

Curriculum planning map for Psychology at Nunthorpe Academy.

The study of Psychology develops...

The curriculum for Psychology at Nunthorpe Academy aims to ensure that all pupils:	How?
The intent for the Psychology curriculum is to ensure that our young psychologists are equipped with the necessary scientific knowledge, skills and vocabulary to develop a better understanding of themselves and the wider world.	The psychology curriculum is designed to enable our learners to value the importance of Psychological research and promotes an awe-driven curiosity of the human mind, through the topics included and the order in which they are delivered.
Psychology is an academic subject that enables our students to develop their knowledge of psychological issues, research studies, theories and models in a range of topic areas. Psychology includes elements of many other disciplines including English Language, Mathematics, Computer Science, Science (particularly Biology), History and Geography.	SPaG, persuasive writing, debating, comparison and report-writing skills are promoted through the requirement to produce essay-style responses (English Language). A minimum of 10% of the overall assessment of Psychology will contain mathematical skills equivalent to Level 2 or above (Mathematics). Memory models are taught in comparison to models of computer and data processing (Computer Science) Between 25-30% of the overall assessment will assess skills, knowledge and understanding in relation to research methods (Science). Biological approach is studies in several topics in attempts to account for and predict human behaviour (Biology). All topics take into consideration, cultural and historical trends and events when considering research and attitudes (History & Geography)
We have a strong commitment to raising the profile of mental health care and mental health awareness.	Studying Psychopathology and Schizophrenia gives us an opportunity to dispel myths about this psychotic disorder and develop knowledge and understanding of potential causes and treatments.
A key aim of our course is to support students to develop skills that will help them in their future education, work life, family life and as a valuable member of society.	Topics equip students beyond the Psychology Curriculum. Students are taught about schizophrenia, phobias, depression and OCD. We teach the topic of relationships which develops the understanding of building healthy relationships and the importance of having positive relationships with others. The topic of aggression provides students with the knowledge of how to deal with aggression positively by understanding the causes and influences of such behaviours.
We look at many ways in which Psychology can be used to help people, including ourselves.	By studying topics such as Aggression, Relationships and Schizophrenia (although all are relevant) prevention and/or treatments of particular behaviour can be developed.
We encourage the development of independence and resilience, offering opportunities for one-to-one support in addition to class time support.	This is in the context of expecting students to take responsibility for their own progress and outcomes.

In Psychology lessons at Nunthorpe Academy pupils will be taught to:	How?
Master the higher-level skill of evaluation by looking at strengths, limitations and other discussion points such as compare and contrast throughout the course. This allows them to understand the complexity of psychological issues and move away from simplistic answers towards more developed discussions.	Promoted through the practise of AO3 skills questions during each lesson. Model answers are also provided, alongside effective use of mark schemes and walking- talking examples. HL promotes the use of carrying out extensive independent research into order to engage on a higher level with content and develop application skills.
Students use their knowledge, application and evaluation skills to apply Psychology to real world examples of behaviour and need to be prepared to consider topics in the exams that are not on the specification.	A wide range of examples are used in lessons to support with this. Students also plan, conduct and reflect upon their own research projects.
Draw together their skills, knowledge and understanding from across the full course of study of A Level Psychology, encompassing their mathematical and scientific skills developed at KS3. They will have the opportunity to demonstrate their ability to construct and develop a sustained line of reasoning which is coherent, relevant, substantiated and logically structured. Through studying A Level Psychology, students: <ul style="list-style-type: none"> • develop essential knowledge and understanding of different areas of the subject and how they relate to each other • develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods • develop competence and confidence in a variety of practical, mathematical and problem-solving skills • develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject • understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society. 	Re-caps on previous learning at the beginning of each lesson. Opportunities to participate in events with visiting speakers (i.e. brain dissection) and university representative. Debate opportunities in lessons. Application of scientific methods, while completing own research. Advice on completion of the Extended Project Qualification (EPQ) for students who opt to study a psychological issue/approach/interest.

CEIAG, including Gatsby benchmark, further and higher education opportunities in Psychology.
Psychology is most useful in careers that deal with people (GP, psychiatrist, psychologist, social worker, nurse, lawyer, manager, teacher, etc). Psychologists work in a variety of sectors such as health care, education, legal civil servant, forensics and businesses. Linking curriculum learning to careers Psychology as a discipline has connections to direct scientific and technological innovations, as well as its indirect contributions to education and learning in science and technology. Discussion through topic content and 'Where can Psychology take you?' display is embedded in lessons and career discussions. Visiting University Professor carries out a brain dissection. Encounters with employers and employees Y12 complete a work experience placement and assistance is provided for those, where possible, to access Psychology-related opportunities. Encounters with further and higher education Visit to Teesside University Crime Lab. Visiting University Professor carries out a brain dissection.

Academy focused transferable skills taught in Psychology.

