

In Year 12 we look at ; Social Influence; Attachment; Psychopathology and Research methods					
	Content Taught	Spec Ref	Essential knowledge	Assessment	Rationale why this content is taught in this year group at this point (Sequencing/progression of knowledge)
In Year 12 we study memory; attachment; social influence; approaches in psychology; psychopathology; research methods					
HT1	In this half term students will study Memory and Research methods	<p>Memory</p> <p>Research methods</p>	<p>Students will develop essential knowledge of...</p> <p>Multi-store model of memory Long term memory Working memory model Explanations for forgetting - interference; retrieval failure</p> <p>Experimental Method: Ethics Aims Hypotheses Variables (IV, DV, EV, CV) Demand characteristics/Investigator effects and control of variables Types of Experiments Experimental designs</p> <p><u>Essential knowledge reading for consolidation:</u> https://www.verywellmind.com/how-to-conduct-a-psychology-experiment-</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>Memory offers an opportunity to start with a topic that is ambitious and challenging to students (memory) and offers practical opportunities to carry out experiments which supports the work of KRI delivering research methods. It offers illustration for future learning of explanations for human behaviour that are nomothetic; deterministic; reductionist and focused on nature. We begin the development of our Tier 2 and 3 vocabulary.</p> <p>Research methods is delivered early in the course as it underpins all the learning across the course. The learning of the use of experimental methods here allows learners to apply essential knowledge to their consecutive learning about memory as they can describe and evaluate the strengths and weaknesses of experimental memory research ie. transferable knowledge across lessons delivered at this time and also supports future learning across all units of the course where the use of experiments to support models and theories are examined</p>
HT2	In this half term students will complete Memory and begin Social Influence and Research Methods	<p>Memory</p> <p>Social Influence</p> <p>Research Methods</p>	<p>Explanations of unreliability of eyewitness testimony in leading questions; anxiety, weapon focus, post event discussion Cognitive Interview</p> <p>Types of conformity inc compliance, internalisation and identification Explanations for conformity inc normative social influence, informational social influence Explanation of conformity to social roles</p> <p>Sampling Correlational studies</p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>Social Influence (LDO) builds on prior knowledge from our Memory unit through developing application and evaluation of models and theories. It offers illustration for future learning of explanations for human behaviour that are nomothetic; deterministic; reductionist and focused on nurture</p>

			<p>Data analysis and presentation Self-report techniques inc. questionnaires and interviews Observational studies</p> <p><u>Essential knowledge reading for consolidation:</u> <u>10 Influential Memory Theories and Studies in Psychology - Psychologist World</u></p>		<p>Following delivery of essential knowledge for 'experiments', delivery of non-experimental methods builds on prior knowledge of ways that psychologists can collect data. This offers students an opportunity to expand upon their evaluation of the experimental method by contrasting with the strengths of alternative methods and vice versa. This informs and supports future learning as a variety of research methods are examined across the units of the course.</p>
HT3	<p>In this half term students will complete Social Influence and begin Psychopathology/Approaches in Psychology/Biopsychology</p>	<p>Social Influence</p> <p>Psychopathology/Approaches in Psychology/Biopsychology</p>	<p>LDO- Explanations of obedience inc situational and dispositional explanations Explanations for resistance to social influence including social support and locus of control Minority Influence Social influence and social change</p> <p>Development of psychology as science Definitions of abnormality The learning approach - Behaviourism Behaviourism applied to phobias</p> <p><u>Essential knowledge reading for depth :</u> <u>ps://www.studysmarter.co.uk/explanations/psychology/basic-psychology/minority-influence-and-social-change/</u></p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>To facilitate learner understanding of essential knowledge from the 'Approaches to Psychology' and 'Psychopathology' units KRI has developed a sequence that intertwines essential knowledge for both units. This means that students learn about the features of a specific approach in psychology e.g., Social Learning theory and then apply it in order to explain the causes of a specific disorder e.g., depression and its features. This promotes understanding of Approaches in Psychology as it provides a context to apply knowledge and understanding to, simultaneously reinforces knowledge and understanding of the disorders themselves as features are reinforced to understand how the Approach can be used to explain it. Content offers the opportunity to build on prior knowledge and support future learning as the variety of Approaches/ Psychopathologies covered provide illustration for human behaviour that is nomothetic; deterministic; reductionist and focused on both nature and nurture</p>
HT4	<p>In this half term students will study Attachment and</p>	<p>Attachment</p>	<p>Caregiver-infant interaction inc reciprocity and interactional</p>	<p>Summative assessment- during</p>	<p>Attachment (LDO) offers the opportunity</p>

