

# WHOLE YEAR CURRICULUM OVERVIEW

## KS5: PSYCHOLOGY – YEAR 12. YEAR 1.

### Curriculum Overview: PSYCHOLOGY Year 12

**Colour coding- Teacher 1: 6 x hours per fortnight. Teacher 2: 4 x hours per fortnight**

**Rationale:** Psychology is a linear qualification, students will sit all the AS exams at the end of their AS course and all the A-level exams at the end of their A-level course. Year 1 consists of 2 x papers, with 6 topics overall for the year. Each teacher is responsible for teaching their own topics but joint responsibility for each paper. The Main teacher teaches 2 x topics on paper 1 and 2 x topics on paper 2. The secondary teacher delivers 1 x topic on paper 1, 1 x topic on paper 2 (based on specialist knowledge on the department ie sociology teachers take social unit). Extended essays are worth 12 marks at AS, (students use 4 x PEE evaluation), but students must be taught for up to 16 marks work of content for the specification areas throughout from the very start. Topics of Social, Memory, Attachment and Psychopathology- content is exactly the same at full A Level however the topics of approaches and research Methods have more content to learn for year 2 which are covered in the 'Add on' booklets in the the year 2 Scheme of learning.

**Paper 1: Introductory Topics in Psychology- 1. Social influence, 2. Memory, 3 Attachment**

**Paper 2: Psychology in Context- 4 Approaches in Psychology, 5 Psychopathology, 6 Research methods**

**Note:** Research Methods is taught from the very beginning to support all topic content as this is worth 25% overall for the whole exam. Research Methods questions are asked across all topics of the papers throughout the course so it is important students gain the knowledge, skills and understanding of this alongside other topics so it can be applied in understanding throughout from the very start.

Term / Length of Unit	Teacher	Basic outline of topic to be covered Specification/Knowledge end points	Assessment	Home Learning	Resources	Assessment Objectives and Skills
Y12 Autumn Term 1	Teacher 1: 6 hours per fortnight	<b>Introduction to the course-</b> see lesson by lesson SOL documents. <b>Collect in Summer projects. Exercise book 1 main teacher- Memory front of book, RM back of book. Also FAR/Assessment folder for main teacher.</b> Topics to be taught alongside each other – suggested 4 hours Memory, 2 hours RM over the 2 week timetable  <b>Memory topic:</b> Students should demonstrate knowledge and understanding of: 1.What is Memory? Nature of memory- features of memory stores 2.The multi-store model of memory 3.The Working Memory Model 4.Types of long-term memory  <b>Research Methods Topic:</b> Students should demonstrate knowledge and understanding of research methods, scientific processes and techniques of data handling and analysis. Strengths and limitations need to be considered in places also.  <b>Topics sections to be covered this half term:</b> 1.Research Methods 2. Scientific Processes (continued after half term)	Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.  Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders  End/mid topic knowledge tests/timed essays.  PPEs in Jan/Feb	Writing and self-assessment tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Memory  Creation of independent section Memory- Explanations of forgetting booklet  Past Q booklet practice for research Methods	<b>MEMORY BOOKLETS - light pink</b>  <b>RM BOOKLET- orange</b>  Copy of the full schemes of learning with HOD in folder and in Teachers folder  Full PPTS & worksheets on file	<b>Students will be expected to:</b>  -Demonstrate knowledge and understanding of psychological concepts, theories, research studies, in relation to the topic of Memory & Social Influence AO1 -Apply psychological knowledge and understanding the topic in a range of contexts in Memory & Social Influence AO2 -Analyse, interpret and evaluate psychological concepts, theories, research studies in relation to the topic of Memory & Social Influence AO3 -Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in both topics

