

AQA Psychology	KS4 prior learning	By the end of the term, students can:	Year 12 Term 1	Year 12 Term 2	Year 12 Term 3	Year 13 Term 1	Year 13 Term 2	Year 13 Term 3
What we want our students to know and remember	<i>How are you supporting transition of knowledge from KS5 FE/HE?</i>	Define the key tier 3 vocabulary :	Approaches; Origins, behaviourism, social learning theory, cognitive, biological, psychodynamic, humanistic. Research methods; Experimental method, observational techniques, self-report techniques, content analysis, case studies	Attachment; Reciprocity, interactional synchrony, care-giver infant interaction, monotropy, institutionalisation, Internal Working Model Memory; multi-store model, register, short and long term memory, working memory model, interference, retrieval cues, cognitive interview	Social Influence; conformity, variables, unanimity, obedience, situational, dispositional, social, minority influence, social change. Psychopathology;	Issues and Debates; Bias, determinism, interactionist, holism, reductionism, idiographic, nomothetic, social sensitivity. Gender; sex-role stereotypes, androgyny, chromosomes, hormones, atypical, schema, identification, gender dysphoria. Research Methods;	Forensics; offender profiling, bottom-up, top-down, investigative, atavistic form, neural, cognitive distortions, defence mechanism, differential association. recidivism, restorative. Biopsych; Schizophrenia;	Revision
		Recall the knowledge : How does the knowledge build in complexity over time?	The basic assumptions of the following approaches: 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 reinforcement, the role of mediational processes and Bandura's research. 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. The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution	Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. Animal studies of attachment: Lorenz and Harlow. Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van IJzendoorn. 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.	Types of conformity: internalisation, identification and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. Conformity to social roles as investigated by Zimbardo. Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. Explanations of resistance to social influence, including social support and locus of control. Minority influence including reference to	Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. Idiographic and nomothetic approaches to psychological investigation. Ethical implications of research studies and theory, including	Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations. Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and	

	<p>and behaviour. The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p> <p>The psychodynamic 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.</p> <p>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.</p> <p>Comparison of approaches.</p> <p>Have knowledge of the following research methods, scientific processes and techniques of data handling and analysis, be familiar with their use and be aware of their strengths and limitations:</p> <p>Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments.</p> <p>Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation.</p> <p>Self-report techniques. Questionnaires; interviews, structured and unstructured.</p> <p>Correlations. Analysis of the relationship between co-variables. The</p>	<p>The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration.</p> <p>Types of long-term memory: episodic, semantic, procedural.</p> <p>The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity.</p> <p>Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</p> <p>Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.</p> <p>Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</p>	<p>consistency, commitment and flexibility.</p> <p>The role of social influence processes in social change.</p> <p>Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</p> <p>The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD).</p> <p>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.</p> <p>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.</p> <p>The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.</p>	<p>reference to social sensitivity.</p> <p>Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory.</p> <p>The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.</p> <p>Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory.</p> <p>Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation.</p> <p>Social learning theory as applied to gender development. The influence of culture and media on gender roles.</p> <p>Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria.</p>	<p>restorative justice programmes.</p>
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What we want our students to do	<p><i>How are you supporting transition of skills from KS4 to KS5?</i></p> <p>-History curriculum : Edexcel GCSE - Crime and Punishment - the development of open prisons and specialised treatment of young offenders; the development of non-custodial alternatives to prison. (Forensics), Nazi control and dictatorship (Social Influence), the development of the civil rights movement (Social Influence),</p> <p>Science curriculum - principles of nervous coordination and control in humans, the relationship between the structure and function of the human nervous system, the relationship between structure and function in a reflex arc,</p>	<p>Demonstrate excellence in these skills: How do the skills build in complexity over time?</p>	<p>.Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues; Be able to describe each of the approaches and the key concepts. (AO1 knowledge) Apply psychological knowledge and understanding of the content in a range of contexts. (Ao2) . Evaluate psychological concepts, theories, research studies and research methods in relation to the content., giving strengths and limitations (AO3) Knowledge and understanding of research methods, practical research skills and mathematical skills. These skills should be</p>	<p>.Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues; Be able to describe each explanation for attachment and the key concepts. (AO1 knowledge) Apply psychological knowledge and understanding of the content in a range of contexts. (Ao2) . Evaluate psychological concepts, theories, research studies and research methods in relation to the content., giving strengths and limitations (AO3) Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research</p>	<p>.Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues; Be able to describe each explanation for obedience and conformity and the key concepts. (AO1 knowledge) Apply psychological knowledge and understanding of the content in a range of contexts. (Ao2) . Evaluate psychological concepts, theories, research studies and research methods into conformity and social influence., giving strengths and limitations (AO3)</p>	<p>In answering questions on Issues and Debates in Psychology students will be expected to illustrate their answers with knowledge and understanding of topics studied elsewhere in the specification as appropriate.. Demonstrate knowledge and understanding of psychological concepts, theories, research studies, research methods and ethical issues; Be able to describe each explanation for gender development and the key concepts. (AO1 knowledge) Apply psychological knowledge and understanding of the content in a range of contexts. (Ao2) . Evaluate psychological concepts, theories, research studies and research methods into gender development., giving strengths and limitations (AO3) Evaluate treatments for offending behaviour including in terms of their appropriateness and effectiveness (AO3)</p>	

