

Key Stage 5 (12)		
Course title: Psychology A-Level		
Exam board: AQA		
Specification code: 7182/1, 7182/2, 7182/3		
Autumn 1 (September – October) & Autumn 2 (October – December)	Teacher 1	Teacher 2
	<p>Psychology Approaches</p> <ul style="list-style-type: none"> • Origins • Learning theories • Cognitive • Psychodynamic • Humanistic • Biopsychology • Comparison of approaches <p>Psychopathology</p>	<p>Psychology Social Influence</p> <ul style="list-style-type: none"> • Type and explanations of conformity—obedience vs conformity • Ethics and key studies • Obedience • Situational explanations of obedience • Resistance to social influence • Minority influence and social change
	<p>A general introduction to the course including overview of the various approaches to explaining behaviour plus the contextual history of psychology as a scientific subject. Approaches will be introduced now at the beginning of the course at a basic level but will be referenced continuously in other topic areas. Approaches topic contains a lot of key disciplinary knowledge for the course ahead.</p> <p>Students should have completed bridging tasks to do some background research and application tasks of the 6 key approaches. However, the psychology as a subject will be very new and different to how they have learned previously. Making links to transferable skills from other subjects is important to build the schema for learning in psychology.</p> <p>Term 1 combines two topics (approaches and psychopathology) with integrated research methods. This introduces students to fundamental R.M which are integral to the course.</p> <p>Build on the previous learning of approaches in terms of basic evaluative skills and a deeper understanding of key principles of</p>	<p>This section of the course covers social influence with integrated research methods lessons to build a foundation of understanding. Social influence content aims to give students an understanding of how groups and the influence of others can alter our behaviour through obedience and conformity. We draw on contemporary examples and issues.</p> <p>Attachment teaching will start in the latter part of the autumn term</p>

	<p>the approaches. Students should now be more competent at note taking to help with the cognitive load and able to lead discussions on evaluation without as much scaffolding and prompts</p>	
<p>Spring 1 (January – February) & Spring 2 (February – March)</p>	<p>Psychopathology continued</p> <ul style="list-style-type: none"> • Definitions of abnormality • Phobias • Depression • OCD 	<p>Attachment (Continued)</p> <ul style="list-style-type: none"> • Caregiver interactions and role of father • Stages of attachment • Animal studies • Theories of attachment • Strange situation and cultural variation • Maternal deprivation and Romanian orphans • Later relationships
	<p>Introduce the concept of abnormality and how we define it. The first two lessons consider 4 different definitions. Students are asked to make applications to everyday life and consider the difficulties in defining it based on culture, norms, values etc. We then consider three mental disorders: Depression. Phobias and OCD. For each we look at the DSM characteristics, an explanation for the disorder and the treatment. Students will gain an insight into the different approaches and explanations psychologists use to explain behaviour.</p>	<p>The story of childhood attachment from infancy leading to its impact on adult relationships. Embedded research methods relevant to the stage in the course e.g. observations for strange situation. Continuous links to evaluation skills, issues and debates and approaches.</p> <p>Evaluative skills continuously reinforced with the use of various ‘tools’ such as SCOUT , GRENADE etc.</p>

Summer 1 (April – June) & Summer 2 (June – July)	Memory <ul style="list-style-type: none"> • Short term and long- term memory • The multi-store model • Types of long- term memory • The working memory model • Interference Theory—types Retrieval failure • Factors affecting the accuracy of EWT • The cognitive Interview Improving the accuracy of EWT 	Research Methods <ul style="list-style-type: none"> • Analysing qualitative data • Reliability and Validity • Science • Report writing
	<p>This is the final topic for year 12 and covers the experimental method. Students learn this topic by engaging in mini experiments to understand the differences between short term and long term memory. In the latter part of the topic they are able to apply their knowledge of memory by considering factors affecting Eyewitness testimony.</p>	<p>Key point in the year to recap current knowledge of research methods and make links to examples from the different topic areas because this has been taught sporadically across the course it now needs to be brought together. We then introduce some of the year 13 content of research methods which has better links to year 12. This can then be applied to an independent group project. The rationale is that it will cut research methods in year 13 so there will be less cognitive load for the challenging topic of statistics, plus allow students to process their research methods skills differently in the style of a report (applied knowledge rather than just retained).</p>
	<p>In the final part of this summer term students begin year 13 Biopsychology covering: the nervous system, endocrine system,neurons and synaptic transmission.</p>	<p>Year 12 research methods topic which have been embedded into other topic areas can now be brought together. Psychology as a science has also been previously mentioned in approaches.</p>