

Chapelton Academy **Y12** Curriculum Intent Plan

Subject: **Psychology**

Procedural knowledge (exam technique, skills etc):

- a. The difference between AO1, AO2 and AO3- breaking down the question using BUN technique.
- b. Answering short mark questions (1-6 marks which includes AO1, AO2 and AO3)
- c. Answering extended questions (8 and 16 marks which includes AO1, AO2 and AO3- using PEC paragraphs and synopticity)
- d. Evaluative and summary note-taking skills
- e. Numerical calculations and equations
- f. Graph skills
- g. Interpreting data in tables
- h. Analysing data
- i. Designing research
- j. Communication skills
- k. Collaboration skills
- l. Managing time limited tasks
- m. Exam error solving
- n. Revision techniques
- o. Numerical skills

Week beginning	Disciplinary Knowledge sequence	Disciplinary knowledge, that this interleaves with	Procedural knowledge progression	RS revision knowledge topic	HW focus and actions	Assessment (topic and skills assessed)
Week 1 4/9 (5 hrs)	Staff inset 1/9 <ul style="list-style-type: none"> Introduction to course 					
Week 2 11/9 (5 hrs)	<ul style="list-style-type: none"> Introduction to the course, research methods and assessment objectives. 	Any past knowledge from KS4 Maths and Science	a, o	Key terminology/research methods		
Week 3 (18/9) (5 hrs)	4.1 Introductory topics in Psychology 4.1.1 Social influence <ul style="list-style-type: none"> Variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Types of conformity: internalisation, identification and compliance. 	Introduction to research methods	a-d, j	Key terminology/research methods	Revision for baseline (n)	a-c Assessment questions- using assessment booklet in class
Week 4 25/9 (5 hrs)	<ul style="list-style-type: none"> Baseline AP 4.1 Introductory topics in Psychology 4.1.1 Social influence <ul style="list-style-type: none"> Explanations for conformity: informational social influence and normative social influence Conformity to social roles as investigated by Zimbardo 	Introduction to research methods. Types of conformity.	a, b, l a-d, j	Variables affecting conformity, types of conformity	Revise timed explanations essay for next lesson	Baseline AP- focus on AO1 questions (55 mins). a-c Assessment questions- using assessment booklet in class
Week 5 2/10 (5hrs)	4.1 Introductory topics in Psychology 4.1.1 Social influence <ul style="list-style-type: none"> Minority influence including reference to consistency, commitment and flexibility. 	Introduction to research methods.	a-d, j	Explanations for conformity and Zimbardo- conformity to social roles	Revise timed minority essay for next lesson	7/10 AP1- baseline deadline a-c Assessment questions- using

	<ul style="list-style-type: none"> Explanations for obedience: Situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. 					assessment booklet in class
Week 6 9/10 (3 hrs)	<p>Staff inset 10/10 CPD and PD</p> <p>13/10/22 Yr. 12 tutor parents evening</p> <p>13/10/22 Progress day 1</p> <ul style="list-style-type: none"> Feedback on baseline <p>4.1 Introductory topics in Psychology</p> <p>4.1.1 Social influence</p> <ul style="list-style-type: none"> Explanations for obedience: agentic state and legitimacy of authority. Dispositional explanation for obedience: The Authoritarian Personality. 	Introduction to research methods.	a-d, j, m	Minority influence and situational variables	Explanations essay for homework	a-c Assessment questions- using assessment booklet in class
Week 7 16/10 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.1 Social influence</p> <ul style="list-style-type: none"> Explanations of resistance to social influence, including social support and locus of control. The role of social influence processes in social change. 	Obedience, and Conformity research, minority influence. Introduction to research methods.	a-d, j	Agentic state and legitimacy of authority, dispositional explanation	Revision for AP (n)	a-c Assessment questions- using assessment booklet in class
24/10/22	Holiday					
Week 8 30/10 (5 hrs)	<ul style="list-style-type: none"> AP Social Influence <p>4.1 Introductory topics in Psychology</p> <p>4.1.2 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. 	Introduction to research methods.	a-d, j, l	Resistance to social resistance, social change	Revise MSM for timed essay next lesson	Social influence (end of module test) Paper 1 – 30 minutes. - focus on AO1 and AO2. a-c Assessment questions- using assessment booklet in class
Week 9 6/11 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.2 Memory</p> <ul style="list-style-type: none"> The working memory model: central executive, phonological loop, visuo-spatial sketchpad and 	Introduction to research methods. MSM	a-d, j,	MSM and coding, capacity and duration	Finish any assessment questions off	a-c Assessment questions- using assessment booklet in class