<p><i>principles of hormonal coordination and control in humans, the genome as the entire genetic material of an organism, how the genome, and its interaction with the environment, influence the development of the phenotype of an organism, the potential impact of genomics on medicine, most phenotypic features being the result of multiple, rather than single, gene (Approaches), Working scientifically - using scientific theories and explanations to develop hypotheses, planning experiments to make observations, test hypotheses or explore phenomena, recognising when to apply a knowledge of sampling techniques to ensure any samples collected are representative, making and recording observations and measurements using a range of apparatus and methods, evaluating methods and suggesting possible improvements and further investigations, • carrying out and representing mathematical and statistical analysis, interpreting observations and other data, including identifying patterns and trends, making inferences and drawing conclusions, presenting reasoned explanations, including relating data to hypotheses, being objective, evaluating data in terms of accuracy, precision, repeatability and reproducibility and identifying potential</i></p>		<p>developed through study of the specification content and through ethical practical research activities, involving: designing research conducting research analysing and interpreting data. In carrying out practical research activities, students will manage associated risks and use information and communication technology (ICT)</p>	<p>methods and ethical issues; Be able to describe each memory model and the key concepts. Be able to describe explanations for forgetting and factors affecting eye witness testimony (AO1 knowledge) Apply psychological knowledge and understanding of the content in a range of contexts. (AO2) . Evaluate psychological concepts, theories, research studies and research methods in relation to the content., giving strengths and limitations (AO3)</p>	<p>research studies and research methods into gender development., giving strengths and limitations (AO3)</p>
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<p><i>sources of random and systematic error (Research Methods).</i> Maths Curriculum - <i>make and test conjectures about the generalisations that underlie patterns and relationships, infer properties of populations or distributions from a sample, whilst knowing the limitations of sampling, interpret and construct tables and line graphs for time series data, construct and interpret diagrams for grouped discrete data and continuous data, apply statistics to describe a population, use and interpret scatter graphs of bivariate data; recognise correlation and know that it does not indicate causation; draw estimated lines of best fit; make predictions; interpolate and extrapolate apparent trends whilst knowing the dangers of so doing (Research Methods)</i></p>						
<p>Key assessment questions:</p>		<p>Ao1 content questions: Outline, discuss, describe, explain. Ao2 content questions: Refer to (the scenario given) in your answer, explain how, Ao3 content questions: Evaluate, Compare (x approach) and (y approach), explain/outline/discuss strengths and limitations Ao1 content questions: Identify, write, discuss, explain, give, calculate, Ao2 content questions: design, suggest, explain, Ao3 content questions: Justify, Discuss</p>	<p>Ao1 content questions: Outline, discuss, describe, explain. Ao2 content questions: Refer to (the scenario given) in your answer, explain how, Ao3 content questions: Evaluate, explain/outline/discuss strengths and limitations Ao1 content questions: Outline, discuss, describe, explain. Ao2 content questions: Refer to (the scenario given) in your answer, explain how, Ao3 content questions: Evaluate, explain/outline/discuss strengths and limitations</p>	<p>Ao1 content questions: Outline, discuss, describe, explain. Ao2 content questions: Refer to (the scenario given) in your answer, explain how, Ao3 content questions: Evaluate, explain/outline/discuss strengths and limitations Ao1 content questions: Outline, discuss, describe, explain. Ao2 content questions: Refer to (the scenario given) in your answer, explain how, Ao3 content questions: Evaluate, explain/outline/discuss strengths and limitations</p>	<p>Ao1 content questions: Outline, discuss, describe, explain. Ao2 content questions: Refer to (the scenario given) in your answer, explain how, Ao3 content questions: Evaluate, explain/outline/discuss strengths and limitations, compare 2 explanations.</p>	

Disciplinary Rigour	<p>What makes your subject different to other subjects? What are the expectations for students in your subject area in the KS5 qualification specification?</p>	<p>Understanding different theoretical approaches to explaining behaviour. Understand that different psychologists will approach the study of behaviour in different ways.</p> <p>Understanding how psychologists conduct research. Control of extraneous variables. The difference between research methods. To understand the importance of empirical evidence.</p>	<p>The ability to research and describe both sides of explanations for attachment. To be able to present evidence that supports or refutes an argument.</p>	<p>To be able to explain current and historical affairs using explanations for social change/conformity and obedience. Scientific laws are generalizable, but psychological explanations are often restricted to specific times and places.</p> <p>Because psychology studies (mostly) people, it studies (indirectly) the effects of social and cultural changes on behaviour. To be able to explain effectively how evidence supports/refutes a theory.</p>	
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