



Curriculum Map For Psychology Year 12

YEAR 12	Autumn 1	Autumn 2
Topics	<p style="text-align: center;">Social Influence Research Methods</p>	<p style="text-align: center;">Memory Research Methods</p>
Substantive Knowledge – The Knowledge And Concepts Taught By The Teacher	<ul style="list-style-type: none"> • Conformity and Variables Affecting Conformity • Conformity to Social Roles • Situational Variables Affecting Obedience • Agentic State • Authoritarian Personality • Resistance to Social Change • Minority Influence • Social Change 	<ul style="list-style-type: none"> • The Multi-Store Model of Memory: <ul style="list-style-type: none"> ○ Sensory Register ○ Short-Term Memory ○ Long-Term Memory • Features of Each Store:- <ul style="list-style-type: none"> ○ Coding ○ Capacity ○ Duration • Types of Long-Term Memory:- <ul style="list-style-type: none"> ○ Episodic ○ Semantic ○ Procedural • The Working Memory Model. • Explanations for Forgetting. • Factors Affecting the Accuracy of Eyewitness Testimony:- <ul style="list-style-type: none"> ○ Misleading Information - including leading questions and post-event discussion ○ Anxiety • Improving the Accuracy of Eyewitness Testimony - including the use of the cognitive interview.
Disciplinary Knowledge – The Knowledge Scientists Need So They Can Collect, Understand And Evaluate Scientific Evidence	<ul style="list-style-type: none"> • How laboratory experiments are conducted and their evaluation. • Strengths and weakness of research derived from laboratory experiments. • What factors cause people to do things they would not ordinarily do – i.e. brutality to others. • Differences and similarities between evaluation points. 	<ul style="list-style-type: none"> • Research methods. • Introduction to natural experiments. • Strengths and weaknesses of research into memory. • Evidence for/against how we 'forget'. • Is memory really 'trustworthy'? • Accuracy of eyewitness testimony research.
Skills	<ul style="list-style-type: none"> • Essay Writing • Evaluation – strengths and weaknesses of research/theories • Judgement • Research Skills • Group Work 	<ul style="list-style-type: none"> • Essay Writing • Evaluation – strengths and weaknesses of research/theories • Critical Thinking • Research Skills • Group Work • Revision Skills

Links To Prior Learning	<ul style="list-style-type: none"> History Years 9 and 10 – Hitler, social control and majority influence. 	
Literacy/ Numeracy	<ul style="list-style-type: none"> Difference between describe and outline. Numeracy within research methods. 	<ul style="list-style-type: none"> Numeracy within research methods.
Cross Curricular	<ul style="list-style-type: none"> History - The role of social processes in social change. 	<ul style="list-style-type: none"> Eyewitness testimony. Court proceedings.
Assessment	<ul style="list-style-type: none"> End of Topic Assessment 	<ul style="list-style-type: none"> End of Topic Assessment

YEAR 12	Spring 1	Spring 2
Topics	Attachment Research Methods	Psychopathology Research Methods
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> Caregiver-Infant Interactions in Humans:- <ul style="list-style-type: none"> Reciprocity and Interactional Synchrony Stages of Attachment Identified By Schaffer Multiple Attachments and the Role of The Father Animal Studies of Attachment: <ul style="list-style-type: none"> Lorenz and Harlow Explanations of Attachment: <ul style="list-style-type: none"> Learning Theory and Bowlby's Monotropic Theory The Concepts of a Critical Period and an Internal Working Model Ainsworth's 'Strange Situation'. Types of Attachment: <ul style="list-style-type: none"> Secure, Insecure-Avoidant and Insecure-Resistant Cultural Variations in Attachment, including Van Ijzendoorn Bowlby's Theory of Maternal Deprivation. Romanian Orphan Studies: <ul style="list-style-type: none"> Effects of Institutionalisation The Influence of Early Attachment on Childhood and Adult Relationships, including the Role of an Internal Working Model. 	<ul style="list-style-type: none"> Definitions of Abnormality - including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. The Behavioural, Emotional and Cognitive Characteristics of Phobias, Depression and Obsessive-Compulsive Disorder (OCD). The Behavioural Approach to Explaining and Treating Phobias:- <ul style="list-style-type: none"> The Two-Process Model - including classical and operant conditioning Systematic Desensitisation - including relaxation and use of hierarchy Flooding The Cognitive Approach to Explaining and Treating Depression:- <ul style="list-style-type: none"> Beck's Negative Triad and Ellis's ABC Model Cognitive Behaviour Therapy (CBT) - including challenging irrational thoughts The Biological Approach to Explaining and Treating OCD: <ul style="list-style-type: none"> Genetic and Neural Explanations Drug Therapy.
Disciplinary Knowledge – How The Knowledge Will Be Applied	<ul style="list-style-type: none"> Strengths and weaknesses of Bowlby theory. Links between Bowlby theory and evolution. Effect of attachment theories on social/child policy making. 	<ul style="list-style-type: none"> The different approaches in understanding and treating mental illnesses. Greater empathy and deeper understanding of people with mental health issues.
Skills	<ul style="list-style-type: none"> Essay Writing Evaluation – strengths and weaknesses of research/theories Critical Thinking Research Skills Group Work 	<ul style="list-style-type: none"> Essay Writing Evaluation – strengths and weaknesses of research/theories Critical Thinking Research Skills Group Work