Team work: work effectively in a team by cooperating, sharing responsibilities, listening and responding appropriately to the ideas of others in the planning, implementation and interpretation of particular research studies and group presentations on specific approaches; demonstrate sensitivity to cultural and individual differences and similarities by working effectively with others, respecting and considering opinions and showing respect for others.

Time management: *Management* (manage individuals and/or teams, coordinate projects, and prioritise individual and team tasks); *Self-regulation* (manage time and stress by completing assigned tasks to meet expectations and deadlines; display initiative and persistence by accepting and completing additional feedback and re-draft advice in a careful, thorough, and dependable manner).

Researching: display proficiency with statistics, research evaluation and application and research design necessary for the study of social and physical systems.

IT Skills: use of IT to complete statistical analysis; production of reports; research.

Problem-solving: demonstrate strong active listening and conversational abilities to order to discuss different options in group-work; manage feedback in order to set targets to develop AO skills; engage in logical, systematic thinking when carrying out research (i.e. first steps); how ethical decision making may have impacts when considering research opportunities and how these could be overcome.

Resilience: adjust successfully to feedback/advice on essays/study skills by responding in a flexible, proactive, and civil manner when changes are necessary.

Academy 'aspects of Good Learning/non negotiables' will be evident in every lesson in Psychology.

All lessons will identify 'objectives or big questions' that are linked to the curriculum planning document.

All lessons will begin with a knowledge and/or skills retrieval task.

Differentiation will be evident, linked to students needs and will 'enable' progress.

Targeted high quality/challenging questioning will be evident in every lesson.

All lessons will end with a plenary that enables students to demonstrate what they have learnt.

		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Topic title	Approaches in Psychology (BH)/ Attachment (AOB)	Approaches in Psychology (BH)/ Attachment (AOB)	Biopsychology (BH)/ Psychopathology (AOB)	Biopsychology (BH)/ Psychopathology (AOB)	Social Influence (AOB)/ Memory (BH)	Social Influence (AOB)/ Memory (BH)
	Building on Key Stage 4 (Skills and content)	Psychology is no longer offered as an GCSE option from September 2020, although there will be some students in this cohort that have studied it. This is not a prerequisite for taking the course, so everyone has the same starting point. A Maths assessment is taken in the first week to inform planning. Psychology, by its very nature, builds on Maths and Science skills develop throughout KS3 and KS4.					
Y12	Intent	<u>Approaches</u> Students need to be able to describe the origins of psychology, including Wundt, introspection and the emergence of psychology as a science; describe, evaluate and apply the learning approaches, including the behaviourist approach; describe the cognitive approach. <u>Attachment</u> Students need to be able to describe and evaluate caregiver-infant interactions in humans; describe and evaluate animal studies of attachment; describe and evaluate explanations of attachment.	<u>Approaches</u> Students need to be able to evaluate and apply the cognitive approach; describe, evaluate and apply the biological approach. <u>Attachment</u> Students need to be able to describe and evaluate Ainsworth's 'Strange Situation'; describe, apply and evaluate Bowlby's theory of maternal deprivation; describe and evaluate the influence of early attachment on childhood and adult relationships.	<u>Biopsychology</u> Students need to be able to describe the divisions of the nervous system: central and peripheral (somatic and autonomic); describe and apply the structure and function of sensory, relay and motor neurons and the process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. <u>Psychopathology</u> Students need to be able to describe and apply definitions of abnormality; describe, evaluate and apply the behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).	<u>Biopsychology</u> Students need to be able to describe and apply the function of the endocrine system: glands and hormones; describe, evaluate and apply the fight or flight response including the role of adrenaline. <u>Psychopathology</u> Students need to be able to describe, evaluate and apply the behavioural approach to explaining and treating phobias; describe, evaluate and apply the cognitive approach to explaining and treating depression; describe, evaluate and apply the biological approach to explaining and treating OCD.	<u>Social Influence</u> Students need to be able to describe types and explanations of conformity; evaluate explanations for obedience and apply them to reality; analyse explanations of resistance to social influence, including social support and locus of control. <u>Memory</u> Students need to be able to describe and evaluate the MSM; describe types of long-term memory, including episodic, semantic and procedural; describe and evaluate the working memory model.	<u>Social Influence</u> Students need to be able to evaluate and apply minority influence, including reference to consistency, commitment and flexibility; analyse the role of social influence processes in social change. <u>Memory</u> Students need to be able to describe and evaluate explanations for forgetting; describe factors affecting the accuracy of eyewitness testimony; describe and evaluate how to improve the accuracy of eyewitness testimony, including the use of the cognitive interview.
	Knowledge Skills Understanding	<u>Two papers, with three sections each. Each section will contain:</u> Multiple choice (1 mark) Short answer (between 2 and 7 marks) Extended writing (8 mark or 12 mark) AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	<u>Two papers, with three sections each. Each section will contain:</u> Multiple choice (1 mark) Short answer (between 2 and 7 marks) Extended writing (8 mark or 12 mark) AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	<u>Two papers, with three sections each. Each section will contain:</u> Multiple choice (1 mark) Short answer (between 2 and 7 marks) Extended writing (8 mark or 12 mark) AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	<u>Two papers, with three sections each. Each section will contain:</u> Multiple choice (1 mark) Short answer (between 2 and 7 marks) Extended writing (8 mark or 12 mark) AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	<u>Two papers, with three sections each. Each section will contain:</u> Multiple choice (1 mark) Short answer (between 2 and 7 marks) Extended writing (8 mark or 12 mark) AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.	<u>Two papers, with three sections each. Each section will contain:</u> Multiple choice (1 mark) Short answer (between 2 and 7 marks) Extended writing (8 mark or 12 mark) AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures.

