

Y12 long-term sequence for Psychology A-Level

<p>Intent</p> <p>In Psychology A level, we aim to secure strong academic outcomes alongside a discovery of new and thought-provoking areas of study. Psychology as a subject is very relevant in a diverse and ever-changing world and supports students in their ability to empathise with others and engage in deep thinking about the people around them. By exploring a wide range of topics, students can find areas of interest which will raise their confidence and encourage them to embrace a growth mind -set. The Psychology curriculum involves students learning about key psychological approaches across history and considering the applications psychology has to society. They will develop mathematical skills to allow them to analyse research and practical skills through collecting the data themselves. Alongside learning a variety of new key terms and concepts, students will have to apply this knowledge and evaluate studies and theories. Students of Psychology will learn to think like a psychologist by drawing on their knowledge of scientific inquiry continually throughout the two years of the course when thinking critically about explanation of the specific behaviours. We wish our students to understand the contribution of Psychology to individual, social and cultural diversity, understanding the relationship between Psychology and personal, moral, social and cultural issues, developing our students' own ethical principles in order to become reflective thinkers who can develop arguments and draw conclusions in a critical and scientific manner. We are committed to ensuring all pupils have high aspirations and providing support and provision to ensure all can succeed.</p>		
<p>Teacher 1 Term 1 Aut01:: Topic 4.1.1 Social influence STUDENTS MUST KNOW</p> <ul style="list-style-type: none"> • Types of conformity: internalisation, identification, and compliance. <p>Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch.</p> <ul style="list-style-type: none"> • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill based questions, mastery</p>	<p>Teacher 1 Term 2 Term 1: Topic 4.1.1 Social influence STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Explanations of resistance to social influence, including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility. <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 1 Term 3 Spr01: Topic 4.1.2 Memory STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill based questions, mastery</p>
<p>Teacher 1 Term 3 Topic 4.1.2 Memory STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Explanations for forgetting proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: leading questions and postevent discussion; anxiety. • The use of the cognitive interview. <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 1 Term 4 Topic 4.1.3 Attachment STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill based question, mastery</p>	<p>Teacher 1 Term 5 Topic 4.1.3 Attachment STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Ainsworth's 'Strange Situation.' Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model. <p>How will this be assessed?</p> <p>Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>

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<p>Teacher 2 Term 1 Topic 4.2.1 Approaches</p> <p>STUDENTS MUST KNOW:</p> <p>The basic assumptions of the following approaches:</p> <ul style="list-style-type: none"> • Learning approaches: 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: 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. Cognitive neuroscience. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 2 Term 2 Term 2 Topic 4.2.1 Approaches</p> <p>STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The biological approach: , biological structures and neurochemistry on behaviour. Genotype and phenotype genetic basis of behaviour, evolution and behaviour. • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, congruence, the role of conditions of worth. • Comparison of approaches. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 2 Sum02 Topic 4.2.2 Biopsychology STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The divisions of the nervous system: 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: glands and hormones. • The fight or flight response including the role of adrenaline. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>
<p>Teacher 2 Spr02 Topic 4.1.4 Psychopathology STUDENTS MUST KNOW:</p> <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: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. <p>How will this be assessed?</p> <ul style="list-style-type: none"> • Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery 	<p>Teacher 2 Spr02 Topic 4.1.4 Psychopathology STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The cognitive approach to explaining and treating depression: 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: genetic and neural explanations; drug therapy. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 2 Sum02 Topic 4.2.2 Biopsychology STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); post-mortem examinations. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>

Home learning set will consist of a combination of: Self-quizzing based on knowledge organisers, key concept/terms quizzing, exam questions based on a variety of skills (AO1/AO2/AO3) from 2-16 marks

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<p>Teacher 1 Aut01 Topic 4.3.1 Issues and debates STUDENTS MUST KNOW</p> <ul style="list-style-type: none"> • Gender bias • Culture bias • Free will and determinism • The nature-nurture debate <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 1 Spr01 Topic 4.3.5 Schizophrenia STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Summer term</p> <p>Both teachers will focus on revision of content and skills leading up to exams. This revision will be focused on a range of topics guided by:</p> <ul style="list-style-type: none"> • Areas of misconception highlighted by QLAs following mock assessments • Post-assessment teacher intervention sheets • Data from end of topic assessments • Teacher knowledge of students areas of development • Mastery of grades B and above
<p>Teacher 1 Aut02 Topic 4.3.1 Issues and debates STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Holism and reductionism • Idiographic and nomothetic approaches • Ethical implications of research studies and theory, including reference to social sensitivity <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 1 Spr02 Topic 4.3.5 Schizophrenia STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress mode <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	

