

## KS5 Curriculum Overview (Psychology)

### Year 12

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Approaches in Psychology</b></p> <ul style="list-style-type: none"> <li>• The origins of psychology</li> <li>• The behaviourist approach</li> <li>• The social learning theory</li> <li>• The cognitive approach</li> <li>• The biological approach</li> </ul> <p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>• Memory</li> <li>• Coding, capacity, duration</li> <li>• MSM</li> <li>• LTM</li> <li>• WMM</li> </ul> <p><b>Teacher 2: Research methods</b></p> <ul style="list-style-type: none"> <li>• Experimental methods</li> <li>• Control of variables</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b></p> <ul style="list-style-type: none"> <li>• Creativity, critical thinking, team work, data analysis, comparing and contrasting explanations, essay writing skills.</li> </ul> <p><b>Term 1 subject links:</b></p> <p><b>Science-</b> systematic methods, introduction to lab experiments in Psychology.</p> <p><b>Philosophy-</b> The roots of Psychology.</p> <p><b>Criminology-</b> The behaviourist approach is taught as an explanation of criminal behaviour.</p> <p><b>Business-</b> advertising.</p> <p><b>Biology-</b> neuroscience, genetic</p> <p><b>Health and Social care-</b> Genetic factors that affect development</p> <p><b>Science-</b>experiments, IV, DV.</p> <p><b>English-</b> Learning how to structure 16 mark questions, introduction of key terms.</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Expectations are instilled in term 1 to encourage respect, personal responsibility and good work ethic.</li> <li>➤ As part of their study of Psychology, students are encouraged to critically evaluate whether research adheres to the scientific method (this applies to all topics).</li> <li>➤ In the approaches topic students explore the extent to which we do have freedom to choose our behaviour and there are opportunities to debate this.</li> <li>➤ Through the study of approaches in Psychology students are encouraged to see that, whilst we may all be similar in many respects, there are always anomalies in human behaviour that cannot be predicted.</li> <li>➤ There are many different ‘schools of thought’ in Psychology e.g. behaviourist, social learning, biological, cognitive and psychodynamic.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ Neuroscience</li> <li>❖ Sports psychologist- biological approach</li> <li>❖ Legal professions- barrister, solicitor (understanding of memory of eye witnesses)</li> <li>❖ Academia</li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Approaches in Psychology</b></p> <ul style="list-style-type: none"> <li>• The psychodynamic approach</li> <li>• The Humanistic approach</li> <li>• Comparison of approaches</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ In the approaches topic students explore the extent to which we do have freedom to choose our behaviour and there are opportunities to debate this.</li> <li>➤ The humanistic approach in Psychology places value on individual responsibility,</li> </ul>

<p><b>Teacher 2: Memory</b></p> <ul style="list-style-type: none"> <li>• Forgetting – interference</li> <li>• Forgetting – Retrieval failure</li> <li>• EWT – misleading information</li> <li>• EWT – Anxiety</li> <li>• EWT – Cognitive interview</li> </ul> <p><b>Teacher 2: Research methods</b></p> <ul style="list-style-type: none"> <li>• Experimental design</li> <li>• Types of experiments</li> <li>• Sampling</li> <li>• Ethical issues</li> </ul>	<ul style="list-style-type: none"> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b></p> <p><b>Research methods:</b></p> <ul style="list-style-type: none"> <li>• Data analysis, designing an experiment, critical thinking, analysis of data,</li> <li>• Designing their own experiments and hypothesis with a focus on control of variables, dealing with ethical issues in studies.</li> <li>• Accessing and reading psychological material.</li> <li>• Independent learning skills</li> <li>• Use of subject specific terminology,</li> <li>• Discussion/debate skills</li> <li>• Comparing and contrasting explanations.</li> </ul> <p><b>Term 2 subject links:</b></p> <ul style="list-style-type: none"> <li>• <b>Criminology-</b> Learning about morality as an explanation for why some people commit crime.</li> <li>• <b>Health and Social care-</b> Maslow’s hierarchy and ethical issues.</li> <li>• <b>Business-</b> motivating employees.</li> <li>• <b>Law-</b> eye witness testimony</li> <li>• <b>Criminology-</b> issues with eyewitness testimony</li> <li>• <b>Sociology-</b> Theory and methods</li> <li>• <b>English-</b> mnemonics taught within the psychodynamic approach.</li> </ul>	<p>believing that it is our own free will that governs our actions.</p> <ul style="list-style-type: none"> <li>➤ The democratic process includes the right and responsibilities of people. These rights and responsibilities are fundamental to psychologists whose research must be passed by an ethics committee before being conducted.</li> <li>➤ There are many different ‘schools of thought’ in Psychology e.g. behaviourist, social learning, biological, cognitive and psychodynamic.</li> <li>➤ The rule of law relates to codes of conduct designed to protect individuals and groups. Psychologists must abide by the ethical code of conduct set out by the British Psychological Society.</li> <li>➤ As part of their study of Psychology, students are encouraged to critically evaluate whether research adheres to the scientific method.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Business- Maslow’s hierarchy</b></li> <li>❖ <b>legal profession- barrister and solicitor.</b></li> <li>❖ <b>Academia</b></li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Psychopathology</b></p> <ul style="list-style-type: none"> <li>• Definitions of abnormality</li> <li>• Phobias- characteristics, explanations and treatments</li> <li>• Depression characteristics.</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ As part of their study of Psychology, students are encouraged to critically evaluate whether research adheres to the scientific method. Students study how definitions of abnormality differ from culture to culture</li> </ul>

