

PSYCHOLOGY CURRICULUM PLAN 2024-2025

	AUTUMN TERM 1	AUTUMN TERM 2	SPRING TERM 1	SPRING TERM 2	SUMMER TERM 1	SUMMER TERM 2
	TOPICS	TOPICS	TOPICS	TOPICS	TOPICS	TOPICS
Y12	<p>Induction/Introduction to Psychology.</p> <p>1. RESEARCH METHODS</p> <p>Experimental method.</p> <p>Control of variables.</p> <p>Experimental design.</p> <p>Types of experiment</p> <p>Sampling.</p> <p>Ethical issues/ways of dealing with them.</p> <p>Pilot studies.</p> <p>2. APPROACHES</p> <p>Timeline in the development of Psychology and its emergence as a science.</p> <p>The psychodynamic approach.</p> <p>The learning approach-behaviourism.</p> <p>The humanistic approach.</p>	<p>1. RESEARCH METHODS (cont'd)</p> <p>Observational techniques and design.</p> <p>Self- report techniques and design.</p> <p>Correlations.</p> <p>Data analysis.</p> <p>Mathematical content.</p> <p>Introduction to statistical testing.</p> <p>Peer review. Psychology and the economy.</p> <p>2. APPROACHES (cont'd)</p> <p>The cognitive approach.</p> <p>The social learning approach.</p> <p>The biological approach.</p> <p>Biopsychology- the nervous system and the endocrine system.</p> <p>Neurons and synaptic transmission.</p> <p>Comparison of approaches.</p>	<p>1.MEMORY</p> <p>Coding/capacity/duration of LTM and STM.</p> <p>The multi-store model of memory.</p> <p>Types of LTM.</p> <p>The working memory model.</p> <p>2. PSYCHOPATHOLOGY.</p> <p>Four definitions of abnormality.</p> <p>Phobias- DSM -5 categories and characteristics. The behavioural approach to explaining and treating phobias.</p>	<p>1. MEMORY (cont'd)</p> <p>Explanations for forgetting- interference and retrieval failure.</p> <p>Factors affecting EWT- misleading information and anxiety.</p> <p>Cognitive interview.</p> <p>2 PSYCHOPATHOLOGY (cont'd).</p> <p>Depression – DSM – 5 categories and characteristics. The cognitive approach to explaining and treating depression.</p> <p>OCD – DSM -5 categories and characteristics. The biological approach to explaining and treating OCD</p>	<p>1. ATTACHMENT</p> <p>Caregiver-infant interaction and attachment figures.</p> <p>Schaffer-stages of attachment.</p> <p>Animal studies of attachment- Lorenz and Harlow.</p> <p>Explanations of attachment- Learning theory and Bowlby.</p> <p>2. SOCIAL PSYCHOLOGY.</p> <p>Conformity- types, explanations and research- Asch/ Zimbardo.</p> <p>Obedience- Milgram's research.</p> <p>Situational variables.</p> <p>Y12 exam</p>	<p>1. ATTACHMENT (cont'd)</p> <p>Ainsworth's 'Strange Situation'.</p> <p>Cultural variations in attachments.</p> <p>Bowlby's theory of maternal deprivation.</p> <p>Romanian orphan studies. The influence of early attachment on later relationships.</p> <p>2.SOCIAL PSYCHOLOGY (CONT'D)</p> <p>Obedience- social psychological factors.</p> <p>Dispositional explanations.</p> <p>Resistance to social influence.</p> <p>Minority influence.</p> <p>Social influence and social change.</p>

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Y13	<p>ISSUES AND DEBATES in Psychology.</p> <p>Gender bias.</p> <p>Culture bias.</p> <p>Free will and determinism</p> <p>The nature-nurture debate.</p> <p>Holism and reductionism.</p> <p>Idiographic and nomothetic approaches.</p> <p>Ethical implications of research.</p>	<p>AGGRESSION</p> <p>Neural and hormonal mechanisms in aggression.</p> <p>Genetic factors in aggression.</p> <p>The ethological explanation of aggression. Evolutionary explanation of aggression.</p> <p>Social –psychological explanations of aggression including the frustration-aggression hypothesis, social learning theory and de-individuation.</p> <p>Institutional aggression in the context of prisons.</p> <p>Media influences on aggression.</p> <p>The effects of computer games.</p> <p>Desensitisation, disinhibition and cognitive priming.</p>	<p>BIOPSYCHOLOGY</p> <p>Recap of Biopsychology from the Approaches section.</p> <p>Localisation and function in the brain.</p> <p>Plasticity and functional recovery of the brain after trauma.</p> <p>Split-brain research into hemispheric lateralisation.</p> <p>Ways of investigating the brain.</p> <p>Biological rhythms - circadian rhythms, infradian and ultradian rhythms.</p> <p>Endogenous pacemakers and exogenous zeitgebers.</p>	<p>RESEARCH METHODS – recap from Year 1. Correlations, Case studies and content analysis.</p> <p>Reliability and validity. Features of science/Psychology as a science.</p> <p>Reporting psychological investigations.</p> <p>Choosing a statistical test.</p> <p>Probability and significance</p> <p>Mann-Whitney and Wilcoxon tests.</p> <p>Unrelated and related t-tests/parametric tests.</p> <p>Spearman’s and Pearson’s tests of correlation.</p> <p>Chi-Squared test of association.</p>	<p>GENDER</p> <p>Sex and gender.</p> <p>Androgyny and the BSRI</p> <p>The role of chromosomes and hormones.</p> <p>Atypical sex chromosome patterns.</p> <p>Cognitive explanations of gender development: Kohlberg theory.</p> <p>Gender schema theory</p> <p>Psychodynamic explanation of gender development: Freud’s theory.</p> <p>Social learning explanation of gender development.</p> <p>The influence of culture and media on gender roles</p> <p>Atypical gender development.</p>	<p>SCHIZOPHRENIA</p> <p>Diagnosis and classification of Schizophrenia.</p> <p>Biological explanation of schizophrenia (Dopamine and neural correlates).</p> <p>Psychological explanations (Family dysfunction and cognitive explanations)</p> <p>Biological therapies including antipsychotic drugs.</p> <p>Psychological therapies including CBT, family Therapy and Token Economies.</p> <p>The interactionist approach to schizophrenia.</p>
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Y13	13A/Py1 SWH (3 - RM/Sz/Bio) CAH (2 - Agg/Gender)	13B/Py1 CAH (3 – Agg/RM/Gender) CFX (2 – Sz/Bio)	13C/Py1 CFX (2 – Bio/Sz) SWH (RM/Agg/Gender)	13D/Py1 CFX (3 – RM/Bio/Sz) CAH (2 – Agg/Gender)	13D/Py2 SWH(3 – RM/Sz/Bio) CAH (2 – Agg/ Gender)	
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