

**Long-term planning (LTPs)** - Planning how the key concepts, knowledge, skills identified in the Progression map will be delivered termly per year group

Ensuring that end points & NC/spec are covered

Identifying what assessments are planned and when

Allowing for whole academy intent priorities to be planned for

Psychology year 12						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Unit title:</b>	Memory	Attachment	approaches	Social influence	Research methods	Psychopathology
<b>Unit length:</b>						
<b>Key concepts:</b>	Multi store model of memory. Basic understanding of the senses and the brain	Ethical considerations. Nature versus nurture Stages of attachment.	The different types of approaches to studying psychology	Conformity and obedience in society	Maths skills Research design and implementation	Knowledge of approaches covered in spring 1
<b>Knowledge/ Skills:</b>	<ul style="list-style-type: none"> <li>-The multi-store model of memory: sensory register, short-term memory and long-term memory including feature's</li> <li>-Types of long-term memory: episodic, semantic, procedural.</li> <li>-The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.</li> <li>-Explanations for forgetting / retrieval failure.</li> <li>-Factors affecting the accuracy of eyewitness testimony: misleading</li> </ul>	<ul style="list-style-type: none"> <li>-Caregiver-infant interactions in humans.</li> <li>-Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</li> <li>-Animal studies of attachment: Lorenz and Harlow.</li> <li>-Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</li> <li>-Ainsworth's 'Strange Situation'.</li> <li>-Types of attachment: secure, insecure-avoidant and</li> </ul>	<ul style="list-style-type: none"> <li>Learning approaches:               <ul style="list-style-type: none"> <li>- the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research.</li> <li>-social learning theory including imitation, identification, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.</li> <li>-The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>-Types of conformity Explanations for conformity: informational social influence and normative social influence, Asch.</li> <li>-Conformity to social roles as investigated by Zimbardo.</li> <li>-Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform.</li> <li>-Dispositional explanation for obedience</li> <li>-Explanations of</li> </ul>	<ul style="list-style-type: none"> <li>-Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</li> <li>-Observational techniques.</li> <li>- Questionnaires; interviews, structured and unstructured.</li> <li>-Correlations. Analysis of the relationship between co-variables. Scientific processes</li> <li>- Aims</li> <li>-Hypotheses: directional and non-directional.</li> <li>-Sampling: the difference between population and sample; sampling</li> </ul>	<ul style="list-style-type: none"> <li>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</li> <li>-The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</li> <li>-The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic</li> </ul>

	<p>information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview</p>	<p>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>	<p>explain and make inferences about mental processes. The emergence of cognitive neuroscience. -The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p>	<p>resistance to social influence, including social support and locus of control. -Minority influence including reference to consistency, commitment and flexibility. -The role of social influence processes in social change.</p>	<p>techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. -Pilot studies and the aims of piloting. - Experimental and observational design - Ethical considerations - Data handling and analysis</p>	<p>desensitisation, including relaxation and use of hierarchy; flooding. -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>
<p><b>End points covered:</b></p>	<p>Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</p>	<p>Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how</p>	<p>Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>Understand how psychological research is conducted, including the role of scientific method and data analysis</p>	<p>Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how</p>	<p>Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>Understand how psychological research is conducted, including the role of scientific method and data analysis</p>	<p>Use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry</p>

		psychological understanding can help to explain everyday social phenomena		psychological understanding can help to explain everyday social phenomena		
<b>NC/Spec coverage:</b>	4.1.2 Memory	4.1.3 Attachment	4.2.1 Approaches in Psychology	4.1.1 Social influence	4.2.3 Research methods	4.1.4 Psychopathology
<b>Cross-curricular links:</b>	Science / a level biology understanding the human brain .  Understanding of how we learn across a range of subjects	HSC – Level 3 – Theories of attachment and development of relationships	Biology – approaches	History – society Criminology – social norms and change	Science- experimental design. Maths – ratio's and statistical analysis	Biology
<b>Assessments:</b>	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.
<i>Other academy intent priorities</i>						
<b>Curriculum Careers - Gatsby 4</b>	Doctor- Medicine . Scanning , analyst	Councillor, Therapist	Medicine , care systems . Therapy. Researcher . University specialisms	Law, public services , social studies degree's. Researcher. Marketing	Research based careers across the range	
<b>Culturally rich – broadening horizons</b>						