Term / Length	Teacher	Basic outline of topic to be covered- Specification/Knowledge	Assessment	Home Learning	Resources	Other skills:
Y12 Autumn Term 1	Teacher 2: 4 x hours per fortnight	<p>Set up exercise book 1 for secondary teacher. Also FAR/Assessment folder for secondary teacher</p> <p><b>Social influence</b></p> <ol style="list-style-type: none"> <li>1.Types of conformity</li> <li>2.Explanations for Conformity</li> <li>3. Variables affecting conformity</li> <li>4. Conformity to social roles</li> </ol> <p><b>Obedience</b></p> <ol style="list-style-type: none"> <li>5. Obedience research- Milgram- situational variables- Explanations for obedience</li> </ol>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders- Mrs Savage.</p> <p>End/mid topic knowledge tests/timed essays.</p> <p>PPEs in Jan/Feb</p>	<p>Writing tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Social Influence</p>	<p><b>SOCIAL INFLUENCE BOOKLETS- light blue colour</b></p> <p>Copy of the full schemes of learning with HOD and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<p>- Use of subject specific language/scientific terminology</p> <p>- Reading/ assessing material</p> <p>- Formulating &amp; answering relevant questions</p> <p>- Independent learning skills</p> <p>- Note making</p> <p>- Flipped classroom</p> <p>- Compare and contrast</p> <p>- Reflection skills on participation in psychological demonstrations/</p> <p>- Describe the main features of research studies, explanations, theories</p> <p>- Evaluate research evidence/ explanations and theories. Use of evidence to evaluate. Strengths and limitations.</p> <p>- Research skills, practical research skills and presentation skills</p> <p>- Ethical and research methodical evaluation of research studies</p> <p>- Implications of psychological research</p> <p>- Critical thinking skills</p> <p>- Summarising key points and presenting to class</p> <p>- Problem solving/using understanding of theory and research findings</p> <p>- Reflection, self assessment and critical appraisal</p> <p>- Analytic skills</p> <p>- Group work skills</p> <p>- Discussion skills</p> <p>- Developing lines of argument</p> <p>- Essay writing</p> <p>- Exam technique</p> <p>- Time management</p> <p>- Decision making</p> <p>- QWC</p>
OCT HALF TERM	Students are set an 'Independent project' for the topic of Memory by the main teacher to complete over the half term holiday on 'Explanations of forgetting'. This is reviewed in lesson during the first week back					

Term / Length of Unit	Teacher	Basic outline of topic to be covered- Specification/Knowledge	Assessment	Home Learning	Resources	Assessment Objectives and Skills
Yr 12 Autumn Term 2	Teacher 1: 6 x hours per fortnight	<p><b>Memory topic (continued):</b> 5.Explanations for forgetting:</p> <p>6.Factors affecting the accuracy of EWT -Misleading information -Anxiety</p> <p>7.Improving accuracy of EWT- the Cognitive Interview.</p> <p><b>Research Methods Topic- sections:</b></p> <p>2. Scientific Processes (continued from prior to half term)</p> <p>3. Data handling and Analysis See the specification (completed fully by students themselves over the Christmas holidays as 'Independent project'.</p>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders- Mrs Campbell-Birch</p> <p>End/mid topic knowledge tests/timed essays. PPEs in Jan/Feb</p>	<p>Writing and self-assessment tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Memory</p> <p>Creation of Research Methods independent booklet section 3.</p> <p>Past Q booklet practice for research Methods</p>	<p><b>MEMORY BOOKLETS</b></p> <p><b>RM BOOKLETS</b></p> <p>Copy of the full schemes of learning with HOD in folder and Teachers folder</p> <p>Full PPTS &amp; worksheets on file</p>	<p><b>Students will be expected to:</b> -Demonstrate knowledge and understanding of psychological concepts, theories, research studies, in relation to the topic of Memory &amp; Social Influence AO1 -Apply psychological knowledge and understanding the topic in a range of contexts in Memory &amp; Social Influence AO2 -Analyse, interpret and evaluate psychological concepts, theories, research studies in relation to the topic of Memory &amp; Social Influence AO3 -Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in both topics.</p> <p><b>Other skills:</b> -Use of subject specific language/scientific terminology -Reading/ assessing material -Formulating &amp; answering relevant questions -Independent learning skills -Note making. Flipped classroom -Compare and contrast -Reflection skills on participation in psychological demonstrations - Mathematical skills - Research skills, practical research skills and presentation skills -Implications of psychological research - Critical thinking skills -Summarising key points and presenting to class - Problem solving/using understanding of theory and research findings - Reflection, self assessment and critical appraisal -Analytic skills -Group work skills -Discussion skills -Developing lines of argument - Essay writing - Exam technique - Time management</p>
	Teacher 2: 4x hours per fortnight	<p><b>Social influence (continued)</b></p> <p>6. Explanations for obedience- social psychological factors</p> <p>7. Explanations for obedience- dispositional factors</p> <p>8. Explanations of resistance to social influence.</p> <p>9. Minority influence</p> <p>10. The role of social influence processes in social change.</p>	<p>Progress: See PPTs- in class activities. Completed worksheets to check understanding</p> <p>Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in assessment folders-SG</p> <p>End/mid topic knowledge tests/timed essays. PPEs in Feb</p>	<p>Writing tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Memory</p>	<p><b>SOCIAL INFLUENCE BOOKLETS</b></p> <p>Copy of the full schemes of learning with HOD in folder and Teachers folder</p> <p>Full PPTS &amp; worksheets on file</p>	
END OF TERM	<p>Christmas holidays- Students are set an 'Independent project' to create and complete their own resource/booklet over the holiday on 'Data Handling and Analysis'. This is reviewed in lesson during the first week back. Set some revision to support end of topics covered so far in preparation for their PPEs.</p>					