<p><b>Teacher 2: Attachment</b></p> <ul style="list-style-type: none"> <li>Caregiver-infant interactions</li> <li>Role of the father</li> <li>Schaffers stages of attachment</li> <li>Animal studies of attachment</li> <li>Learning theory</li> </ul> <p><b>Teacher 2: Research methods</b></p> <ul style="list-style-type: none"> <li>Pilot studies</li> <li>Observational techniques</li> <li>Observational design</li> <li>Self report techniques</li> <li>Self report design</li> </ul>	<ul style="list-style-type: none"> <li>AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> group discussions, critical thinking, applying knowledge to given scenarios, creative task where students have to take care of an egg to see how attachment works.</p> <p><b>Term 3 subject links:</b>  <b>Health and social care-</b> attachment to primary caregiver, Shaffers stages, Ainsworth.  <b>Child, play learning and development (CPLD)</b>  <b>Criminology-</b> Individualistic theory.  <b>Science-</b> Conduction research  <b>Sociology-</b> Theory and methods</p>	<p>and they look at the effects of stereotyping and labelling in terms of mental health problems.</p> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Medicine- doctor, nurse surgeon</b></li> <li>❖ <b>Counsellor</b></li> <li>❖ <b>Psychiatrist</b></li> <li>❖ <b>Therapy- cognitive behaviour therapy, psychotherapy and humanistic therapy.</b></li> <li>❖ <b>Nursery worker</b></li> <li>❖ <b>Zoologist</b></li> <li>❖ <b>Social worker</b></li> <li>❖ <b>Teacher</b></li> </ul>
<p><b>TERM 4 TOPIC/s</b></p>	<ul style="list-style-type: none"> <li><b>*Key Skills/Subject Links</b></li> </ul>	<p><b>*Career links &amp; BV</b></p>
<p><b>Teacher 1: Psychopathology</b></p> <ul style="list-style-type: none"> <li>Depression explanations and treatment</li> <li>OCD characteristics, explanations and treatments</li> </ul> <p><b>Teacher 2: Attachment</b></p> <ul style="list-style-type: none"> <li>Bowlby's monotropic theory</li> <li>Ainsworth's strange situation</li> <li>Cultural variations</li> <li>Maternal deprivation theory</li> </ul> <p><b>Teacher 2: Research methods</b></p> <ul style="list-style-type: none"> <li>Correlations</li> <li>Kinds of data</li> <li>Descriptive statistics</li> <li>Graphs</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> Data analysis, computation skills, drawing graphs, critical thinking, group work</p> <p><b>Term 4 subject links:</b>  <b>Criminology-</b> Individualistic theory, Bowlby.  <b>Health and social care-</b> Ainsworth, maternal deprivation  <b>Maths-</b> Graphs, computation</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ As part of their study of Psychology, students are encouraged to critically evaluate whether research adheres to the scientific method.</li> <li>➤ Students develop tolerance for people with mental health problems, by being aware of the causes of the problems and how it can be managed.</li> <li>➤ Through study topics such as psychopathology students are encouraged to see that, whilst we may all be similar in many respects, there are always anomalies in human behaviour that cannot be predicted. Students build tolerance and respect towards those suffering from mental health problems.</li> </ul>

