

## Key Stage 5 Psychology Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 12	Content	<b>3.1 Introductory topics in Psychology</b>  <b>Social influence</b> <ul style="list-style-type: none"> <li>•Types of conformity</li> <li>•Explanations for conformity (study Asch).</li> <li>•Conformity to social roles (study Zimbardo).</li> <li>•Explanations for obedience (study Milgram, and uniform).</li> <li>•Dispositional explanation for obedience.</li> <li>•Explanations of resistance to social influence.</li> <li>•Minority influence.</li> <li>•The role of social influence processes in social change.</li> </ul>	<b>3.1 Introductory topics in Psychology</b>  <b>Memory</b> <ul style="list-style-type: none"> <li>•The multi-store model of memory.</li> <li>•Types of long-term memory.</li> <li>•The working memory model.</li> <li>•Explanations for forgetting.</li> <li>•Factors affecting the accuracy of eyewitness testimony.</li> <li>•Improving the accuracy of eyewitness testimony.</li> </ul>	<b>3.1 Introductory topics in Psychology</b>  <b>Attachment</b> <ul style="list-style-type: none"> <li>•Caregiver-infant interactions in humans.</li> <li>•Stages of attachment identified by Schaffer.</li> <li>•Multiple attachments and the role of the father.</li> <li>•Animal studies of attachment (study Lorenz and Harlow).</li> <li>•Explanations of attachment (study Bowlby).</li> <li>•Types of attachment (study Ainsworth and van IJzendoorn).</li> <li>•Bowlby's theory of maternal deprivation.</li> <li>•The influence of early attachment on childhood and adult relationships.</li> </ul>	<b>3.1 Introductory topics in Psychology</b>  <b>Psychopathology</b> <ul style="list-style-type: none"> <li>•Definitions of abnormality.</li> <li>•The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder.</li> <li>•The behavioural approach to explaining and treating phobias.</li> <li>•The cognitive approach to explaining and treating depression (study Beck and Ellis).</li> <li>•The biological approach to explaining and treating OCD.</li> </ul>	<b>4.2. Psychology in context</b>  <b>Approaches in Psychology</b> <ul style="list-style-type: none"> <li>•Learning approaches: social learning theory.</li> <li>•The cognitive approach.</li> <li>•The biological approach.</li> </ul> <b>Biopsychology</b> <ul style="list-style-type: none"> <li>•The divisions and structure of the nervous system.</li> <li>•The function of the endocrine system</li> <li>•The fight or flight response.</li> </ul> <b>Research Methods</b> <ul style="list-style-type: none"> <li>•Quantitative and qualitative data.</li> <li>•Primary and secondary data.</li> <li>•Descriptive statistics.</li> <li>•Presentation and display of quantitative data.</li> </ul>	<b>4.2 Psychology in context</b>  <b>Research Methods</b> <ul style="list-style-type: none"> <li>•Experimental method.</li> <li>•Observational techniques.</li> <li>•Self-report techniques.</li> <li>•Correlations.</li> </ul> <b>Scientific processes</b> <ul style="list-style-type: none"> <li>•Aims</li> <li>•Hypotheses</li> <li>•Sampling.</li> <li>•Pilot studies and the aims of piloting.</li> <li>•Experimental designs</li> <li>•Observational design</li> <li>•Questionnaire construction</li> <li>•Variables</li> <li>•Demand characteristics and investigator effects.</li> <li>•Ethics</li> </ul>



		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 13	Content	<b>Approaches in Psychology</b> <ul style="list-style-type: none"> <li>•The Psychodynamic approach</li> <li>•Humanistic approach</li> <li>•Comparison of approaches</li> </ul> <b>Biopsychology</b> <ul style="list-style-type: none"> <li>•Localisation of function in the brain</li> <li>•split brain research</li> <li>•Brain plasticity and function recovery after trauma</li> <li>•Ways of investigating the brain</li> <li>•Biological approach</li> </ul> <b>Research Methods 2</b> <ul style="list-style-type: none"> <li>•The role of peer review in the scientific process.</li> <li>•The implications of psychological research for the economy.</li> <li>•The features of science.</li> <li>•Theory construction.</li> <li>•Paradigms and paradigms shifts.</li> <li>•Reliability and validity assessment and improvement.</li> </ul> <b>Qualitative data analysis coding and thematic analysis</b> <ul style="list-style-type: none"> <li>•Levels of measurement.</li> <li>•Probability.</li> <li>•Significance testing.</li> <li>•Interpretation.</li> <li>•Designing and carrying out psychological research.</li> </ul>	<b>Issues and Debates</b> <ul style="list-style-type: none"> <li>•Gender and culture</li> <li>•Free will and determinism</li> <li>•The nature-nurture debate</li> <li>•Holism and reductionism</li> <li>•Idiographic and nomothetic approaches</li> </ul> <b>Schizophrenia</b> <ul style="list-style-type: none"> <li>•Classification of schizophrenia</li> <li>•Biological and psychological explanations</li> <li>•Drug therapy</li> <li>•Cognitive behaviour therapy and family therapy</li> <li>•The importance of an interactionist approach in explaining and treating Schizophrenia</li> </ul>	<b>Gender</b> <ul style="list-style-type: none"> <li>•Sex and gender</li> <li>•Chromosomes and hormones</li> <li>•Cognitive explanations - Kohlberg theory</li> <li>•Gender Schema</li> <li>•Psychodynamic explanations of gender</li> <li>•Social learning theory in gender development</li> <li>•Atypical gender development</li> </ul> <b>Forensic Psychology</b> <ul style="list-style-type: none"> <li>•Defining and measuring crime</li> <li>•The top-down &amp; bottom-up approach</li> <li>•Lombroso's Atavistic form</li> <li>•Genetic and neural explanations</li> <li>•Cognitive explanations</li> <li>•Differential association theory</li> <li>•Psychodynamic explanations for offending</li> <li>•Eysencks theory of criminal personality</li> <li>•Behaviour modification</li> <li>•Anger management</li> <li>•Restorative justice</li> <li>•Custodial sentencing</li> </ul>	<b>Revision</b>  <b>Exam practice</b>	<b>A level exams</b>	