<p>(review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...), draw (produce a diagram), evaluate (judge from available evidence), explain (set out purposes or reasons), explain how (give a detailed account of a process or way of doing something), explain why (give a detailed account of reasons in relation to a particular situation), identify (name or otherwise characterise), give (produce an answer from recall or from given information), justify (provide reasons, reasoned argument to support, possibly provide evidence), label (provide appropriate names on a diagram), name (identify using a recognised technical term), outline (set out main characteristics), select (choose or pick out from alternatives), state (express in clear terms), suggest (present a possible case/solution), which is (select from alternatives), what is meant by (give a definition), write (provide information in verbatim form).</p>	<p>(review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. 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<p>Other literacy foci: <u>Keywords- Approaches</u> Behaviourist, biological, classical conditioning, cognitive, cognitive neuroscience, computer model, empiricism, evolution, gene, genotype, identification, imitation, inference/infering, introspection, mediational processes, modelling, natural selection, neurochemistry, operant conditioning, phenotype, punishment, reinforcement, schema, scientific method, social learning theory, theoretical models, vicarious reinforcement, <u>Keywords- Attachment</u> Attachment, caregiver, classical conditioning, continuity hypothesis, critical period, cultural variations, deprivation, imprinting, insecure-avoidant, insecure-resistant, institutionalisation, interactional synchrony, internal working model, learning theory, monotropy,</p>	<p>Other literacy foci: <u>Keywords- Approaches</u> Behaviourist, biological, classical conditioning, cognitive, cognitive neuroscience, computer model, empiricism, evolution, gene, genotype, identification, imitation, 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(fMRI), functional recovery, hemispheric lateralisation, hormones, HPA axis, infradian rhythms, localisation of function, motor cortex, motor neurons, neurotransmitters, occipital lobes, peripheral nervous system, pituitary gland, post-mortem examinations, relay neurons, sensory neurons, sleep-</p>	<p>Other literacy foci: <u>Keywords- Biopsychology</u> Aphasia, auditory cortex, autonomic nervous system, brain, brain plasticity, Broca's are, central nervous system, (CNS), circadian rhythm, electroencephalogram (EEG), endocrine glands, endocrine system, endogenous pacemakers, equipotentiality, event-related potential (ERP), exogenous zeitgebers, fight-or-flight response, frontal lobes, functional magnetic resonance imaging (fMRI), functional recovery, hemispheric lateralisation, hormones, HPA axis, infradian rhythms, localisation of function, motor cortex, motor neurons, neurotransmitters, occipital lobes, peripheral nervous system, pituitary gland, post-mortem examinations, relay 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commitment, compliance, confederate, conformity, consistency, conventionalism, deception, demand characteristics, dispositional explanation, dissent, dogmatic, ecological validity, externality, F Scale, flexibility, historical validity, identification, informational social influence, informed consent, internalisation, internality, legitimate authority, locus of control, McCarthyism, meta-analysis, minority influence, normative social influence, obedience to authority, protection from harm, right-wing authoritarianism, self-efficacy,</p>	<p>Other literacy foci: <u>Keywords- Social Influence</u> Agentic shift, agentic state, augmentation principle, authoritarian aggression, authoritarian personality, authoritarian submission, autonomous state, boomerang effect, commitment, compliance, confederate, conformity, consistency, conventionalism, deception, demand characteristics, dispositional explanation, dissent, dogmatic, ecological validity, externality, F Scale, flexibility, historical 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	multiple attachment, operant conditioning, primary attachment figure, reciprocity, secure attachment, separation anxiety, social learning theory, social releasers, strange situation, stranger anxiety.	multiple attachment, operant conditioning, primary attachment figure, reciprocity, secure attachment, separation anxiety, social learning theory, social releasers, strange situation, stranger anxiety.	wake cycle, somatic nervous system, somatosensory cortex, spinal cord, split-brain research, synapse, synaptic transmission, temporal lobes, ultradian rhythms, visual cortex, Wernicke's area. <u>Keywords- Psychopathology</u> ABC model, biological preparedness, caudate nucleus, classical conditioning, cognitive-behavioural therapy (CBT), concordance rate, counterconditioning, cultural relativism, depression, desensitisation hierarchy, deviation from ideal mental health, diathesis-stress model, dopamine, DSM, empirical disputing, failure to function adequately, flooding, GABA (gamma-aminobutyric acid), gene, logical disputing, irrational thoughts, masturbatory thinking, negative triad, neurotransmitters, noradrenaline, obsessive compulsive disorder (OCD), operant conditioning, orbitofrontal cortex, phobias, placebo, pragmatic disputing, reciprocal inhibition, schema, serotonin, statistical infrequency, symptom substitution, systematic desensitisation, two-process model, unconditional positive regard.	