

Year 12 PSYCHOLOGY

At Thirsk School we aim to create the very best Psychology students. The aim of the Psychology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on wider society, whilst evaluating research and experiments. We do this using teaching methods which ensure students understand underlying research methods and can apply them in a variety of familiar and unfamiliar contexts. We want students to be able to evaluate and reach conclusions based on scientific evidence. Our curriculum follows the AQA specification, and will include personal reflection, anecdotes and current news, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Lesson materials are engaging to promote topical discussion to develop knowledge and enables the application of skills. Content is delivered to students and then built upon through a variety of past exam questions, application questions and discussion, with end of topic tests to support student progress. In addition to our aims, our curriculum design includes revisiting and building on existing knowledge particularly with research methods. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/area of study	RESEARCH METHODS	APPROACHES AND BIOPSYCHOLOGY	MEMORY	ATTACHMENT	SOCIAL INFLUENCE	PSYCHOPATHOLOGY
Key learning aims – knowledge and skills	Key Knowledge: Students look at the strengths and weakness of different types of experiments and sampling, ethical issues and how to manage them, explore different types of data and	Key Knowledge: Students develop their understanding of the origins of psychology. They explore the various branches that are used to categorise explanations of human behaviour.	Key Knowledge: Students develop their understanding of the short and long term memory - why cramming for tests does not work, the working memory model and retrieval failure. They explore factors that can	Key Knowledge: Students learn how care giver interactions affect relationships that we develop. The unit covers the role of the father, multiple attachments, types of attachment and explanations of	Key Knowledge: Students explore theories and research to answer questions on Why do people conform? Why do some people obey and some disobey? Why do some people follow orders even	Key Knowledge: Students explore definitions of abnormality, phobias, depression and obsessive compulsive disorder, and the various methods that can be used to help address conditions.

	<p>statistical testing, such as the sign test.</p> <p>Key Skills: Students outline and evaluate experimental methods, observational techniques, self-report techniques, scientific processes, data handling and analysis, calculation of the sign test.</p>	<p>Key Skills: Students outline and evaluate learning approaches, the cognitive approach, biological approach, psychodynamic approach, and the humanistic approach with some comparison of approaches. Students also outline and evaluate biopsychology explanations of psychology (which includes studying the nervous system and neurones in detail).</p>	<p>affect the accuracy of eyewitness testimonies and how these can be addressed, for example using a cognitive interview.</p> <p>Key Skills: students outline and evaluate the multistore model of memory, types of long term memory, the working memory model (short term memory), explanations for forgetting, factors affecting accuracy of eye witness testimony.</p>	<p>attachment such as Learning Theory and Bowlby's monotropic theory. Students also learn about cultural variations in attachment and the effects of institutionalisation.</p> <p>Key Skills: Students outline and evaluate caregiver interactions, animal studies of attachment, learning theory and monotropic theory, Ainsworth's strange situation and maternal deprivation.</p>	<p>when they know they are harmful to others? How do we get societies to change their views and opinions e.g. towards marriages of the same gender?</p> <p>Key Skills: Students outline and evaluate types of conformity, research conducted by Asch, Zimbardo, explanations for obedience, resistance to social influence and the role of social influence process in social change.</p>	<p>Key Skills: Students outline and evaluate definitions of abnormality, and explore characteristics of phobias, depression and OCD, using the behavioural, cognitive and biological approaches to treat phobias, depression and OCD.</p>
Assessment	<p>End of topic tests. Ongoing past exam questions Mock papers based on past exam papers.</p>	<p>End of topic tests. Ongoing past exam questions Mock papers based on past exam paper 2.</p>	<p>End of topic tests. Ongoing past exam questions Mock papers based on past exam papers.</p>	<p>End of topic tests. Ongoing past exam questions Mock papers based on past exam papers.</p>	<p>End of topic tests. Ongoing past exam questions Mock papers based on past exam papers.</p>	<p>End of topic tests. Ongoing past exam questions. Mock papers based on past exam paper 1.</p>