Links To Prior Learning	<ul style="list-style-type: none"> GCSE Biology – Natural selection and evolution. 	<ul style="list-style-type: none">
Literacy/ Numeracy	<ul style="list-style-type: none"> Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. 	<ul style="list-style-type: none"> Variables:- <ul style="list-style-type: none"> Manipulation and Control of Variables - including independent, dependent, extraneous, confounding Operationalisation of Variables
Cross Curricular	<ul style="list-style-type: none"> Science - Animal studies and welfare; the risks of using animals in experiments. 	<ul style="list-style-type: none"> PSHE - Mental health.
Assessment	<ul style="list-style-type: none"> Section of Exam Paper 	<ul style="list-style-type: none"> Section of Exam Paper

YEAR 12	Summer 1	Summer 2
Topics	Biopsychology Research Methods	Approaches Research Methods
Substantive Knowledge – The Knowledge Taught By The Teacher	<ul style="list-style-type: none"> The divisions of the nervous system:- <ul style="list-style-type: none"> Central and Peripheral (somatic and autonomic) The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. The function of the endocrine system:- <ul style="list-style-type: none"> Glands and Hormones The fight or flight response including the role of adrenaline. 	<ul style="list-style-type: none"> Learning approaches: <ul style="list-style-type: none"> i) The Behaviourist Approach - including classical conditioning and Pavlov’s research, operant conditioning, types of reinforcement and Skinner’s research ii) Social Learning Theory - including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura’s research The Cognitive Approach:- <ul style="list-style-type: none"> The Study of Internal Mental Processes The Role of Schema The Use of Theoretical and Computer Models to Explain and Make Inferences About Mental Processes. The Emergence of Cognitive Neuroscience The Biological Approach:- <ul style="list-style-type: none"> The Influence of Genes Biological Structures and Neurochemistry on Behaviour Genotype and Phenotype Genetic Basis of Behaviour Evolution and Behaviour
Disciplinary Knowledge – The Knowledge Scientists Need So They Can	<ul style="list-style-type: none"> Evidence of how drug therapy impacts the brain. 	<ul style="list-style-type: none"> Different perspectives of where behaviour originates from – the notion that abnormal behaviour may have multiple sources and require multiple treatments.

Collect, Understand And Evaluate Scientific Evidence		
Skills	<ul style="list-style-type: none"> • Essay Writing • Evaluation – strengths and weaknesses of research/theories • Critical Thinking • Research Skills • Group Work 	<ul style="list-style-type: none"> • Essay Writing • Evaluation – strengths and weaknesses of research/theories • Critical Thinking • Research Skills • Group Work
Links To Prior Learning	<ul style="list-style-type: none"> • GCSE Biology – The Human Body 	<ul style="list-style-type: none"> • GCSE Biology – Genetics
Literacy/ Numeracy	<ul style="list-style-type: none"> • Self-Report Techniques • Questionnaires • Interviews - structured and unstructured 	<ul style="list-style-type: none"> • Observational techniques. • Types of observation:- <ul style="list-style-type: none"> ○ Naturalistic and Controlled Observation ○ Covert and Overt Observation ○ Participant and Non-Participant Observation
Cross Curricular	<ul style="list-style-type: none"> • Science and PSHE - Drugs 	<ul style="list-style-type: none"> •
Assessment	<ul style="list-style-type: none"> • Section of Exam Paper 	<ul style="list-style-type: none"> • Section of Exam Paper