Term / Length of Unit	Teacher	Basic outline of topic to be covered- Specification/Knowledge	Assessment	Home Learning	Resources	Assessment Objectives and Skills
Yr 12 Spring Term 1	Teacher 1: 6 x hours per fortnight	<p>New Exercise book 2 for main teacher- Attachment front of book, Psychopathology back of book. Also Assessment folder for main teacher</p> <p><b>Attachment Topic:</b></p> <ol style="list-style-type: none"> <li>1.Introduction to the topic- What is attachment?</li> <li>2.Explanations of attachment Bowlby's monotropic theory</li> <li>3.Explanations of attachment- Learning theory</li> <li>4.Animal studies of attachment</li> <li>5.Ainsworth's 'Strange Situation'. Types of attachment</li> <li>6. Cultural Variations in attachments</li> <li>7.Caregiver-infant interactions in humans</li> <li>8.Stages of attachment</li> <li>9. Multiple attachments and the role of the father.</li> <li>10. Bowlby's theory of maternal deprivation.</li> <li>11. Romanian orphan studies: effects of institutionalisation.</li> <li>12. The influence of early attachment on childhood and adult relationships</li> </ol> <p>Students have an independent section to complete- on <b>Caregiver-infant interactions in humans &amp; Stages of attachment set as home learning</b></p>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders- Mrs Campbell-Birch</p> <p>End/mid topic tests/timed essays.</p> <p>PPEs in Jan/Feb</p>	<p>Writing and self-assessment tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for attachment</p> <p>Creation of independent section Caregiver infant interaction. Stages of attachment</p> <p>Flipped learning- Cultural variations Revision tool evidence for Memory, Research Methods all to be shown from students prior to PPE- stagger throughout January – teacher to check- preparation for PPEs. Some evidence on attachment so far also.</p>	<p><b>ATTACHMENT BOOKLETS- Yellow colour</b></p> <p>Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<p><b>Students will be expected to:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate knowledge and understanding of psychological concepts, theories, research studies, in relation to the topics of Attachment &amp; Approaches</li> <li>-Apply psychological knowledge and understanding the topic in a range of contexts in the topics of Attachment &amp; Approaches AO2</li> <li>-Analyse, interpret and evaluate psychological concepts, theories, research studies in relation to the topics of Attachment &amp; Approaches AO3</li> <li>-Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in both topics.</li> </ul> <p><b>Other skills:</b></p> <ul style="list-style-type: none"> <li>-Use of subject specific language/scientific terminology</li> <li>-Reading/ assessing material</li> <li>-Formulating &amp; answering questions</li> <li>-Independent learning skills</li> <li>-Flipped classroom</li> <li>-Compare and contrast</li> <li>-Reflection skills on participation in psychological demonstrations/</li> <li>-Describe the main features of research studies, explanations, theories</li> <li>- Evaluate research evidence/ explanations and theories. Use of evidence to evaluate. Strengths and limitations.</li> <li>- Research skills, practical research skills and presentation skills</li> <li>-Ethical and research methodical evaluation of research studies</li> <li>-Implications of psychological research</li> </ul>