	<p>episodic buffer. Features of the model: coding and capacity</p> <ul style="list-style-type: none"> Types of long-term memory: episodic, semantic, procedural. 					
Week 10 13/11 (5hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.2 Memory</p> <ul style="list-style-type: none"> Feedback on AP Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. 	Introduction to research methods.	a-d, j, m	WMM and types of LTM	Explanations of forgetting essay for homework	a-c Assessment questions- using assessment booklet in class
Week 11 20/11 (2 hrs)	<p>Staff inset day 24/11/22</p> <p>4.1 Introductory topics in Psychology</p> <p>4.1.2 Memory</p> <ul style="list-style-type: none"> 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 	Introduction to research methods.	a-d, j	Explanations of forgetting	Revise factors for timed essay next lesson	a-c Assessment questions- using assessment booklet in class
Week 12 27/11 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.3 Attachment</p> <ul style="list-style-type: none"> Caregiver-infant interactions in humans: reciprocity and interactional synchrony, Stages of attachment identified by Schaffer 	Introduction to research methods.	a-d, j	Factors affecting EWT and CI	Revision for AP (n)	a-c Assessment questions- using assessment booklet in class
Week 13 4/12 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.3 Attachment</p> <ul style="list-style-type: none"> AP Memory Caregiver-infant interactions in humans: Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow 	Introduction to research methods.	a-d, j, l	Caregiver interactions	Open book Schaffer and Emerson Essay	Memory (end of module) Paper 1 – 55 mins. Focus AO1, AO2, AO3. a-c Assessment questions- using assessment booklet in class
Week 14 11/12 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.3 Attachment</p> <ul style="list-style-type: none"> Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. 	Introduction to research methods. Care-giver interactions in	a-d, j	Caregiver interactions and animal studies	Revise explanations for timed essay	a-c Assessment questions- using assessment booklet in class

		humans and animal studies				
Week 15 18/12 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.3 Attachment</p> <ul style="list-style-type: none"> • Feedback on AP • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. 	Introduction to research methods.	a-d, j, m	Explanations of attachment	Revise cultural essay for timed essay next lesson	a-c Assessment questions- using assessment booklet in class
Christmas						
Week 16 8/1 (5 hrs)	<p>4.1 Introductory topics in Psychology</p> <p>4.1.3 Attachment</p> <ul style="list-style-type: none"> • 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. 	Introduction to research methods. Bowlby's Monotropic theory and Maternal Deprivation Hypothesis	a-d, j	Strange situations and cultural variations	Revise institutionalisation for timed essay	<p style="background-color: #FF0000; color: white; padding: 2px;">11/1 AP 2 Data Entry Deadline</p> <p>a-c Assessment questions- using assessment booklet in class</p>
Week 17 15/1 (5 hrs)	<p style="background-color: #FF00FF; color: white; padding: 2px;">16/1/23 Progress day 2</p> <p>4.2 Psychology in context</p> <p>4.2.1 Approaches in Psychology</p> <ul style="list-style-type: none"> • Introduction to issues and debates • Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science 	Introduction to research methods.	a-d, j	Maternal deprivation and institutionalisation, Later relationships		a-c Assessment questions- using assessment booklet in class
Week 18 22/1 (5 hrs)	<p style="background-color: #FFFF00; padding: 2px;">4.2 Psychology in context</p> <p>4.2.1 Approaches in Psychology</p> <ul style="list-style-type: none"> • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, modelling, vicarious 	Introduction to research methods. Learning theory of attachment. Introduction to issues and debates.	a-d, j	Origins	Revision for AP (n)	a-c Assessment questions- using assessment booklet in class