<ul style="list-style-type: none"> <li>Mathematical content</li> </ul>		<b>Career links</b> <ul style="list-style-type: none"> <li>❖ Medicine- doctor, nurse surgeon</li> <li>❖ Counsellor</li> <li>❖ Psychiatrist</li> <li>❖ Therapy- cognitive behaviour therapy, psychotherapy and humanistic therapy.</li> <li>❖ Nursery worker</li> <li>❖ Social worker</li> </ul>
<b>TERM 5 TOPIC/s</b>	<ul style="list-style-type: none"> <li><b>*Key Skills/Subject Links</b></li> </ul>	<b>*Career links &amp; BV</b>
<p><b>Teacher 1: Social influence</b></p> <ul style="list-style-type: none"> <li>Conformity- Asch's research</li> <li>Conformity- Types and explanations</li> <li>Zimbardo's Stanford prison experiment</li> <li>Obedience- Milgram's experiment</li> <li>Obedience- Situational variables</li> </ul> <p><b>Teacher 2: Attachment</b></p> <ul style="list-style-type: none"> <li>Romanian orphans</li> <li>Influence of early attachment</li> </ul> <p><b>Teacher 2: Research methods</b></p> <ul style="list-style-type: none"> <li>Introduction to statistical tests</li> <li>Peer review</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> Role play, creative skills, critical thinking, group work</p> <p><b>Term 5 subject links:</b>  <b>Health and social care-</b> attachment  <b>History-</b> WW2 and the Holocaust</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ The classic studies of Romanian orphans in the attachment topic allow students to consider what some of the consequences may be of a regime not built on democracy.</li> <li>➤ Through the study of obedience and conformity students explore why it is that individuals are likely, or in some cases unlikely, to follow the rule of law.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ Market researcher</li> <li>❖ Public relations specialist</li> <li>❖ Law enforcement- police</li> <li>❖ Social worker</li> <li>❖ Academia</li> </ul>
<b>TERM 6 TOPIC/s</b>	<ul style="list-style-type: none"> <li><b>*Key Skills/Subject Links</b></li> </ul>	<b>*Career links &amp; BV</b>
<p><b>Teacher 1: Social influence finished off.</b></p> <ul style="list-style-type: none"> <li>Obedience- dispositional explanations</li> <li>Resistance to social influence</li> <li>Minority influence and social change</li> </ul> <p><b>Teacher 1: Issues and debates (Rollover)</b></p> <ul style="list-style-type: none"> <li>Gender bias</li> </ul> <p><b>Teacher 2:</b></p>	<p><b>Subject Specific Skills:</b></p> <p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>AO3 Analyse and evaluate psychological information, ideas,</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Democracy is related to the right to express opinion and allow for social change. The mechanisms underpinning social change are a key part of the social influence topic in Psychology.</li> <li>➤ Through the study of obedience and conformity students explore why it is that individuals are likely, or in some cases unlikely, to follow the rule of law.</li> </ul>

<b>Research methods – year 2</b>	<p>processes and procedures to make judgements and draw conclusions.</p> <p><b>Wider key skills:</b> Creativity, debate skills, data analysis, group work</p> <p><b>Term 6 subject links:</b></p> <p><b>History-</b> how minority groups have brought about change (suffragettes).</p> <p><b>Gov and Pol-</b> Social change</p>	<b>Career links</b> <ul style="list-style-type: none"> <li>❖ <b>Market researcher</b></li> <li>❖ <b>Anthropology</b></li> </ul>
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## KS5 Curriculum Overview Psychology