wake cycle, somatic nervous system, somatosensory cortex, spinal cord, split-brain research, synapse, synaptic transmission, temporal lobes, ultradian rhythms, visual cortex, Wernicke's area. <u>Keywords- Psychopathology</u> ABC model, biological preparedness, caudate nucleus, classical conditioning, cognitive-behavioural therapy (CBT), concordance rate, counterconditioning, cultural relativism, depression, desensitisation hierarchy, deviation from ideal mental health, diathesis-stress model, dopamine, DSM, empirical disputing, failure to function adequately, flooding, GABA (gamma-aminobutyric acid), gene, logical disputing, irrational thoughts, masturbatory thinking, negative triad, neurotransmitters, noradrenaline, obsessive compulsive disorder (OCD), operant conditioning, orbitofrontal cortex, phobias, placebo, pragmatic disputing, reciprocal inhibition, schema, serotonin, statistical infrequency, symptom substitution, systematic desensitisation, two-process model, unconditional positive regard.	snowball effect, social change, social norms interventions, social roles, social support. <u>Keywords- Memory</u> Anxiety, capacity, central executive, coding, cognitive interview, cues, duration, episodic buffer, episodic memory, eyewitness testimony, interference, leading question, long-term memory (LTM), misleading information, multi-store model, phonological loop, post-event discussion, proactive interference (PI), procedural memory, retrieval failure, retroactive interference (RI), semantic memory, sensory register, short-term memory (STM), visuo-spatial sketchpad, working memory model.	snowball effect, social change, social norms interventions, social roles, social support. <u>Keywords- Memory</u> Anxiety, capacity, central executive, coding, cognitive interview, cues, duration, episodic buffer, episodic memory, eyewitness testimony, interference, leading question, long-term memory (LTM), misleading information, multi-store model, phonological loop, post-event discussion, proactive interference (PI), procedural memory, retrieval failure, retroactive interference (RI), semantic memory, sensory register, short-term memory (STM), visuo-spatial sketchpad, working memory model.
Numeracy focus	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis, division of the nervous system. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis, division of the nervous system. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis, memory models. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis, memory models. Research methods is embedded throughout the course.
SMSC / British Values	Sp: learning about opinions and why they are formed. M: respect for opinions on attachment. So: discussion on opinions. C: cultural variations of attachment. BV: respect for others, implications of psychological research for the economy.	Sp: learning about beliefs and why they are formed. M: respect for beliefs on attachment. So: discussion on opinions. C: cultural variations of attachment. BV: respect for others, implications of psychological research for the economy.	Sp: learning about opinions and why they are formed. M: respect for opinions on mental health. So: discussion on opinions. C: cultural variations of defining psychopathology. BV: respect for others, implications of psychological research for the economy.	Sp: learning about opinions and why they are formed. M: respect for opinions on mental health. So: discussion on opinions. C: cultural variations of defining psychopathology. BV: respect for others, implications of psychological research for the economy.	Sp: learning about opinions and why they are formed. M: respect for opinions on influences So: discussion on opinions. C: cultural variations of conformity and obedience; collectivist and collectivist cultural influences. BV: respect for others, implications of psychological research for the economy.	Sp: learning about opinions and why they are formed. M: respect for opinions on influences So: discussion on opinions. C: cultural variations of conformity and obedience; collectivist and collectivist cultural influences. BV: respect for others, implications of psychological research for the economy.
Safeguarding	Standard classroom rules & academy procedures apply for physical safeguarding. Explain that different 'approaches' will be considered and respect for others and their opinions is a non-negotiable. Give prior outline of 'Attachment' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at another time with staff. Use available data to identify	Standard classroom rules & academy procedures apply for physical safeguarding. Explain that different 'approaches' will be considered and respect for others and their opinions is a non-negotiable. Give prior outline of 'Attachment' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at another time with staff. Use available data to identify	Standard classroom rules & academy procedures apply for physical safeguarding. Explain that different mental health (Psychopathology) will be considered and respect for others and their opinions/experiences is a non-negotiable. Give prior outline of 'Psychopathology' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to	Standard classroom rules & academy procedures apply for physical safeguarding. Explain that different mental health (Psychopathology) will be considered and respect for others and their opinions/experiences is a non-negotiable. Give prior outline of 'Psychopathology' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to	Standard classroom rules & academy procedures apply for physical safeguarding. Explain that conformity and obedience will be considered and respect for others and their opinions/experiences is a non-negotiable. Give prior outline of 'Social Influence' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the views of others. Give prior outline of content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Give opportunity to speak further at another time with staff.

