



Year 12 Psychology PoS (Teacher 2)

Learning	Loving	Living
<p>Key Knowledge</p> <p>Link apply and adapt</p> <p>Build knowledge and skills</p> <p>Self-regulated, reflective independent</p> <p>Know what they are good at and what to improve</p> <p>Stretched, challenged supported</p> <p>Wider ideas culture and the world</p> <p>Use technology flexibly and responsibly</p>	<p>Well informed global citizens</p> <p style="background-color: yellow;">Believe they can make a difference</p> <p>Shape community and school</p> <p>Care about the environment and each other</p> <p>Responsible for their own behaviour</p> <p>Grow spiritually</p> <p>Respect and tolerance</p> <p>Charity, volunteering and fundraising</p>	<p>Wider learning</p> <p>Leadership, teamwork, collaboration</p> <p>Success for all abilities</p> <p>Value creative subjects</p> <p>Interactions with the world of work</p> <p>Safety, mental and physical health</p> <p>Equipped for their unique future</p> <p>Apply to the world beyond</p>
Curriculum Intent		
<p>Provides pupils with the knowledge and skills they need in order to take advantage of opportunities, responsibilities and experiences of later life.</p> <p><i>Psychology in year 12 provides an engaging and effective introduction to the subject and enables them to develop the fundamental knowledge and understanding of the different topics covered and how they relate to each other. Students will develop and demonstrate a deeper appreciation of the skills, knowledge and understanding of the scientific methods. Students will develop confidence and competence in a variety of practical, mathematical and problem-solving skills. Students will be encouraged to develop an interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject as well as the skills valued by HE and employers such as; critical analysis, independent thinking, research skills, numeracy and literacy</i></p> <p>Clearly state the end points that pupils are building towards and the knowledge and skills required to reach them.</p> <ul style="list-style-type: none"> • <i>The year 12 PoS provides students with the knowledge of compulsory topics required for the AS exam should students be required to enter this exam but also enables suitable progression to paper 2 content and the optional topics covered in year 13 (paper 3).</i> <p>Planned and sequenced so that new knowledge and skills build on what has been taught and builds towards clearly defined end points.</p> <ul style="list-style-type: none"> • <i>The year 12 compulsory content is covered in such a way as to be suitable for a cross-section of students, regardless of whether they have studied the subject before. It builds on skills developed in the sciences and humanities, beginning with topics which are familiar and applicable to students' everyday experiences. (Social Influence and Memory) and enables progression into more complex year 12 content and year 13 psychology.</i> <p>Has high ambition for all pupils</p>		



- *The year 12 content covered enables all students to access the highest possible grades and enables all students to progress on to year 13 and complete the full linear course. The spacing of research methods, approaches, issues and debates throughout the year further supports progress.*

Non-negotiable assessment in every lesson:

- Memory retrieval questions to check prior learning
- Exam question(s)
- Targeted questioning

Term	Topic NB To include	No. of Lessons	Assessment (<i>Deep marking of half termly assessment</i>)
Autumn 1	<p><u>Teacher 2 to begin the year with instructions for how to organise folders (laptop or paper folders).</u> <u>Students to create 1 topic folder for each topic:</u></p> <ul style="list-style-type: none"> • Social Influence • Research Methods • Approaches in Psychology • Attachment <p><u>Social Influence</u> #Learning - This unit considers the way in which a group can change an individual's behaviour and beliefs. Students will consider a range of current affairs and issues affecting the world in the context of political and pressure groups. Students will explore a range of key research studies into majority influence and obedience.</p> <ul style="list-style-type: none"> • Types and explanations of conformity • Asch's research into conformity • The Stanford Prison experiment • Research into obedience – Milgram (1963) • Explanations of obedience – legitimacy of authority and agentic shift • Research into obedience – Milgram's variations 	14 lessons	<p>Range of in lesson assessments, key terms tests and Homework using Social Influence homework sheets</p> <p><i>Mid-topic assessment – timed essay (16 marks)</i></p> <p><i>Metacognition – Self-regulated learning – students to complete assessment tracker and assessment reflection to structure independent learning</i></p> <p><i>Half term folder check</i></p>



	<ul style="list-style-type: none"> • Research into obedience – the Authoritarian Personality • Explanations for resisting social influence <p>Metacognition - Spaced memory retrieval</p> <ul style="list-style-type: none"> • Use of SCOUT and GRAVE mnemonic to evaluate studies • Ethical considerations in psychological research <p>#Loving – Leadership and team work. Students will collaborate with each other to explore a range of psychological research studies. Students will show respect and tolerance when exploring real world examples of social influence. Students take responsibility for their own behaviour when exploring outdated research that has led to social sensitivity for certain social groups.</p> <p>#Living – well informed global citizens, believe they can make a difference. Students will explore a range of real world events, for example, the Holocaust and Civil Rights Movement in order to understand social processes in the world around them. Students will be able to interact with the world of work by understanding how careers in marketing and sales are influenced by psychological research into social influence processes.</p>		
Autumn 2	<p>Social Influence</p> <p>#Learning - Students will continue to explore the situational and dispositional explanations for group behaviour in the context of resisting social influence. Students will cover social change with reference to current issues in the world including how we could use psychological research to end the obesity epidemic.</p> <ul style="list-style-type: none"> • Research into minority influence – Moscovici (1969) • Research into social influence processes and social change <p>Metacognition - Spaced memory retrieval</p> <ul style="list-style-type: none"> • Use of SCOUT and GRAVE mnemonic to evaluate studies • Revision of conformity, obedience and minority influence processes to be applied to social change 	4 lessons	<p>Range of in lesson assessments, key terms tests and Homework using Social Influence homework sheets</p> <p><i>End of topic assessment – 24 mark assessment consisting of a range of descriptive, applied and evaluative questions.</i></p>



