

In Year 13 we study relationships; schizophrenia; biopsychology; forensic psychology; issues and debates; research methods					
HT1	In this half term students will continue to study Relationships and Biopsychology	<p><b>Relationships cont ...</b></p> <p><b>Bio- psychology cont. (year 2 biopsychology)</b></p> <p><b>Schizophrenia</b></p>	<p>Factors affecting attraction Theories of romantic relationships</p> <p>Essential knowledge reading for depth: <u>Too close for comfort: the pitfalls of parasocial relationships   Social media   The Guardian</u></p> <p>Biological rhythms – circadian rhythms Biological rhythms – infradian and ultradian rhythms Control of rhythms: endogenous pacemakers and exogenous zeitgebers</p> <p>Diagnosis and classification of schizophrenia Biological explanations of schizophrenia</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>	Schizophrenia builds upon prior learning in Year 12 whilst developing application skills by applying existing knowledge to the new topic. It also offers the opportunity to discuss some of the essential knowledge of the debates covered by LDO, e.g. determinism, reductionism, nature/nurture that will also inform and support future learning
HT2	In this half term students will complete Relationships and begin Issues and debates and Schizophrenia	<p><b>Issues and debates</b></p> <p><b>Schizophrenia cont.</b></p>	<p>Virtual relationships Parasocial relationships</p> <p>Gender and bias Culture and bias Nature and Nurture</p> <p>Biological treatments for schizophrenia Psychological explanations for schizophrenia Psychological treatments for schizophrenia The interactionist approach to explaining and treating schizophrenia</p> <p><u>Essential knowledge reading for consolidation:-</u> <u>Schizophrenia   Psychology Today</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>	Issues and debates (LDO) offers the opportunity to revisit aspects of prior learning from across topics e.g. gender bias; culture bias; idiographic/nomothetic approaches. This unit also offers the opportunity to develop essential knowledge of debates e.g. free-will –determinism and apply to other aspects of the course to show synoptic links through effective recall which will also support future learning.
HT3	In this half term students will continue to study Issues and debates and Schizophrenia	<b>Issues and debates cont ..</b>	<p>Free will and determinism Nomothetic and Idiographic approaches Holism and reductionism</p> <p><u>Essential knowledge reading for depth:-</u> <u><a href="https://www.psychologistworld.com/issues/free-will-vs-determinism-psychology-reductionism">https://www.psychologistworld.com/issues/free-will-vs-determinism-psychology-reductionism</a></u></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	

		<b>Forensic Psychology</b>	<p>Top-down and bottom-up approaches to offender profiling</p> <p>Biological explanations of offending behaviour: atavistic form</p> <p>Biological explanations of offending behaviour: genetic and neural explanations</p> <p>Psychological explanations of offending behaviour: Eysenck</p>	Formative assessment- Live marking of students oral and written work is carried out following retrieval starter tasks for each lesson	Forensic psychology allows students to strengthen their knowledge of prior learning of key approaches such as the biological and cognitive approaches. As with schizophrenia, forensic psychology also offers the opportunity to link with some of the essential knowledge of the debates covered by LDO, e.g., free will/determinism, nature/nurture that also supports future learning and facilitates synoptic links
HT 4	In this half term students will continue to study Issues and debates and begin Research methods and Forensic Psychology	<p><b>Issues and debates cont.</b></p> <p><b>Research methods</b></p> <p><b>Forensic Psychology cont.</b></p>	<p>Ethical implications of socially sensitive research</p> <p>Content Analysis</p> <p>Case studies</p> <p>Reliability/Validity</p> <p>Peer review</p> <p>Features of science</p> <p>Reporting psychological investigations</p> <p>Psychological explanations of offending behaviour: Cognitive explanations</p> <p>Psychological explanations of offending behaviour: Differential association theory</p> <p>Psychological explanations of offending behaviour: psychodynamic explanations</p> <p>Dealing with offending behaviour: custodial sentencing, behaviour modification, anger management, restorative justice, The problem of recidivism</p> <p><u>Essential knowledge reading for breadth:-</u> <u>Offender Profiling - Simply Psychology</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>	Year 13 Research builds and extends on Year 12 research methods by adding more complex knowledge and understanding that students can use to further evaluate methodology across the course. Completion of this unit involves extensive synoptic work through completion of written assessments from across the units that which act as an opportunity for application of new essential knowledge and revision/recall of prior knowledge from across the course
HT5	In this half term students will continue to study Research methods and complete Approaches	<p>Research Methods cont ..</p> <p><b>Approaches cont.</b></p>	<p>Statistical testing</p> <p>Probability and significance</p> <p>Choice of statistical test</p> <p>Humanistic Approach</p> <p>Psychodynamic Approach</p> <p>Comparison of approaches</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>	Delivery of humanistic and psychodynamic approaches at the end of the course allows students to build their knowledge of approaches in small steps and provide opportunities for recall and

			Essential knowledge reading for consolidaton:- www.differencebetween.net/science/difference-between- psychodynamic-perspective-and-humanistic-perspective/		link with some of the essential knowledge of the debates covered by LDO, e.g., free will/determinism, nature/nurture
HT5-6	<b>In this half term students will complete recall/revision activities across all course content</b>	<b>All course content</b>	Completion of reteach ,additional past exam questions- knowledge, application, evaluation	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	Responsive teaching for revision to include teacher led recall; reteach as directed by students; teacher modelling of answers; independent completion of extended questions/papers by students