<p><b>Yr 12 Spring Term 1</b></p>	<p><b>Teacher 1:</b> 6 x hours per fortnight</p>	<p><b>Exercise book 1 - Social Influence front of book, Approaches back of book. Also Assessment folder</b></p> <p><b>Approaches in Psychology</b></p> <ol style="list-style-type: none"> <li>1.Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science.</li> <li>2.The assumptions/explanations of the Learning Theory- Behaviourist approach</li> <li>3. The assumptions/explanations of the Social Learning Theory</li> <li>4. The assumptions/explanations of the Cognitive approach. Also including the emergence of cognitive neuroscience.</li> <li>5. The assumptions/explanations of the Biological Approach</li> </ol>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders- Mrs Savage</p> <p>End/mid topic knowledge tests/timed essays.</p>	<p>Writing tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Approaches</p> <p>Creation of independent section- Bio Psychology set during this topic ready to review after half term</p> <p>Revision tool evidence on topic of attachment from students – teacher to set end of Dec/throughout Jan-check prior to PPE</p>	<p><b>APPROACHES BOOKLET</b> peach/cream colour</p> <p>Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<ul style="list-style-type: none"> <li>- Critical thinking skills</li> <li>-Summarising key points and presenting to class</li> <li>- Problem solving/using understanding of theory and research findings</li> <li>- Reflection, self assessment and critical appraisal</li> <li>-Analytic skills</li> <li>-Group work skills</li> <li>-Discussion skills</li> <li>-Developing lines of argument</li> <li>- Essay writing</li> <li>- Exam technique</li> <li>- Time management</li> <li>- Decision making</li> <li>- QWC</li> </ul>
<p>FEB HALF TERM</p>						

# Yr 12 Spring Term 1 & 2

Term / Length	Teacher	Basic outline of topic to be covered- Specification/Knowledge	Assessment	Home Learning	Resources	Assessment Objectives and Skills
Yr 12 Spring Term 1 & 2	Teacher 2: 4x hours per fortnight	<b>Psychopathology Topic:</b> 1. Definitions of abnormality 2. The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). 3. The behavioural approach to explaining phobias: the two-process model, 4. The cognitive approach to explaining depression: Beck's negative triad and Ellis's ABC model; 5. The biological approach to explaining and treating OCD: genetic and neural explanations; 6. The behavioural approach to treating phobias- systematic desensitisation and flooding 7. The cognitive approach to treating depression- CBT x 2 8. The Biological approach to treating OCD- Drug therapies	Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.  Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders- Mrs Savage  End/mid topic knowledge tests/timed essays.	Writing and self-assessment tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Psychopathology  Creation of independent section One approach explanations and one approach therapies- set during the topic.  Past Q booklet practice for research Methods	<b>PSYCHOPATHOLOGY BOOKLETS- Purple colour</b>  Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder  Full PPTS & worksheets on file	<b>Students will be expected to:</b> -Demonstrate knowledge and understanding of psychological concepts, theories, research studies, in relation to the topics of Psychopathology & Approaches AO1 -Apply psychological knowledge and understanding the topic in a range of contexts in the topics of Psychopathology & Approaches AO2 -Analyse, interpret and evaluate psychological concepts, theories, research studies in relation to the topics of Psychopathology & Approaches AO3 -Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in both topics. <b>Other skills:</b> As stated above
	Teacher 1: 6 x hours per fortnight	<b>Approaches in Psychology (continued)</b>  6. Biopsychology section AO1 only - The divisions of the nervous system -The structure and function of sensory, relay and motor neurons. -The process of synaptic Transmission -The function of the endocrine system -The fight or flight response	Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.  Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their assessment folders- Mrs Savage  End/mid topic knowledge tests/timed questions.	Writing tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Approaches  Creation of independent section- Bio Psychology	<b>APPROACHES BOOKLET peach/cream colour</b>  Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder  Full PPTS & worksheets on file	