### Year 13

TERM 1 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Issues and debates</b></p> <ul style="list-style-type: none"> <li>• Cultural bias</li> <li>• Free will and determinism</li> <li>• Nature vs Nurture</li> <li>• Holism and Reductionism</li> </ul> <p><b>Teacher 2:</b></p> <p><b>Gender</b></p> <ul style="list-style-type: none"> <li>• Sex and gender</li> <li>• Androgyny</li> <li>• Role of chromosomes and hormones</li> <li>• Atypical sex chromosomes</li> <li>• Kohlberg’s theory</li> <li>• Gender schema theory</li> </ul> <p><b>Teacher 2:</b></p> <p><b>Research methods</b></p> <ul style="list-style-type: none"> <li>• Case studies</li> <li>• Content analysis</li> <li>• Reliability</li> <li>• Validity</li> <li>• Features of science</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> Critical thinking, debate, group work, independent learning, developing lines of argument and discursive skills, understanding abstract concepts, using a psychological scale (BSRI), comparing and contrasting explanations.</p> <p><b>Term 1 subject links:</b></p> <p><b>Sociology-</b> gender differences, stereotypes, cross cultural differences.</p> <p><b>Philosophy-</b> free will.</p> <p><b>Religious education-</b> free will.</p> <p><b>Science-</b> determinism, causality, reductionism, features of science</p> <p><b>Health and social care-</b> nature vs nurture debate.</p> <p><b>Biology-</b> gender hormones and chromosomes</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ As part of their study of Psychology, students are encouraged to critically evaluate whether research adheres to the scientific method.</li> <li>➤ Students consider debates such as ‘do humans have free will?’ this enables students to think critically and weigh up differing views/evidence.</li> <li>➤ Students are exposed to cultural variations in many topics. For instance, in ‘Issues &amp; Debates’ students investigate ‘cultural bias’ in psychological. Students are encouraged to examine differences in individualist and collectivist cultures and explain why we should not generalise research across all cultures, which shows tolerance and mutual respect for other cultures.</li> <li>➤ Topics such as free will place value on individual responsibility, believing that it is our own free will that governs our actions.</li> <li>➤ Through studying the gender topic, students develop tolerance and respect for the different</li> </ul>

		<p>view points relating to atypical gender development.</p> <p><b>Career links:</b></p> <ul style="list-style-type: none"> <li>❖ <b>Therapist</b></li> <li>❖ <b>Academia</b></li> <li>❖ <b>Lawyer</b></li> <li>❖ <b>Education</b></li> </ul>
TERM 2 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Issues and debates</b></p> <ul style="list-style-type: none"> <li>• Idiographic and nomothetic approaches</li> <li>• Ethical implications in research and theory</li> </ul> <p><b>Teacher 1: Aggression</b></p> <ul style="list-style-type: none"> <li>• Neural and hormonal explanation of aggression</li> <li>• Genetic explanation of aggression</li> </ul> <p><b>Teacher 2: Gender</b></p> <ul style="list-style-type: none"> <li>• Psychodynamic theory</li> <li>• SLT</li> <li>• Influence of culture and media</li> <li>• Atypical gender development</li> </ul> <p><b>Teacher 2: Research methods</b></p> <ul style="list-style-type: none"> <li>• Probability</li> <li>• Choosing statistical test</li> <li>• Mann Whitney test</li> <li>• Wilcoxon test</li> <li>• Unrelated T Test</li> <li>• Related T Test</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> Independent learning, critical thinking, teamwork, data analysis, mathematical skills, analysing statistics, Using a psychological scale (BSRI), Comparing and contrasting explanations .</p> <p><b>Term 2 subject links:</b></p> <p><b>Religious education-</b> Ethical implications</p> <p><b>Philosophy-</b> ethical implications</p> <p><b>Biology-</b> neural, hormonal and genetic explanation of aggression.</p> <p><b>Health and social care-</b> Social learning theory</p> <p><b>Math:</b> statistical tests, data analysis</p> <p><b>English:</b> Introduction of key terms for aggression.</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Through studying the gender topic, students develop tolerance and respect for the different view points relating to atypical gender development.</li> <li>➤ Through studying aggression, students are exposed to a range of theories and explanations that have developed from preceding theories. In this way students appreciate how having opposing views can help with the development of Psychology as a science.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Therapy</b></li> <li>❖ <b>Academia</b></li> <li>❖ <b>Forensics- linked to MAOA gene</b></li> </ul>
TERM 3 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Aggression</b></p> <ul style="list-style-type: none"> <li>• The ethological explanation</li> <li>• The evolutionary explanation</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ The topic aggression is concerned with the motivations of why a person may be aggressive. Students study multiple</li> </ul>