	<p>#Loving – Leadership and team work. Students will collaborate with each other to explore a range of psychological research studies. Students will show respect and tolerance when exploring real world examples of social influence.</p> <p>#Living – well informed global citizens, believe they can make a difference. Students will explore a range of real world events, for example, the Holocaust and Civil Rights Movement in order to understand social processes in the world around them. Students are able to gain wider knowledge on social influence processes to understand how social changes have occurred, and how this knowledge is used in the real world by marketing campaigns.</p> <p>Research Methods</p> <p>#Learning - Students will describe and evaluate the non-experimental methods used by psychologists to research human behaviour. Students will use knowledge of observational methods to design an observational study into behaviour in the school. Students will consider the process followed to submit a piece of research to an ethical committee before a study is authorised. Students will consider the process followed by psychologists after a study is conducted. Students will explore the process and purpose of peer review and examples of fraudulent research that have entered the public domain. Students will consider how research can lead to positive and negative economic implications.</p> <ul style="list-style-type: none">• Observational techniques• Observational design• Self-report techniques• Self-report design• Sampling techniques• Ethical issues & dealing with ethical issues• Pilot studies• The use of peer review in psychological research• Psychology and the economy <p>Metacognition - Spaced memory retrieval</p>	12 lessons	<p><i>Metacognition – Self-regulated learning – students to complete assessment tracker and assessment reflection to structure independent learning</i></p> <p><i>Topic Assessment - Short answer questions. Metacognition – Self-regulated learning – students to complete assessment tracker and assessment reflection to structure independent learning</i></p> <p>Half term folder check</p>
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	<ul style="list-style-type: none"> <i>Review of key studies in Social Influence and Memory topics – Zimbardo, Milgram, Peterson & Peterson and case study evidence etc. to apply ethical considerations and understanding of research methods and techniques in order to extend evaluation of key studies.</i> <p>#Loving – students believe they can make a difference. As a result of exploring the peer review process, students will know how psychological research should be conducted in order to avoid faulty or fraudulent research entering the public domain. Students will be well-informed citizens by exploring examples of faulty and fraudulent research, including research into the MMR vaccine and IQ testing conducted on immigrants entering the USA.</p> <p>#Living - Students will show leadership and teamwork when collaborating on a number of practical tasks in order to put research methods and techniques into practice. Students will interact with the world of work by understanding how a researcher receives funding and how researchers conduct and publish their work.</p>		
Spring 1	<p>Approaches in Psychology</p> <p>#Learning - The unit considers how Psychology has come to be a subject that students are able to study. Students will explore the philosophical roots of Psychology and will consider why each approach was replaced due to unanswered questions and advances in technology. Students will end their exploration of the journey of Psychology with Cognitive Neuroscience, our most current approach, and will consider how contemporary Psychology may need to be less scientific than traditional Psychology.</p> <ul style="list-style-type: none"> The History of Psychology – the early philosophical roots to Psychology The work of Wilhelm Wundt and the emergence of Psychology as a science The Behaviourist Approach The Cognitive Approach The emergence of Cognitive Neuroscience The Social Learning Theory <p>Metacognition - Spaced memory retrieval</p> <ul style="list-style-type: none"> <i>Review of Research Methods – following the scientific method and features of science to evaluate the assumptions and methods of the psychological approaches</i> <i>Use of SCOUT mnemonic to evaluate the approaches</i> 	12 lessons	<p>Range of in lesson assessments, key terms tests and Homework using Approaches homework sheets</p> <p><i>End of topic assessment – 24 mark assessment consisting of a range of descriptive, applied and evaluative questions. Metacognition – Self-regulated learning – students to complete assessment tracker and assessment reflection to structure independent learning</i></p>



