

PSYCHOLOGY CURRICULUM MAP – YEAR 12

Term	Topic/Unit of work	Knowledge Skills	Assessment
Autumn Half/term 1	<p>Attachment</p> <ul style="list-style-type: none"> • Caregiver-infant interactions in humans: reciprocity and interactional synchrony. • Stages of attachment identified by Schaffer. Multiple attachments and the role of the father • 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 • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecureavoidant 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. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Egg attachment project • End of unit test • Application questions in timed conditions • Completion of attachment booklet. • Key term test
<p>Research methods will be taught integrated through all topics</p>	<p>Research Methods</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasiexperiments; Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation; Self-report techniques. Questionnaires; interviews, structured and unstructured; Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments; Content analysis; Case studies. Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques; Primary and secondary data, including meta-analysis; Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations;</p>	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Several mini research projects • Unit of end test • Completion of RM independent work booklet • Key term test

	<p>Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms; Distributions: normal and skewed distributions; characteristics of normal and skewed distributions; Analysis and interpretation of correlation, including correlation coefficients; Levels of measurement: nominal, ordinal and interval; Content analysis and coding. Thematic analysis.</p>		
Autumn Term 2	<p>Memory</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 • Types of long-term memory: episodic, semantic, procedural • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity; • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety; Improving the accuracy of eyewitness testimony, including the use of the cognitive interview. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of memory independent work booklet • Key term test
	<p>Psychopathology</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 social phenomena • 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; • The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC; model; cognitive 	<ul style="list-style-type: none"> • Understand how psychological research is conducted, including the role of scientific method and data analysis • Present information, develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers 	<ul style="list-style-type: none"> • Mini research projects • Unit of end test • Completion of Psychopathology independent work booklet • Key term test

	<p>behaviour therapy (CBT), including challenging irrational thoughts</p> <ul style="list-style-type: none"> The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	<ul style="list-style-type: none"> Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology 	
Spring Term 1	<p>Social Influence</p> <ul style="list-style-type: none"> Types of conformity: internalisation, identification and compliance. 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 Conformity to social roles as investigated by Zimbardo Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity, location and uniform, as investigated by Milgram Dispositional explanation for obedience: The Authoritarian Personality Explanations of 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 	<ul style="list-style-type: none"> Practical skills- how to conduct a scientific experiment Critical thinking Organisation/ planning skills Collaborative working skills Presentation skills <p>Analytical skills</p>	<ul style="list-style-type: none"> Year 12 mock 1 Mini research projects Unit of end test Completion of Social independent work booklet Key term test
	Second half of memory topic will be completed		
Spring Term 2	<p>Approaches</p> <ul style="list-style-type: none"> Learning approaches: the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; social learning theory including imitation, identification, 	<ul style="list-style-type: none"> Practical skills- how to conduct a scientific experiment Critical thinking 	<ul style="list-style-type: none"> Mini research projects Unit of end test Completion of Approaches independent work booklet Key term test

	<p>modelling, vicarious reinforcement, the role of mediational processes and Bandura's research</p> <ul style="list-style-type: none"> • 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. 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. 	<ul style="list-style-type: none"> • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	
Summer Term 1	<p>Year 2 Approaches</p> <ul style="list-style-type: none"> • 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, focus on the self, congruence, the role of conditions of worth. The influence on counselling psychology • Comparison of approaches. 	<ul style="list-style-type: none"> • Practical skills- how to conduct a scientific experiment • Critical thinking • Organisation/ planning skills • Collaborative working skills • Presentation skills • Analytical skills 	<ul style="list-style-type: none"> • Unit of end test • Completion of Approaches independent work booklet • Key term test