

SUBJECT:
A-Level Psychology



NESTON
HIGH SCHOOL

KS5 CURRICULUM PLAN
2020-21

YEAR 12	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
TOPIC	Social Psychology: Obedience and Prejudice theories; Practical; Key Question; Learning Theories: Classical, Operant and Social learning; Practical, Key Question	Themes and Debates; Social Psychology and Learning Theories Classic Studies and Contemporary Studies	Biological Psychology; of Biological Psychology theories; Practical; Key Question. Cognitive Psychology: Overview of Memory models; Practical; Key Question	Biological and Cognitive Psychology evaluation and comparison of theories; Classic Study and Contemporary studies.	Developmental Psychology; Individual Differences	Revision (Possible to start A2)	
Knowledge	Obedience theories: Social Impact and Agency Theory. Learning Theories: Classical conditioning; Operant Conditioning; Social Learning Theories Research Methods: Self report (Questionnaires and Interviews); Observations; Use of Animals. Themes and Debates: Ethics; Practical Issues; Nature/nurture debate; Social Control; Social Sensitivity; Psychology as a Science	Classic studies: Sherif and Watson & Raynor; Contemporary Studies: Burger and Becker Themes and Debates: Culture and Gender; How Psychology has developed over time; Comparing explanations; Reductionism; The use of Psychology in Society	Biological psychology theories: Brain Structures; neurochemicals; evolution; hormones v psychodynamic explanation. Memory models: Multi-store model; Working Memory Model; Episodic and Semantic Memory; Reconstructive Memory. Research methods: Correlation; Experiment	Classic Studies: Raine and Baddeley. Contemporary studies: Brendgen and Schmolk	Developmental Psychology: Social; Cognitive; Learning Theories; Biological. Individual differences (Culture and gender): Social, Cognitive, Learning Theories, Biological		
Skills	Students will evaluate social psychology theories and learning theories; students will apply social psychological and learning theories to current affairs; Students will compare social psychology and learning theories; Students will practice the research methods of social psychologists and learning theorists.	Students will evaluate the themes and debates in social psychology and learning theories; Students will evaluate social psychology and learning theories research; students will apply social psychology research to prejudice and obedience and apply learning theories to phobias and aggression.	Students will evaluate biological and cognitive psychology theories; students will apply biological and cognitive psychology theories to current affairs; Students will compare biological psychology and cognitive psychology theories; Students will practice the research methods of biological psychologists and cognitive psychologists.	Students will evaluate the themes and debates in biological and cognitive psychology; Students will evaluate biological and cognitive psychology; Students will apply biological psychology to aggression and apply cognitive psychology to memory, aggression;	Students will evaluate and apply the developmental psychology of memory, prejudice, obedience, aggression and phobias. Students will evaluate and compare the individual differences and culture of social, biological, cognitive and learning theories.	Students will consolidate their evaluation, application, research, practical and comparison skills that they have developed throughout the first year of the course.	
Key Vocab	Conditioning, operant, classical, social learning, modelling, behaviourism, vicarious reinforcement, bobo doll, phobias, systematic desensitisation, flooding, observation, overt, covert, structured, unstructured, controlled, natural, event, time sampling	Generalisability, reliability, validity, hydrocephalus, extraneous variables, nature-nurture, naturalistic experiment, prospective design, multi wave, cross sectional	Sensory memory, short term, long term, control processes, attended information, rehearsal, whole or partial recall technique, visual array, tachistoscope, interference task, trigram, phonological similarity, mnemonic, chunking/central executive, episodic buffer, visuospatial sketch pad, modality free, episodic, semantic, temporal, spatial, reconstructive memory.	Mundane realism, encephalitis, medial, anterolateral, lateral, bilateral, interrater reliability, socially sensitive research.			

KS4 Knowledge and key skills

Key Knowledge Transfer

YEAR 13	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	
TOPIC	Clinical Psychology: Classic Study; Diagnoses of Disorders: explanations and Treatments; Dopamine Hypothesis; Contemporary study; Genetic Explanation. Criminal Psychology: Biological explanation for crime	Clinical Psychology: Non-Biological Explanation; Treatments. Criminal Psychology: Social explanations for crime.	Clinical Psychology: explanations and Treatments for Anorexia; Genetic explanation for Anorexia; Contemporary study; Non-biological explanation for Anorexia; Biological and Non-biological treatment for Anorexia. Criminal: offender treatments, Factors affecting the court process. Research Methods and Practical	Clinical Psychology; Key Question and Practical Criminal Practical and Key Question. Contemporary and classical study	Revision	STUDY LEAVE	
Knowledge	Clinical psychology classic Study: Rosenhan; Diagnoses: 4Ds; DSMIVR; ICD10; Biological Explanations for schizophrenia: Dopamine Hypothesis and Genetic; Contemporary Study for schizophrenia: Carlsson Criminal: amygdala, XYY, TBI, Raine, Personality, dopamine and serotonin.	Clinical Psychology: Non-Biological Explanation for schizophrenia - Psychodynamic; Treatments for schizophrenia: Drugs and Token Economy. Criminal Psychology: SLT, Self fulfilling prophecy. Links to developmental psychology and individual differences. Understanding the offender: Cog interview, psychological formulations.	Genetic explanation and socio-cultural explanation for anorexia; Contemporary study: Scott van Zeeland; Drug and CBT treatment for anorexia. Research methods: Cross-cultural. Criminal: CBT, diet, EWT, Weapon focus, classic study: Loftus and Palmer, Contemporary study: Valentine and Mesout. Majority and minority court influence.	Research Methods: Summative content analysis			
Skills	Students will evaluate diagnostic systems, biological explanations for schizophrenia and criminality; students will also be able to apply biological explanations to schizophrenia and criminality.	Students will evaluate non-biological explanations for schizophrenia and criminality; students will also be able to apply non-biological explanations to schizophrenia and criminality. Students will be able to compare biological and non-biological explanations of clinical and criminal psychology.	Students will evaluate biological and non-biological explanations for anorexia and criminal psychological research; students will also be able to apply biological and non-biological explanations to anorexia and criminal psychological research to criminality. Students will be able to compare biological and non-biological explanations for anorexia. Students will practice criminal and clinical psychological research.	Students will practice summative content analytical skills.	Students will consolidate their evaluation, application, research, practical and comparison skills that they have developed throughout the course.		
Key Vocab	Criminal: amygdala, TBI, limbic system, XYY syndrome, serotonin, dopamine, reductionism vs holism	Criminal: self fulfilling prophecy, social learning, modelling, nurture, developmental, individual differences	Eye witness testimony, psychological formulations, cognitive interview, cognitive behavioural therapy, post event information, pre trial publicity, defendant characteristics	Criminal: lab, field experiments, validity, reliability, standardised, operationalise.			