		any students who may have issues with content of 'Attachment' topic, particularly around forming attachments, single parenting, absent parents, for example.	any students who may have issues with content of 'Attachment' topic, particularly around forming attachments, single parenting, absent parents, for example.	Speak further at another time with staff. Use available data to identify any students who may have issues with content of each topic, especially with mental health concerns.	Speak further at another time with staff. Use available data to identify any students who may have issues with content of each topic, especially with mental health concerns.	another time with staff. Use available data to identify any students who may have issues with content of each topic, especially with historical examples (i.e. Holocaust) and studies (i.e. Zimbardo, Milgram).	
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		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Topic title		Y2 Approaches (Paper 2) Y2 Biopsychology (Paper 2)	Y2 Research Methods (Paper 2) Issues & Debates (Paper 3)	Relationships (Paper 3)	Aggression (Paper 3)	Schizophrenia (Paper 3)	Revision
Y13	Building on Key Stage 4 and Year 12 (Skills and content)	'Approaches', 'Biopsychology' and 'Research Methods' are all topics that contain additional Y2 content. The elements that were covered in Y1 for each of these topics will be revisited. 'Approaches' and 'Research Methods' are consistently referred to across the entire A Level course. AO1, AO2, AO3 are consistent across both years 1 and 2, although extended writing questions that were /12 in Y1 are now /16 in Y2.					
	Intent	<p><u>Approaches</u> In addition to Y1 content, students need to describe the following: The basic assumptions of the psychodynamic approach, including the role of the unconscious; structure of personality (Id, Ego and Superego); defence mechanisms (repression, denial, displacement); psychosexual stages. The basic assumptions of Humanistic Psychology, including the role of free-will, self-actualisation and Maslow's hierarchy of needs; focus on the self; congruence, the role of conditions of worth; the influence on counselling Psychology. Students will also need to compare approaches to each other, referring to similarities and/or differences.</p> <p><u>Biopsychology</u> Students need to describe, apply and evaluate the following: 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. Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle.</p>	<p><u>Research Methods</u> In addition to Y1 content, students need to describe the following: Introduction to statistical testing; the sign test. When to use the sign test and calculation of the sign test. Probability and significance: use of statistical tables and critical values in interpretation of significance and Type I and Type II errors. Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</p> <p><u>Issues & Debates</u> Students use IAD application across all extended writing in all topics and need to be able to describe and evaluate the following: Gender and culture in Psychology (universality and bias). Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism; The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour and the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including reference to social sensitivity.</p>	<p><u>Relationships</u> Students need to be able to describe and evaluate the following and apply to scenarios: The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography and similarity in attitudes and complementarity. Theories of romantic relationships: social exchange theory, equity theory and Rusbult's investment model of commitment, satisfaction and comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. Virtual relationships in social media: self-disclosure in virtual relationships and the effects of absence of gating on the nature of virtual relationships. Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.</p>	<p><u>Aggression</u> Students need to be able to describe, apply and evaluate the following: Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone and genetic factors in aggression, including the MAOA gene. The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns and evolutionary explanations of human aggression. Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. Institutional aggression in the context of prisons: dispositional and situational explanations. Media influences on aggression, including the effects of computer game and The role of desensitisation, disinhibition and cognitive priming.</p>	<p><u>Schizophrenia</u> Students need to be able to describe, apply and evaluate the following: Classification of schizophrenia; positive symptoms of schizophrenia (including hallucinations and delusions), negative symptoms of schizophrenia (including speech poverty and avolition); reliability and validity in diagnosis and classification of schizophrenia, (including reference to 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. Drug therapy: typical and atypical antipsychotics. Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model.</p>	From all topics in Y1 and Y2.