	<ul style="list-style-type: none"> <i>Review of Memory and Social Influence in the context of the Cognitive Approach and Social Learning Theory to consider the assumptions and methods of key studies</i> <p>#Loving – Students will be well-informed global citizens by exploring the contribution of a range of global researchers in the History of Psychology. Students will explore the emergence of Psychology in Germany in the 1870s. Students will show respect and tolerance for how researchers have conducted research historically and why technological advancements have helped psychology to become a world-renowned scientific discipline.</p> <p>#Living – Students will understand the various psychological perspectives which are still practised in society which shows success for all perspectives and abilities. Students will extend their leadership and teamwork skills when collaborating on a number of research tasks into various psychological perspectives and the work of historical and key researchers.</p>		Half term folder check
Spring 2	<p>Attachment</p> <p>#Learning - Students will begin this unit by considering current debates in developmental psychology literature, including whether the role of a father is important. Students will explore the nature/nurture debate in terms of whether we attach due to a survival purpose. The unit moves onto looking at patterns in attachment due to cultural differences in child-rearing practices.</p> <ul style="list-style-type: none"> An exploration of different family types in society Research into caregiver-infant interactions Research into the role of the father in attachment Schaffer’s stages of attachment Animal studies in attachment The Learning Theory of Attachment <p>Metacognition - Spaced memory retrieval</p> <ul style="list-style-type: none"> <i>Difference between primary and secondary data</i> <i>Differences between experimental and non-experimental research</i> <i>Use of observational research and behavioural categories</i> <i>Ethical considerations (when researching children)</i> 	10 lessons	<p>Range of in lesson assessments, key terms tests and Homework using attachment homework sheets</p> <p><i>Mid topic assessment – timed essay (16 marks)</i></p> <p>Half term folder check</p>



	<ul style="list-style-type: none"> • <i>Graphical representations of data</i> <p>#Loving – Students will be responsible for their own behaviour. The topic explores a range of issues related to child development, for example, the role of the father and disruption to attachment. Students will need to exercise respect and tolerance for the range of family types and child-rearing practices which exist in the world.</p> <p>#Living – Students will understand the key principles of safety as well as mental and physical health in the field of child development. Students will explore research which shows the importance of a nurturing upbringing and why children need to be kept safe in society. Students will understand how the attachment topic interacts with the world of work by exploring how and why legal changes have been made to maternity and paternity leave.</p>		
<p>Summer 1</p>	<p>Attachment</p> <p>#Learning - Students explore dysfunctional attachment with regards to maternal deprivation and institutionalisation. The unit allows students to build upon knowledge from the Psychopathology topic (Teacher 1) to explore how differences in attachment can lead to mental health issues in later life with reference to the internal working model.</p> <ul style="list-style-type: none"> • Bowlby’s Monotropic Theory of Attachment • Ainsworth’s Strange Situation • Cultural variations in attachment • Bowlby’s Maternal Deprivation Hypothesis • Research into institutionalisation – Romanian orphan studies • Research into the influence of early attachment on later relationships <p>Metacognition - Spaced memory retrieval</p> <ul style="list-style-type: none"> • <i>Review of Cognitive Approach – schema</i> • <i>Ethical issues in psychological research</i> • <i>Review of Research Methods – economic implications of attachment research leading to legal changes in maternity and paternity leave which are said to have led to negative economic implications</i> 	<p>10 lessons</p>	<p>Range of in lesson assessments, key terms tests and Homework using Attachment homework sheets</p> <p><i>End of topic assessment – 24 mark assessment consisting of a range of descriptive, applied and evaluative questions. Metacognition – Self-regulated learning – students to complete assessment tracker and assessment reflection to structure independent learning</i></p> <p>Half term folder check</p>



	<p>#Loving – Students will be responsible for their own behaviour. The topic moves onto explore a range of issues related to child development, for example, research conducted on Romanian orphans. Students will be well-informed global citizens by understanding how the political regime in Romania led to the increase in orphanages. Students will consider charity and fundraising opportunities that are aimed at providing more funding to the orphans in Romania.</p> <p>#Living – Students will understand the key principles of safety as well as mental and physical health in the field of child development. Students will explore research which shows the importance of a nurturing upbringing and why children need to be kept safe in society.</p>		
<p>Summer 2</p>	<p>Approaches in Psychology</p> <p>#Learning: This unit covers the remaining A level Approaches: the Psychodynamic Approach and Humanism. Students will consider why Humanism rejects all scientific principles to study “the individual” which leads to the exploration of whether Psychology is a science.</p> <ul style="list-style-type: none"> • The Psychodynamic Approach • The Humanist Approach <p>Metacognition - Spaced memory retrieval</p> <ul style="list-style-type: none"> • <i>Review of Approaches covered in Spring 1</i> • <i>Review of Research Methods to evaluate methods used by different psychological perspectives</i> • <i>Use of SCOUT and GRAVE mnemonic to evaluate studies</i> <p>#Loving – Students will be well-informed global citizens by exploring the contribution of a range of global researchers in the History of Psychology. Students will show respect and tolerance for how researchers have conducted research historically using non-experimental methods.</p> <p>#Living – Students will extend their leadership and teamwork skills when collaborating on a number of research tasks into various psychological perspectives and the work of historical and key researchers. Students will explore how psychological perspectives inform therapies that are used in society to treat a</p>	<p>6 lessons</p>	<p>Range of in lesson assessments, key terms tests and Homework using Approaches homework sheets</p> <p><i>Half term assessment – timed essay (16 marks)</i></p> <p><i>Metacognition – Self-regulated learning – students to complete assessment tracker and assessment reflection to structure independent learning</i></p> <p>Half term folder check</p>



	<p>range of psychological disorders. Students may wish to consider a career in the fields of counselling and/or psychiatry.</p>		
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