	<p>continue Psychopathology/Approaches in Psychology/Biopsychology</p>	<p>Psychopathology/Approaches in Psychology/Biopsychology</p>	<p>synchrony The role of the father Explanations of attachment inc Learning theory and Bowlby's evolutionary explanation of attachment Ainsworth's Strange Situation Technique Cross-cultural variations of attachment</p> <p>The learning approach – Social learning theory The Cognitive approach The cognitive approach applied to depression</p> <p>The Biological Approach</p> <p>Essential knowledge reading for consolidation : <u>Internal Working Model: The Influence Of Early Attachment On Later Life Relationships - Psychology Hub</u></p>	<p>this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>to study and contrast a different type of psychology to previous units that dealt with Cognitive psychology (memory) and Social psychology (social influence). This unit builds on prior knowledge of research methods with a different focus for application and offers illustration for future learning of explanations for human behaviour that are nomothetic; deterministic; reductionist and focused on both nature and nurture</p>
HT5	<p>In this half term students will continue to study Attachment and Psychopathology/Approaches in Psychology/Biopsychology</p>	<p>Attachment</p> <p>Psychopathology/Approaches in Psychology/Biopsychology</p>	<p>Bowlby's theory of maternal deprivation inc 44 Juvenile thieves study The influence of early attachment on childhood and adult relationships</p> <p>The Biological approach</p> <p>Biopsychology The divisions of the nervous system The structure and function of neurons The role of synaptic transmission The function of the endocrine system The fight or flight response</p> <p>The biological approach applied to OCD</p> <p>Essential knowledge reading for consolidation : <u>https://www.simplypsychology.org/fight-flight-freeze-</u></p>	<p>Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit</p> <p>Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson</p>	<p>Biopsychology (year 1 content, paper 2) has a strong biological focus and acts as a contrast to previous explanations for human behaviour that other units that are focused on a variety of non-biological explanations for behaviour. This unit offers a stark contrast to other units and offers opportunities for contrasting explanations and methodologies. The biopsychology content goes on to underpin the biological explanations and treatments of OCD (psychopathology unit) and of the biological elements of the year 13 schizophrenia and forensic psychology topics.</p>
	<p>Responsive teaching/reteach prior to end of year</p>	<p>Responsive teaching/reteach</p>			

	summative assessments and and the commencement of Year 13 learning		fawn.html		
HT6	In this half term students will continue to study Relationships and Biopsychology	Relationships	Evolutionary explanations for partner preferences Factors affecting attraction	Summative assessment- during this half term bring it all together tasks are completed for sub topics and a bring it all together end of unit test is completed to assess essential knowledge for the whole unit Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson	Relationships (LDO) offers an opportunity to build on prior knowledge of application and evaluation of theories, models and studies. It also allows us to revisit prior knowledge of the Approaches, eg. evolutionary approach, applied to a different context. Aspects of the unit provide illustration for future learning of explanations for human behaviour that are deterministic, reductionist and focused on nature or nurture Biopsychology builds upon the year 1 content of HT5 and further develops students knowledge and understanding of bio and neuropsychology. As with the year 1 content, the strong biological focus remains and it continues to be a stark contrast to other units and offers opportunities for contrasting explanations and methodologies for current and future learning.
		Bio- psychology cont. (year 2 biopsychology)	Ways of studying the brain Localisation of function in the brain Hemispheric lateralisation inc. split brain research Plasticity and functional recovery of the brain after trauma <u>Essential knowledge reading for depth:-</u> https://www.psychologyhub.co.uk/localisation-of-function-in-the-brain-and-hemispheric-lateralisation-motor-somatosensory-visual-auditor		