<p>Knowledge Skills Understanding</p>	<p>Three papers, Paper 3 contains options of topic choice. Each section will contain: Short answer Extended writing AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.</p>	<p>Three papers, Paper 3 contains options of topic choice. Each section will contain: Short answer Extended writing AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.</p>	<p>Three papers, Paper 3 contains options of topic choice. Each section will contain: Short answer Extended writing AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.</p>	<p>Three papers, Paper 3 contains options of topic choice. Each section will contain: Short answer Extended writing AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.</p>	<p>Three papers, Paper 3 contains options of topic choice. Each section will contain: Short answer Extended writing AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.</p>	<p>Three papers, Paper 3 contains options of topic choice. Each section will contain: Short answer Extended writing AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures: in a theoretical context, in a practical context, when handling qualitative data, when handling quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to: make judgements and reach conclusions, develop and refine practical design and procedures.</p>
<p>Knowledge and skills revisited</p>	<p>Knowledge: Starter testing on previous lesson content. 2 x weekly homework essays, including redrafting. 1 x weekly homework essay, including redrafting which focuses on Y1 content, but /16.</p>	<p>Knowledge: Starter testing on previous lesson content. 2 x weekly homework essays, including redrafting. 1 x weekly homework essay, including redrafting which focuses on Y1 content, but /16</p>	<p>Knowledge: Starter testing on previous lesson content. 2 x weekly homework essays, including redrafting. 1 x weekly homework essay, including redrafting which focuses on Y1 content, but /16</p>	<p>Knowledge: Starter testing on previous lesson content. 2 x weekly homework essays, including redrafting. 1 x weekly homework essay, including redrafting which focuses on Y1 content, but /16</p>	<p>Knowledge: Starter testing on previous lesson content. 2 x weekly homework essays, including redrafting. 1 x weekly homework essay, including redrafting which focuses on Y1 content, but /16</p>	<p>Knowledge: Starter testing on previous lesson content. 2 x weekly homework essays, including redrafting. 1 x weekly homework essay, including redrafting which focuses on Y1 content, but /16</p>
	<p>Skills: Redrafting of exam questions. Weekly Walking Talking breakdown on exam question responses.</p>	<p>Skills: Redrafting of exam questions. Weekly Walking Talking breakdown on exam question responses.</p>	<p>Skills: Redrafting of exam questions. Weekly Walking Talking breakdown on exam question responses.</p>	<p>Skills: Redrafting of exam questions. Weekly Walking Talking breakdown on exam question responses.</p>	<p>Skills: Redrafting of exam questions. Weekly Walking Talking breakdown on exam question responses.</p>	<p>Skills: Redrafting of exam questions. Weekly Walking Talking breakdown on exam question responses.</p>
<p>Assessment (for learning)</p>	<p>End of unit assessment: Mid topic assessment (full section from exam paper) /24 marks. End of topic assessment (full section from exam paper) /24 marks.</p>	<p>End of unit assessment: Mid topic assessment (full section from exam paper) / marks. End of topic assessment (full section from exam paper) /24 marks.</p>	<p>End of unit assessment: Mid topic assessment (full section from exam paper) / marks. End of topic assessment (full section from exam paper) /24 marks.</p>	<p>End of unit assessment: Mid topic assessment (full section from exam paper) / marks. End of topic assessment (full section from exam paper) /24 marks.</p>	<p>End of unit assessment: Mid topic assessment (full section from exam paper) / marks. End of topic assessment (full section from exam paper) /24 marks.</p>	<p>End of unit assessment: Mid topic assessment (full section from exam paper) / marks. End of topic assessment (full section from exam paper) /24 marks.</p>
	<p>Cumulative assessment: Approaches Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Approaches End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Biopsychology Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Biopsychology End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Used to inform DC1 and all future DCs.</p>	<p>Cumulative assessment: Research Methods Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Research Methods End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Issues & Debates Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Issues & Debates End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). January Mock Exams- Paper 1 and Paper 2.</p>	<p>Cumulative assessment: Relationships Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Relationships End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Paper 1 Mock Exam. Used to inform DC2 and all future DCs.</p>	<p>Cumulative assessment: Aggression Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Aggression End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Paper 2 Mock Exam. Used to inform DC2 and all future DCs.</p>	<p>Cumulative assessment: Schizophrenia Mid topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Schizophrenia End of topic assessment (full section from exam paper) /24 on Y1 and Y2 content (25 mins). Paper 1 Mock Exam. Paper 2 Mock Exam. Paper 3 Mock Exam. Used to inform DC2 and all future DCs.</p>	<p>Cumulative assessment: Summer 2021 Series of Examinations.</p>