	Autumn 1	Autumn 1.1-2.1	Autumn 2.2	Spring 1	Spring 2	Summer 1	Su
<b>Unit title:</b>	Biopsychology	Issues and debates	Cognition and development	Aggression	Schizophrenia	Exam prep and revision	
<b>Unit length:</b>							
<b>Key concepts:</b>	Human nervous system Basic understanding of glands and hormone production Key issues and debates in psychology	Issues, gender and culture bias. Debates, freewill and determinism, nature V's nurture, holism & reductionism, idiographic and nomothetic and ethics.	Knowledge transferred from attachment and development at GCSE	Approaches in psychology	Approaches in psychology		
<b>Knowledge/ Skills:</b>	-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. Localisation of function in the brain	The divisions of the nervous system: central & peripheral (somatic and autonomic). The structure & function of sensory, relay & motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation & inhibition. The function of the endocrine system: glands & hormones. The fight or flight response including the role of adrenaline. Localisation of function in the brain &	Piaget's theory of cognitive development: schemas, assimilation, accommodation, equilibration, stages of intellectual development. Characteristics of these stages, including object permanence, conservation, egocentrism and class inclusion. -Vygotsky's theory of cognitive development, including the zone of proximal development and scaffolding. -Baillargeon's explanation of early infant abilities,	Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. -The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. -Social psychological explanations of human aggression, including the frustration-aggression	- 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		

	<p>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.</p> <ul style="list-style-type: none"> <li>-Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations.</li> <li>-Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms.</li> <li>-The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/ wake cycle.</li> </ul>	<p>hemispheric lateralisation: motor, somatosensory, visual, auditory &amp; language centres; Broca’s and Wernicke’s areas, split brain research. Plasticity &amp; functional recovery of the brain after trauma. Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) &amp; event-related potentials (ERPs); post-mortem examinations. Biological rhythms: circadian, infradian &amp; ultradian &amp; the difference between these rhythms. The effect of endogenous pacemakers &amp; exogenous zeitgebers on the sleep/wake cycle.</p>	<p>including knowledge of the physical world; violation of expectation research.</p> <ul style="list-style-type: none"> <li>-The development of social cognition: Selman’s levels of perspective-taking; theory of mind, including theory of mind as an explanation for autism; the Sally-Anne study.</li> <li>-The role of the mirror neuron system in social cognition.</li> </ul>	<p>hypothesis, social learning theory as applied to human aggression, and de-individuation.</p> <ul style="list-style-type: none"> <li>- Institutional aggression in the context of prisons: dispositional and situational explanations.</li> <li>-Media influences on aggression, including the effects of computer games.</li> <li>-The role of desensitisation, disinhibition and cognitive priming.</li> </ul>	<p>correlates, including the dopamine hypothesis.</p> <ul style="list-style-type: none"> <li>- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>-Drug therapy: typical and atypical antipsychotics.</li> <li>-Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia.</li> <li>-Token economies as used in the management of schizophrenia.</li> <li>-The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model</li> </ul>		
<p><b>End points covered:</b></p>	<p>Use specialist vocabulary,</p>	<p>Use specialist vocabulary,</p>	<p>Use specialist vocabulary,</p>	<p>Use specialist vocabulary,</p>	<p>Use specialist vocabulary,</p>		

	<p>psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena</p>	<p>psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>In answering questions on issues and debates in psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate.</p>	<p>psychological concepts, terminology and convention to engage in the process of psychological enquiry</p> <p>Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena</p>	<p>psychological concepts, terminology and convention to engage in the process of psychological enquiry</p>	<p>psychological concepts, terminology and convention to engage in the process of psychological enquiry</p>		
<b>NC/Spec coverage:</b>	4.2.2 Biopsychology	4.3.1 Issues and debates in psychology	4.3.4 Cognition and development	4.3.8 Aggression	4.3.5 Schizophrenia		
<b>Cross-curricular links:</b>	Biology – human biology Sport science – Fight or flight response / Motor neurons	Criminology HSC Biology	HSC- L3- Stages of development - Piaget	Biology History – geography Criminology.	PSHE- Mental health and well being Criminology Biology – biological approach		
<b>Assessments:</b>	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	1 formative and 1 summative. Assessments drawn from past exam papers.	
<i>Other academy intent priorities</i>							

WFA Long Term Plan

<b>Curriculum</b>							
<b>Careers - Gatsby 4</b>							
<b>Culturally rich – broadening horizons</b>							