	reinforcement, the role of mediational processes and Bandura's research.					
Week 19 29/1 (5 hrs)	<ul style="list-style-type: none"> AP Attachment 4.2 Psychology in context 4.2.1 Approaches in Psychology <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. 	Introduction to research methods. Memory Introduction to issues and debates.	a-d, j, l	Origins of Psychology		Attachment (end of module) Paper 1 – 55 mins. Focus AO1, AO2, AO3. a-c Assessment questions- using assessment booklet in class
Week 20 5/2 (3 hrs)	9/1/22 staff inset 4.2 Psychology in context 4.2.1 Approaches in Psychology <ul style="list-style-type: none"> The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour 	Introduction to research methods. Introduction to issues and debates.	a-d, j	Learning approaches		a-c Assessment questions- using assessment booklet in class
Holiday						
Week 21 19/2 (5hrs)	4.2 Psychology in context 4.2.1 Approaches in Psychology <ul style="list-style-type: none"> Feedback on AP The biological 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 	Introduction to research methods. Introduction to issues and debates.	a-d, j, m	The cognitive approach, The biological approach		a-c Assessment questions- using assessment booklet in class
Week 22 26/2 (5 hrs)	4.2 Psychology in context 4.2.1 Approaches in Psychology <ul style="list-style-type: none"> Comparison of approaches. 	Introduction to research methods.	a-d, j	The biological approach. Humanistic Psychology.		a-c Assessment questions- using

	<ul style="list-style-type: none"> Revision for AP 	Introduction to issues and debates.				assessment booklet in class
Week 23 4/3 (5 hrs)	4.1 Introductory topics in Psychology 4.1.4 Psychopathology <ul style="list-style-type: none"> AP on approaches Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. 	Introduction to research methods. Social Influence, Approaches	a-d, j	Comparison of approaches.		a-c Assessment questions- using assessment booklet in class
Week 24 11/3 (5hrs)	4.1 Introductory topics in Psychology 4.1.4 Psychopathology <ul style="list-style-type: none"> The behavioural, emotional and cognitive characteristics of phobias 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. 	Approaches, Learning theory of attachment, Introduction to research methods. Introduction to issues and debates.	a-d, j	Definitions of abnormality. The behavioural, emotional and cognitive characteristics of phobias		a-c Assessment questions- using assessment booklet in class
Week 25 18/3 (5 hrs)	Feedback on AP 4.1 Introductory topics in Psychology 4.1.4 Psychopathology <ul style="list-style-type: none"> The behavioural, emotional and cognitive characteristics of depression. The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts 					Paper 1 (SI, Memory and Attachment and Approaches). Focus AO1, AO2, AO3.
Week 26 25/3 (5hrs)	4.1 Introductory topics in Psychology 4.1.4 Psychopathology <ul style="list-style-type: none"> The behavioural, emotional and cognitive characteristics of obsessive-compulsive disorder (OCD). The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. 	Approaches, Introduction to research methods. Introduction to issues and debates.	a-d, j	The behavioural approach to explaining and treating phobias		a-c Assessment questions- using assessment booklet in class
	Holiday					

Week 27 15/4 (3 hrs)	18/4/23 Progress day 3-	Approaches, Introduction to research methods. Introduction to issues and debates.	a-d, j, m, n	The behavioural, emotional and cognitive characteristics of depression. The cognitive approach to explaining and treating depression.		20/4- AP3(mock) Data Entry Deadline a-c Assessment questions- using assessment booklet in class
Week 28 22/4 (5 hrs)	4.2 Psychology in context 4.2.3 Research methods <ul style="list-style-type: none"> Aims: stating aims, the difference between aims and hypotheses. Hypotheses: directional and non-directional Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. Control: random allocation and counterbalancing, randomisation and standardisation. Demand characteristics and investigator effects. 	Introduction to research methods. Social influence, Memory, Attachment, Psychopathology	a, b, d, j	The behavioural, emotional and cognitive characteristics of obsessive-compulsive disorder (OCD). The biological approach to explaining and treating OCD.	Revise for AP (n)	a-b Assessment questions- using assessment booklet in class
Week 29 29/4 (5 hrs)	<ul style="list-style-type: none"> AP Psychopathology 4.2 Psychology in context 4.2.3 Research methods <ul style="list-style-type: none"> Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. Pilot studies and the aims of piloting. 	Social influence, Memory, Attachment, Psychopathology	a, b, d, j	Aims, Hypotheses, Control.		Psychopathology (end of module) Paper 1 – 55 mins. Focus AO1, AO2, AO3. a-b Assessment questions- using assessment booklet in class
Week 30 6/5 (5 hrs)	4.2 Psychology in context 4.2.3 Research methods <ul style="list-style-type: none"> Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments 	Social influence, Memory, Attachment, Psychopathology	a- d, j, e-i, o	Sampling, pilot studies		12/5/23- AP4 Data Entry Deadline a-c Assessment questions- using assessment booklet in class