END OF	EASTER HOLIDAYS- Students to have the opportunity to attend revision sessions during the holiday. Students to complete 'independent section for Psychopathology' on one approach – therapies- if this has not already been done. This ideally should be set before the holiday for Home learning					
Term / Length	Teacher	Basic outline of topic to be covered- Specification/Knowledge	Assessment	Home Learning	Resources	Assessment Objectives and Skills
Yr 12 Summer Term 1	Teacher 1: 6 x hours per fortnight	<p>Ideally all content is taught before the Easter holiday to allow sufficient time to start revision in lesson. However, sometimes the final section of Psychopathology Therapies may run over into this because of PPE interference with class time- if this is the case a maximum of 1-2 weeks only on content can be used in this time if needed. All Psychopathology must be finished by this point.</p> <p><b>Consolidation &amp; Revision on topics:</b></p> <ol style="list-style-type: none"> <li>1. Memory</li> <li>2. Research Methods</li> <li>3. Attachment</li> <li>4. Psychopathology</li> </ol>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Revision tool evidence</p> <p>Final: Completion of AQA past questions 'Student friendly handouts'/Practice papers</p> <p>knowledge tests/timed work Real life AQA examination</p>	<p>Writing past Q, self-assessment, reflection tasks and checklists</p> <p>Revision tool evidence from students – teacher to check</p>	<p><b>ALL BOOKLETS COMPLETED</b></p> <p>Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<p><b>Students will be expected to:</b></p> <ul style="list-style-type: none"> <li>-Demonstrate knowledge and understanding of psychological concepts, theories, research studies, in relation to all topics of AS Year 1 Psychology AO1</li> <li>-Apply psychological knowledge and understanding the topic in a range of contexts in relation to all of AS Year 1 Psychology AO2</li> <li>-Analyse, interpret and evaluate psychological concepts, theories, research studies in relation to all topics of Year 1 AS Psychology AO3</li> <li>-Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed through all topics of year 1 AS Psychology</li> </ul> <p><b>Other skills:</b></p>
	Teacher 2: 4 x hours per fortnight	<p><b>Consolidation &amp; revision on topics:</b></p> <ol style="list-style-type: none"> <li>1. Social Influence</li> <li>2. Approaches</li> </ol>	<p>Progress: See PPTs- class activities every lesson. Completed worksheet check understanding – online digital textbook bundle.</p> <p>Revision tool evidence</p> <p>Final: Completion of AQA past questions 'Student friendly handouts/practice papers.</p> <p>knowledge tests/timed work Real life AQA examination</p>	<p>Writing past Q, self-assessment, reflection tasks and checklists</p> <p>Revision tool evidence from students – teacher to check</p>	<p><b>ALL BOOKLETS</b></p> <p>Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<ul style="list-style-type: none"> <li>-Independent learning skills</li> <li>-Note making</li> <li>-Reflection skills</li> <li>- Mathematical skills</li> <li>- Critical thinking skills</li> <li>-Summarising</li> <li>- Reflection, self assessment and critical appraisal</li> <li>- Revision strategies and skills</li> <li>-Developing lines of argument</li> <li>- Consolidating and strengthening knowledge and understanding, analysis, application, evaluation</li> <li>- Essay writing</li> <li>- Exam technique</li> <li>- Time management</li> <li>- Decision making</li> <li>- Posing and responding to questions</li> <li>- QWC</li> </ul>