		Used to inform DC2 and all future DCs.				
Literacy focus	<p>Command words: Analyse (separate information into components and identify their characteristics), calculate (work out the value of something), choose (select from a range of alternatives), comment (present an informed opinion), compare (identify similarities and/or differences), complete (finish a task by adding to given information), consider (review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...), draw (produce a diagram), evaluate (judge from available evidence), explain (set out purposes or reasons), explain how (give a detailed account of a process or way of doing something), explain why (give a detailed account of reasons in relation to a particular situation), identify (name or otherwise characterise), give (produce an answer from recall or from given information), justify (provide reasons, reasoned argument to support, possibly provide evidence), label (provide appropriate names on a diagram), name (identify using a recognised technical term), outline (set out main characteristics), select (choose or pick out from alternatives), state (express in clear terms), suggest (present a possible case/solution), which is (select from alternatives), what is meant by (give a definition), write (provide information in verbatim form).</p>	<p>Command words: Analyse (separate information into components and identify their characteristics), calculate (work out the value of something), choose (select from a range of alternatives), comment (present an informed opinion), compare (identify similarities and/or differences), complete (finish a task by adding to given information), consider (review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...), draw (produce a diagram), evaluate (judge from available evidence), explain (set out purposes or reasons), explain how (give a detailed account of a process or way of doing something), explain why (give a detailed account of reasons in relation to a particular situation), identify (name or otherwise characterise), give (produce an answer from recall or from given information), justify (provide reasons, reasoned argument to support, possibly provide evidence), label (provide appropriate names on a diagram), name (identify using a recognised technical term), outline (set out main characteristics), select (choose or pick out from alternatives), state (express in clear terms), suggest (present a possible case/solution), which is (select from alternatives), what is meant by (give a definition), write (provide information in verbatim form).</p>	<p>Command words: Analyse (separate information into components and identify their characteristics), calculate (work out the value of something), choose (select from a range of alternatives), comment (present an informed opinion), compare (identify similarities and/or differences), complete (finish a task by adding to given information), consider (review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. 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Provide detail of characteristic that enable a person to know the difference between ...), draw (produce a diagram), evaluate (judge from available evidence), explain (set out purposes or reasons), explain how (give a detailed account of a process or way of doing something), explain why (give a detailed account of reasons in relation to a particular situation), identify (name or otherwise characterise), give (produce an answer from recall or from given information), justify (provide reasons, reasoned argument to support, possibly provide evidence), label (provide appropriate names on a diagram), name (identify using a recognised technical term), outline (set out main characteristics), select (choose or pick out from alternatives), state (express in clear terms), suggest (present a possible case/solution), which is (select from alternatives), what is meant by (give a definition), write (provide information in verbatim form).</p>	<p>Command words: Analyse (separate information into components and identify their characteristics), calculate (work out the value of something), choose (select from a range of alternatives), comment (present an informed opinion), compare (identify similarities and/or differences), complete (finish a task by adding to given information), consider (review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...), draw (produce a diagram), evaluate (judge from available evidence), explain (set out purposes or reasons), explain how (give a detailed account of a process or way of doing something), explain why (give a detailed account of reasons in relation to a particular situation), identify (name or otherwise characterise), give (produce an answer from recall or from given information), justify (provide reasons, reasoned argument to support, possibly provide evidence), label (provide appropriate names on a diagram), name (identify using a recognised technical term), outline (set out main characteristics), select (choose or pick out from alternatives), state (express in clear terms), suggest (present a possible case/solution), which is (select from alternatives), what is meant by (give a definition), write (provide information in verbatim form).</p>	<p>Command words: Analyse (separate information into components and identify their characteristics), calculate (work out the value of something), choose (select from a range of alternatives), comment (present an informed opinion), compare (identify similarities and/or differences), complete (finish a task by adding to given information), consider (review and respond to given information), describe (give an account of), design (set out how something will be done), discuss (present key points about different ideas or strengths and weaknesses of an idea), distinguish (explain ways in which two things differ. Provide detail of characteristic that enable a person to know the difference between ...), draw (produce a diagram), evaluate (judge from available evidence), explain (set out purposes or reasons), explain how (give a detailed account of a process or way of doing something), explain why (give a detailed account of reasons in relation to a particular situation), identify (name or otherwise characterise), give (produce an answer from recall or from given information), justify (provide reasons, reasoned argument to support, possibly provide evidence), label (provide appropriate names on a diagram), name (identify using a recognised technical term), outline (set out main characteristics), select (choose or pick out from alternatives), state (express in clear terms), suggest (present a possible case/solution), which is (select from alternatives), what is meant by (give a definition), write (provide information in verbatim form).</p>
	<p>Other literacy foci: <u>Keywords- Approaches (in addition to those covered in Y1)</u> Defence mechanisms, psychoanalysis, psychodynamic, unconscious, conditions of worth, congruence, free will, hierarchy of needs, humanistic, self, self-actualisation. <u>Keywords- Biopsychology (in addition to those covered in Y1)</u></p>	<p>Other literacy foci: <u>Keywords- Research Methods</u> Statistical testing; the sign test, probability, significance, statistical tables, Type I and Type II errors, level of measurement, Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test, Chi-Squared test. <u>Keywords- Issues & Debates</u></p>	<p>Other literacy foci: <u>Keywords- Relationships</u> Evolutionary explanations, sexual selections, matching hypothesis, self-disclosure, complementarity of needs, filter theory, similarity in attitudes, social demography, social exchange theory, equity theory, commitment, investment, investment model, quality of alternatives/ comparison with</p>	<p>Other literacy foci: <u>Keywords- Aggression</u> Limbic system, serotonin, testosterone, genetic factors, MAOA, ethological explanation, fixed action pattern, innate releasing mechanism, evolutionary explanations, frustration-aggression hypothesis, social learning, de-individuation, dispositional explanations,</p>	<p>Other literacy foci: <u>Keywords- Schizophrenia</u> Avolition, delusions, hallucinations, negative symptoms, positive symptoms, schizophrenia, speech poverty, co-morbidity, culture, gender bias, reliability, symptom overlap, validity, cognitive explanations, dysfunctional thought processing, family dysfunction, atypical</p>	<p>Other literacy foci: All topic keywords.</p>