	<ul style="list-style-type: none"> Experimental designs: repeated measures, independent groups, matched pairs Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation Observational design: behavioural categories; event sampling; time sampling. 					
Week 31 13/5 (5 hrs)	<p>4.2 Psychology in context</p> <p>4.2.3 Research methods</p> <ul style="list-style-type: none"> Self-report techniques. Questionnaires; interviews, structured and unstructured. Questionnaire construction, including use of open and closed questions; design of interviews. Case studies. Content analysis. Content analysis and coding. Thematic analysis. 	Social influence, Memory, Attachment, Psychopathology	a- d, j, e-i, o	Experimental method, designs, observational techniques and design		a-c Assessment questions- using assessment booklet in class
Week 32 20/5 (5 hrs)	<p>4.2 Psychology in context</p> <p>4.2.3 Research methods</p> <ul style="list-style-type: none"> Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. Analysis and interpretation of correlation, including correlation coefficients. Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. The role of peer review in the scientific process The implications of psychological research for the economy 	Social influence, Memory, Attachment, Psychopathology, Approaches	a- d, j, e-i, o	Self-report techniques, case studies and content analysis		a-c Assessment questions- using assessment booklet in class
29/5/23	Holiday					
Week 33 3/6 (5 hrs)	<p>4.2 Psychology in context</p> <p>4.2.3 Research methods</p> <ul style="list-style-type: none"> Mini test 		a- d, j, e-i, o, l	Correlations, ethics, peer review and implications of psychological research on the economy.	Graph homework	Mini test on research methods so far a-c Assessment questions- using

	<ul style="list-style-type: none"> 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. 20 Visit for the most up-to-date specification, resources, support and administration Presentation and display of quantitative data: graphs, tables, scatter grams, bar charts, histograms Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. Levels of measurement: nominal, ordinal and interval. 					assessment booklet in class
Week 34 10/6 (5 hrs)	<p>4.2 Psychology in context</p> <p>4.2.3 Research methods</p> <ul style="list-style-type: none"> Feedback on mini-test Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman’s rho, Pearson’s r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test. 	Levels of measurement. Hypotheses, Social influence, Memory, Attachment, Psychopathology, Approaches	a- d, j, e-i, o, m	Quantitative and qualitative data, Primary and secondary data, Descriptive statistics, Presentation and display of quantitative data, Distributions.		a-c Assessment questions- using assessment booklet in class

	<ul style="list-style-type: none"> Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer; improving reliability. Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity 					
Week 35 17/6 (2hrs)	<p>4.2 Psychology in context</p> <p>4.2.3 Research methods</p> <ul style="list-style-type: none"> Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. <p>23/6/23- UCAS convention—Yr. 12. Study leave- Fri</p>	Social influence, Memory, Attachment, Psychopathology, Approaches	a- d, j, e-i, o,	Introduction to statistical testing, Probability and significance, Factors affecting the choice of statistical test. Reliability across all methods of investigation, assessment/improving. Types of validity across all methods of investigation and assessment/improving	Revise for mocks (n)	a-c Assessment questions- using assessment booklet in class
Week 36 26/6	Y12 exam leave Y12 mock exams					Paper 1 and ½ Paper 2. Focus AO1, AO2, AO3
Week 37 1/7	Y12 mock exams and post-18 sessions					
Week 38 8/7 (5hrs)	Any finishing off required			Features of science. Reporting psychological investigations		12/7/23-AP5 (Mocks 2) Data Entry Deadline
Week 39 15/7	Personal Statement Week/ Work experience week					

Note: e, f, g, h, i and o are embedded throughout the course and so can come up in any paper, these skills are practiced as and when they come up in previous questions, primarily these skills are taught in Year 12 but will be used as and when a question requires them to do so, it will also be covered in revision sessions. Skill K is primarily practiced through group work which will be incorporated in all lessons in some form or another.