<ul style="list-style-type: none"> <li>• The frustration aggression hypothesis</li> <li>• Deindividuation</li> <li>• Social learning theory</li> </ul> <p><b>Teacher 2:</b> <b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Reliability and validity in classification &amp; diagnosis</li> <li>• Biological explanations</li> <li>• Biological treatments</li> <li>• Psychological explanations</li> </ul> <p><b>Teacher 2:</b> <b>Research methods</b></p> <ul style="list-style-type: none"> <li>• Pearsons Rho test</li> <li>• Spearmans R test</li> <li>• Chi Square test</li> <li>• Writing a report</li> <li>• Devising a study</li> </ul>	<ul style="list-style-type: none"> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> conducting research, data analysis, critical thinking, debate, team work, apply knowledge to novel situations.</p> <p><b>Term 3 subject links:</b> <b>Biology-</b> biological explanations and treatment of schizophrenia, ethological and evolutionary explanation of aggression. <b>Criminology</b> – What the impact is on behaviour due to violent media. <b>English-</b> introduction of key terms for schizophrenia.</p>	<p>theories and research to help them to understand how, and why, individuals may be aggressive.</p> <ul style="list-style-type: none"> <li>➤ Students are able to respect theories and arguments put forward to explain human behaviour relating to aggression and schizophrenia. They are encouraged to engage in debate to discuss the wider implications of them on behaviour.</li> <li>➤ An appreciation for individual differences in terms of mental health problems such as schizophrenia.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Therapy- cognitive behavioural therapy, psychotherapy</b></li> <li>❖ <b>Neuroscience</b></li> <li>❖ <b>Medicine- doctor, nurse</b></li> <li>❖ <b>Psychiatrist</b></li> <li>❖ <b>Academia</b></li> </ul>
TERM 4 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Aggression</b></p> <ul style="list-style-type: none"> <li>• Aggression in an institutional context such as a prison</li> <li>• Media influence on aggression</li> </ul> <p><b>Teacher 2:</b> <b>Schizophrenia</b></p> <ul style="list-style-type: none"> <li>• Psychological treatments</li> <li>• Interactionist approach</li> </ul> <p><b>Teacher 2:</b></p> <ul style="list-style-type: none"> <li>• Exam practice on Research methods</li> </ul> <p><b>Teacher 1- Biopsychology</b></p> <ul style="list-style-type: none"> <li>• The nervous system</li> <li>• Neurons and synaptic transmission</li> </ul>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b></p> <ul style="list-style-type: none"> <li>• Exam skills</li> <li>• Critical thinking</li> <li>• Independent learning</li> <li>• Accessing and reading of psychological/biological material</li> </ul>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Through studying aggression in prisons, students learn the motivations of their aggression, helping them to understand why these individual make decisions.</li> <li>➤ Students are exposed to a range of theories in Psychology that have developed from preceding theories. In this way students appreciate how having opposing views can help with the development of Psychology as a science.</li> <li>➤ Understanding the protection and care for others when learning about accessing the brain and investigating brain trauma.</li> </ul> <p><b>Career links</b></p>

<ul style="list-style-type: none"> <li>• Localisation of function in the brain.</li> <li>• Hemispheric lateralisation and split brain research</li> <li>• Plasticity and functional recovery</li> <li>• Ways of studying the brain.</li> </ul>	<ul style="list-style-type: none"> <li>• Consideration of wider implications of psychological research – social policy and practices, funding etc</li> <li>• Creative application skills</li> </ul> <p><b>Term 4 subject links:</b></p> <p><b>Criminology</b> – What the impact is on behaviour due to violent media.</p> <p><b>Biology</b>- the nervous system and brain structure.</p>	<ul style="list-style-type: none"> <li>❖ <b>Therapy- psychoanalysis</b></li> <li>❖ <b>Prison worker- understanding of how individuals may show aggression in prisons.</b></li> <li>❖ <b>Neuroscientist</b></li> <li>❖ <b>Medicine</b></li> </ul>
TERM 5 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
<p><b>Teacher 1: Biopsychology completion</b></p> <ul style="list-style-type: none"> <li>• Biological rhythms</li> <li>• Endogenous and exogenous zeitgebers</li> </ul> <p><b>Teacher 1 and 2: Revision</b></p> <p><b>Revision/Exam season</b></p>	<p><b>Subject Specific Skills:</b></p> <ul style="list-style-type: none"> <li>• AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</li> <li>• AO2 Apply knowledge and understanding of psychological ideas, processes and procedures.</li> <li>• AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</li> </ul> <p><b>Wider key skills:</b> Critical thinking, exam skills, time management</p> <p><b>Term 5 Subject links</b></p> <p><b>Biology- sleep cycle</b></p> <p><b>English</b>- focus on structuring exam questions and writing techniques. Also learning mnemonics and key terms.</p>	<p><b>British values</b></p> <ul style="list-style-type: none"> <li>➤ Individual choice on topics they wish to revise. Students show respect to one another and help each other with revision.</li> </ul> <p><b>Career links</b></p> <ul style="list-style-type: none"> <li>❖ <b>Neuroscientist</b></li> <li>❖ <b>Medicine</b></li> </ul>
TERM 6 TOPIC/s	*Key Skills/Subject Links	*Career links & BV
N/A	N/A	N/A