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<p>Teacher 2 Aut01 Topic 4.3.3 Gender STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in biological sex. Diversity in sex development, including androgen insensitivity syndrome, Klinefelter's syndrome and Turner's syndrome. • Gender identities, including binary, non-binary and gender fluid. How gender has been measured using the Bem Sex Role Inventory. • Biological explanations of gender development, including chromosomes and hormones. <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	<p>Teacher 2 Spr01 Topic 4.3.8 Aggression STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Neural and hormonal mechanisms in aggression • Genetic factors in aggression • The ethological explanation of aggression • Evolutionary explanations of human aggression • Social-psychological explanations of human aggression <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	
<p>Teacher 2 Aut02 Topic 4.3.3 Gender STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; Martin and Halverson's gender schema theory. • Social learning theory as applied to gender development. The influence of culture and media on gender roles. • Gender incongruence: biological and social/cultural explanations <p>How will this be assessed?</p>	<p>Teacher 2 Spr02 Topic 4.3.8 Aggression STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Social learning theory as applied to aggression • De-individuation • Institutional aggression in the context of prisons • Media influences on aggression, including the effects of computer games <p>How will this be assessed? Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery</p>	

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Low stake quizzing, retrieval practice, questioning, variety of skill based questions, end of topic assessment, mastery	
Home learning set will consist of a combination of: Self-quizzing based on knowledge organisers, key concept/terms quizzing, exam questions based on a variety of skills (AO1/AO2/AO3) from 2-16 marks	

Research methods long-term sequence for A-level Psychology

<u>Year 12 Aut 01</u> STUDENTS MUST KNOW: <ul style="list-style-type: none"> • Aims (stating aims, the difference between aims and hypotheses) • Hypotheses (directional, non-directional, null) • Variables (independent, dependent and operationalisation) • Types of experiment (laboratory, field, natural, quasi) • Pilot studies 	<u>Year 12 Spr 02</u> STUDENTS MUST KNOW: <ul style="list-style-type: none"> • Types of data (quantitative, qualitative, primary, secondary) • Descriptive statistics (measures of central tendency - mean, mode and median and measures of dispersion - range and standard deviation) and calculations • Calculation of percentages • Positive, negative and zero correlations • Design a study 	<u>Year 13 Aut 01 and 02</u> STUDENTS MUST KNOW: <ul style="list-style-type: none"> • Inferential testing <ul style="list-style-type: none"> Probability and significance Use of statistical tables Critical values in interpretation of significance Type I and type II error • Factors affecting the choice of statistical test including levels of measurement and experimental design • When to use: <ul style="list-style-type: none"> Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, Related t-test, Unrelated t-test, Chi-squared 	<u>Year 13 Summer term</u> Teacher will focus on revision of content and skills leading up to exams. This revision will be focused on a range of topics guided by: <ul style="list-style-type: none"> • Areas of misconception highlighted by QLAs following mock assessments • Post-assessment teacher intervention sheets • Data from end of topic assessments • Teacher knowledge of students areas of development • Mastering grade B and above
<u>Year 12 Aut 02</u> STUDENTS MUST KNOW: <ul style="list-style-type: none"> • Experimental design (independent groups, repeated measures and matched pairs) • Control of variables (extraneous, demand characteristics and investigator effects) • Control: (random allocation, 	<u>Year 12 Sum 01</u> STUDENTS MUST KNOW: <ul style="list-style-type: none"> • Presentation and display of qualitative data: <ul style="list-style-type: none"> ○ Bar charts ○ Histograms ○ Scatter diagrams Reasons why these would be drawn, how to draw them and how to interpret them	<u>Year 13 Spr 01</u> STUDENTS MUST KNOW: <ul style="list-style-type: none"> • Features of science (objectivity and the empirical method, replicability and falsifiability, theory construction and hypothesis testing, paradigm and paradigm shift) • Reporting psychological investigations (sections of a scientific report) 	

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<p>counterbalancing, randomisation, standardisation)</p> <ul style="list-style-type: none"> • Sampling methods (random, opportunity, volunteer, stratified and systematic) • Ethical guidelines including the role of the BPS, how to deal with ethical issues 	<ul style="list-style-type: none"> • Distributions (normal and skewed; characteristics of each) • Introduction to statistical testing; the sign test (when to use it and how to do it) 	<ul style="list-style-type: none"> • Levels of measurement: nominal, ordinal and interval 	
<p><u>Year 12 Spr 01</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Questionnaires (construction, design, open and closed questions) • Interviews (structured and unstructured) • Observational techniques (types of observation, behavioural categories, time and event sampling, inter-observer reliability) • Correlations (co-variables, describing relationships, co-efficients) 	<p><u>Y12 Sum 02</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • The role of peer review in the scientific process • Implications of Psychological research 	<p><u>Year 13 Spr 02</u> STUDENTS MUST KNOW:</p> <ul style="list-style-type: none"> • Coding in content analysis • Case studies • Reliability across all methods of investigation (ways of measuring reliability, test-retest, inter-observer reliability, improving reliability) • Types of validity (face validity, concurrent validity, ecological validity, temporal validity. Measuring and improving validity) 	