	Localisation of function, motor, somatosensory, visual, auditory, language centre, Broca's area, Wernicke's area, hemispheric lateralisation, split-brain research, plasticity, function recovery, trauma, fMRI, EEGs, ERPs, post-mortem examinations, biological rhythms, circadian, infradian, ultradian, endogenous pacemakers, exogenous zeitgebers.	Alpha bias, androcentrism, beta bias, gender bias, universality, cultural bias, cultural relativism, culture, ethnocentrism, determinism, free will, hard determinism, soft determinism, environment, heredity, interactionist approach, nature, nature-nurture debate, nurture, holism, reductionism, idiographic approach, nomothetic approach, socially sensitive research,	alternatives, satisfaction, Duck's phase model of relationship breakdown, dyadic phase, grave-dressing phase, intrapsychic phase, social phase, gates, virtual relationships, absorption addiction model, attachment theory, parasocial relationship.	institutional aggression, situational explanations, media influences, cognitive priming, desensitisation, disinhibition,	antipsychotics, drug therapy, typical antipsychotics, cognitive behavioural therapy (CBT) family therapy, token economy, diathesis-stress model,	
Numeracy focus	Statistics, research methods, dates of research, calculation of results, data handling and analysis, division of the nervous system. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.	Statistics, research methods, dates of research, calculation of results, data handling and analysis. Research methods is embedded throughout the course.
SMSC / British Values	Sp: learning about opinions and why they are formed. M: respect for opinions on explanations for behaviours. So: discussion on opinions. C: cultural variations of behavioural explanations. BV: respect for others, implications of psychological research for the economy.	Sp: learning about different debates on particular psychological issues. M: respect for opinions on each side of issues and debates. So: discussion on issues and debates. C: cultural variations of differing sides of debates. BV: respect for others, implications of psychological research for the economy.	Sp: learning about different debates on the formation of relationships. M: respect for opinions on each side of relationship formation and maintenance. So: discussion on relationships breakdown. C: cultural variations of formation of relationships, including virtual. BV: respect for others, implications of psychological research for the economy.	Sp: learning about different debates on the explanations of aggression. M: respect for opinions on each side of explanations for the development of aggression. C: cultural variations of how aggression viewed in different institutions. BV: respect for others, implications of psychological research for the economy.	Sp: learning about different debates on the treatment of schizophrenia. M: respect for opinions on each side of explanations for the development of schizophrenia symptoms. So: discussion on explanations for schizophrenia. C: cultural variations of how mental health issues, such as schizophrenia, is viewed, diagnosed and treated. BV: respect for others, implications of psychological research for the economy.	Sp: learning about different debates and approaches. M: respect for opinions on various topics, issues and debates. So: discussion on opinions and basic assumptions of each approach. C: cultural variations of formation of support for different approaches and debates. BV: respect for others, implications of psychological research for the economy.
Safeguarding	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the views of others. Explain that different 'approaches' will be considered and respect for others and their opinions is a non-negotiable.	Standard classroom rules & academy procedures apply for physical safeguarding. Set expectations of all students being able to express opinions, showing respect for the views of others.	Standard classroom rules & academy procedures apply for physical safeguarding. Give prior outline of 'Relationships' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at another time with staff. Use available data to identify any students who may have issues with content of 'Relationships' topic, particularly around forming and the breakdown of relationships. Inclusion of virtual relationships, with content on staying safe online.	Standard classroom rules & academy procedures apply for physical safeguarding. Give prior outline of 'Aggression' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at another time with staff. Use available data to identify any students who may have issues with content of 'Aggression' topic, particularly around forming and the breakdown of relationships. An awareness of any student flagged by 'Operation Encompass'.	Standard classroom rules & academy procedures apply for physical safeguarding. Give prior outline of 'Schizophrenia' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at another time with staff. Use available data to identify any students who may have issues with content of 'Schizophrenia' topic, particularly around diagnosis, explanations and treatments.	Standard classroom rules & academy procedures apply for physical safeguarding. Give prior outline of 'Schizophrenia' content to ensure students know what to expect and allow to 'step out' if they find any content uncomfortable. Offer opportunity to speak further at another time with staff. Use available data to identify any students who may have issues with content of 'Schizophrenia' topic, particularly around diagnosis, explanations and treatments.