: https://www.tutor2u.net/psychology</p>

<p>Spring Term</p>	<p>Memory</p> <ul style="list-style-type: none"> - Coding, capacity and duration - Multi-store model of memory - Types of Long Term Memory - Working memory model - Interference theory - Retrieval failure theory - Effects of misleading information on eyewitness testimony - Effects of anxiety on eyewitness testimony - Ways of improving accuracy of eyewitness testimony: The cognitive interview <p>HALF TERM</p> <p>Attachment</p> <ul style="list-style-type: none"> - Caregiver infant interactions and the role of the father - Stages of attachment - Animal studies of attachment - Learning theory of attachment - Bowlby's monotropy theory of attachment - Ainsworth's strange situation - Cultural variations of attachment - Bowlby's maternal deprivation theory - Romanian Orphan Studies - Effects of early attachment on later relationships <p><u>Assessment 3</u></p> <p><i>Partial A Level Paper 1 (1hr)</i> Memory Psychopathology</p> <p><i>Partial A Level Paper 2 (1hr)</i> Approaches Research Methods</p> <p><u>Assessment 4</u></p> <p><i>Partial A Level Paper 1 (1hr30mins)</i> Memory Psychopathology Attachment</p> <p><i>Partial A Level Paper 2 (1hr30mins)</i> Approaches Research Methods</p>	<ul style="list-style-type: none"> - Flipped learning: Multi-store model of memory - Flipped learning – Working Memory Model - Flipped learning: Retrieval failure theory - Flipped learning: Effects of anxiety on EWT - Flipped learning: Ways of improving EWT <p>Revise for assessments</p> <ul style="list-style-type: none"> - Flipped learning: Caregiver infant interactions and the role of the father - Students to look after their egg baby for 2 weeks and log a diary about their attachments - Students to plan lesson on animal studies of attachment to deliver to peers - Flipped learning: Learning theory of attachment - Flipped learning: Ainsworth's strange situation - Flipped learning: Bowlby's maternal deprivation - Flipped learning: Romanian orphan studies - Write up report on Egg Baby <p>Revise for assessments</p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p>
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<p>Summer Term</p>	<p>Social Influence</p> <ul style="list-style-type: none"> - Types of conformity and explanations of conformity - Majority influence: Asch - Social roles: Zimbardo - Obedience: Milgram - Situational factors on obedience - Psychological-social factors of obedience: Agentic shift and legitimacy of authority - Dispositional factors of obedience: Authoritarian personality - Resistance to social influence: Locus of control and social support - Minority influence - Minority influence and social change <p>HALF TERM</p> <ul style="list-style-type: none"> - Content and thematic analysis - Correlation coefficients - Reliability and validity - Inferential statistics - Issues and debates intro <p><u>End of Summer Exams</u></p> <p><i>A Level Paper 1 (2 hrs)</i> Social Influence Memory Attachment Psychopathology</p> <p><i>Partial A Level Paper 2 (1hr30mins)</i> Approaches Research Methods</p>	<ul style="list-style-type: none"> - Flipped learning: Types and explanations of conformity - Flipped learning: Zimbardo - Flipped learning: Milgram - Flipped learning: Situational factors of obedience - Flipped learning: Dispositional factors of obedience - Flipped learning: Minority influence <p>Revision for assessments</p>	<p>Support students with attending every lesson reiterating the importance of this. Attendance to lessons is highly correlated with attainment. The ability to have expert tuition and guidance on content and exams is available for students in lesson and in their study periods.</p> <p>Ensure students are spending time revising</p> <p>Talk to students about what is happening in the news and encourage to explore why people might behave that way and if they can apply what they have learnt in lessons to explain different situations</p>
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