MAY HALF TERM	EXAMINATION PERIOD					
Term / Length of Unit	Teacher	Basic outline of topic to be covered- Specification/Knowledge	Assessment	Home Learning	Resources	Assessment Objectives and Skills
Y12 Summer Term 2	Teacher 1: 6 x hours per fortnight	<p>First week whilst examinations still on students to complete Research Methods practical activities. See resources.</p> <p><b>NEW Year 2 Psychology exercise book 1- Front of book- Approaches Year 2. RM back of book. New year 2 FAR/Assessment folder</b></p> <p><b>Year 2 Psychology content- Approaches- 'Add on' booklet</b> 1 x lesson- Introduction to year 2 Psychology- set up new topic and resources. Approaches 1.The Psychodynamic Approach in Psychology 2. The Humanistic Approach in Psychology 3. Comparison of Approaches in Psychology</p> <p><b>Year 2 Psychology content – Research Methods- 'Add on' booklet</b> 1 x lesson - Introduction to Year 2 Research Methods- review Year 1 RM content</p> <p>1.Features of a Science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</p> <p>2.Reliability- what is it? How to assess reliability- Test retest and interobserver. How to improve reliability across all research methods</p> <p>3.Validity- what is it? How to assess validity – face validity and concurrent validity. How to improve validity across all research methods</p>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Final: Completion of AQA past questions 'Student friendly handouts' for each specification area listed. Students store this in their NEW YEAR 2 assessment folders- Mrs Campbell-Birch</p> <p>End/mid topic knowledge tests</p>	<p>Writing and self-assessment tasks- Completion of AQA past questions 'Student friendly handouts' for each specification area set after each lesson content completed for Approaches and Research Methods</p> <p>Table created for comparison of approaches</p>	<p><b>'ADD ON' YEAR 2 APPROACH BOOKLET- peach/cream colour</b></p> <p><b>'ADD ON' YEAR 2 RESEARCH METHODS BOOKLET' Orange colour</b></p> <p>Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<p><b>Students will be expected to:</b></p> <p>-Demonstrate knowledge and understanding of psychological concepts, theories, research studies, in relation to the topic of Memory &amp; Social Influence AO1 -Apply psychological knowledge and understanding the topic in a range of contexts in Memory &amp; Social Influence AO2 -Analyse, interpret and evaluate psychological concepts, theories, research studies in relation to the topic of Memory &amp; Social Influence AO3 -Knowledge and understanding of research methods, practical research skills and mathematical skills will be assessed in both topics.</p> <p><b>Other skills:</b> -Use of subject specific language/scientific terminology -Reading/ assessing material -Formulating &amp; answering relevant questions -Independent learning skills -Note making -Flipped classroom -Compare and contrast</p>

Yr 12 Summer term 2	Teacher 2: 4 x hours per fortnight	<p>Use new Year 2 exercise book.</p> <p><b>Year 2 Psychology content – Research Methods- ‘Add on’ booklet</b></p> <p>1. Case studies</p> <p>2. Content analysis and coding. Also include Thematic Analysis</p> <p>3. Reporting Psychological Investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing.</p>	<p>Progress: See PPTs- in class activities every lesson. Completed worksheets to check understanding - online digital textbook bundle.</p> <p>Final: Completion of AQA past questions ‘Student friendly handouts’ for each specification area listed. Students store this in FAR assessment folder</p> <p>End/mid topic knowledge tests/timed essays.</p>	<p>Writing and self-assessment tasks- Completion of AQA past questions ‘Student friendly handouts’ for each specification area set after each lesson content completed research methods</p>	<p><b>‘ADD ON YEAR 2 RESEARCH METHODS BOOKLET’ Orange colour</b></p> <p>Copy of the full schemes of learning with HOD in folder and in Teachers file/ folder</p> <p>Full PPTS &amp; worksheets on file</p>	<p>- Reflection skills on participation in psychological demonstrations/</p> <p>- Describe the main features of research studies, explanations, theories</p> <p>- Evaluate research evidence/ explanations and theories. Use of evidence to evaluate. Strengths and limitations.</p> <p>- Research skills, practical research skills and presentation skills</p> <p>- Ethical and research methodical evaluation of research studies</p> <p>- Implications of psychological research</p> <p>- Critical thinking skills</p> <p>- Summarising key points and presenting to class</p> <p>- Problem solving/using understanding of theory and research findings</p> <p>- Reflection, self assessment and critical appraisal</p> <p>- Analytic skills</p> <p>- Group work skills</p> <p>- Discussion skills</p> <p>- Developing lines of argument</p> <p>- Essay writing</p> <p>- Exam technique</p> <p>- Time management</p> <p>- Decision making</p> <p>- QWC</p>
END OF TERM SUMMER HOLIDAYS		<p>By the end of term all year 2 students should have been fully taught ‘Add on year 2’ Approaches topic, ‘Add on year 2’ Research Methods sections 1. Research Methods, 2. Scientific processes. Students should be ready to go onto Inferential Statistics when back in the new academic year.</p> <p>Students are set a “Summer transition” independent project booklet to complete on the topic of Issues, Debates and Approaches to support them for this content in year 2 from the very start as synoptic links in essays/when they complete the topic towards the end of the year.</p> <p>Students should also review all year 1 material, ensuring they have all content fully present and safely stored. Consolidation of the year 2 new Research Methods and Approaches content should also take place ready for reviewing and mid/end of topic assessment October half term.</p>				