Year 10	Term 1	Term 2	Term 3
Unit(s)	Social influence Memory Research Methods	Development Language, Thought and Communication Research Methods	Language, Thought and Communication Research Methods Revision

Key Retainable Knowledge & Skills	**Social influence**
	• To define the key technical vocabulary
	• Describe and evaluate Asch's study of conformity
	• Explain the social and dispositional factors that affect conformity
	• Explain and evaluate Milgram's agency theory with reference to his research
	• Explain and evaluate Adorno's theory of the authoritarian personality
	• Describe and evaluate Piliavin's subway study and what this shows about bystander behaviour
	• Explain the social and dispositional factors that affect prosocial behaviour
	• Explain crowd and collective behaviour including the social and dispositional factors that affect this behaviour
	
	Memory
	• To define the key technical vocabulary
	• Explain the processes of memory including encoding, storage and retrieval.
	• Explain the structure of the Multi-store model of memory; sensory, short term and long term, including the features of each store
	• Describe and evaluate Murdock's research of the primacy and recency effect in recall
	• Explain and evaluate the different types of long-term memory
	• Explain memory as an active process by outlining and evaluating Bartlett's war of the ghosts study
	• Explain and evaluate the theory of reconstructive memory
	• Explain interference in relation to the accuracy of memory
	• Explain context in relation to the accuracy of memory
	• Explain false memories in relation to the accuracy of memory
	
	Research methods (as stand alone lesson with separate teacher)
	• To define the key technical vocabulary
	• Formulate a testable hypothesis and explain types of variables; independent, dependent and extraneous
	• Identify quantitative and qualitative methods
	• Explain the types of experiment and the strengths and weaknesses of these
	• Explain the different experimental designs and the strengths and weaknesses of these
		Development
		• Identify and explain the function of:
		   o Brain stem
		   o Thalamus
		   o Cerebellum
		   o Cortex
		• And how they are influenced by nature and nurture
		• Explain the stages of Piaget's theory
		• Begin to evaluate Piaget's theory
		• Explain how Piaget's theory has influenced the UK education system
		• Explain the difference between a growth and fixed mindset and begin to evaluate the usefulness of this theory
		• Explain how praise and self-efficacy can impact learning
		• Identify and explain the key learning styles and begin to evaluate their usefulness
		
		Language, Thought and Communication
		• To define the key technical vocabulary
		• Explain the difference between language and communication
		• Explain the functions of animal communication and how this differs to human communication
		• Describe and evaluate the Von Frisch bee study
		• Explain eye contact, body language and personal space and how these are influenced by factors such as gender and culture
		
		Research Methods
		• Explain the types of observation and how to conduct an observation using categories of behaviour and ensuring interobserver reliability.
		• Evaluation of observational methods
		• Explain case studies as a qualitative and sometimes longitudinal method and the strengths and weaknesses of this research method
		• Explain correlation in terms of co-variables and identify types of corelation from scatter diagrams
		• Evaluation of correlational methods
		• Explain how research should be planned, taking into consideration the reliability and/or validity of:
		   o The sampling method
		   o Experimental design
		   o Quantitative and qualitative methods
		• Explain the difference between quantitative and qualitative data and evaluation of the difference types
		• Explain the difference between primary and secondary data and evaluation of the difference types
			Language, Thought and Communication
			• To define the key technical vocabulary
			• Explain and evaluate Piaget's theory of language and the Sapir-Whorf hypothesis
			• Consider evidence as to whether non-verbal communication is innate or learned
			• Outline and evaluate Yuki's study of emoticons
			
			Research Methods
			• Understanding how to answer 'Design a study' questions
			• Understanding how to answer the synoptic 'evaluate the research method' questions.
			
			Revision
			Of all topics covered, to incorporate interleaved practice. Based on student need

	- Explain how to deal with issues caused by design though allocation and counterbalancing - Explain the different research procedures; standardised procedures, randomisation, control - Explain the principles of sampling: sample, target population, bias and generalisation - Explain and evaluate the different types of sampling. - Explain ethical issues is psychological research as outlined in the British Psychological Society guidelines and ways of dealing with these - Explain the types of interview, when they are suitable and the strengths and limitations of these - Explain questionnaires, including types of questions, when questionnaires are suitable and evaluations of them.	- Understand descriptive statistics and calculate the mean, median, mode and range - Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams as a display of quantitative data - Explain the characteristics of a normal distribution - Demonstrate understanding of computation including, decimals, fractions, ratios, percentages, standard form, significant figures and estimating.		

Critical subject theme: Research methods	Students develop knowledge of hypotheses and variables, quantitative and qualitative research methods and ethical considerations. The develop an understanding of what to consider when conducting research. This is the first time students will learn this information. Research methods questions are used in relation to Social Influence and Memory. RM is also revisited when learning about the methodology of Asch, Milgram, Piliavin, Murdock and Bartlett	Students develop knowledge of qualitative research methods in comparison to quantitative methods. They develop knowledge of the concepts of reliability and validity. They also develop knowledge of data handling which is underpinned by their maths knowledge. Research methods questions are used in relation to Development and Language, Thought and Communication. RM is also revisited when learning about the methodology of Piaget, McGarrigle and Donaldson, Hughes, and Von Frisch	Students develop knowledge of how to apply their knowledge to 'design a study' and 'evaluate the research method' exam questions. Research methods questions are used in relation to Language, Thought and Communication. Research methods is revised in preparation for the trial. RM is also revisited when learning about the methodology of Yuki.

Key Technical Vocabulary	**Social Influence** Conformity Social factors Dispositional factors Locus of control Obedience Agency theory Agentic state Autonomous state Authority Culture Authoritarian personality Cognitive style Displacement Bystander behaviour Prosocial behaviour Collective behaviour	**Memory** Encoding Retrieval Long term memory Short term memory Episodic memory Procedural memory Semantic memory Capacity Coding Duration Sensory memory Primacy effect Recency effect	**Research methods** Hypothesis: Null, Alternative Dependent variable Independent variable Extraneous variable Randomisation Standardised procedures Field experiment Lab experiment Natural experiment Qualitative method Quantitative method Allocation Control group/condition Counterbalancing Demand characteristics Experimental design Independent groups	**Development** Nature Nurture Innate Egocentrism Conservation Sensorimotor Pre-operational Concrete operational Formal operational Egocentrism Conservation Readiness Differentiation Growth mindset Kinaesthetic Fixed mindset Praise	**Language, Thought and Communication** Language Communication Verbal communication Non-verbal communication Abstract Schema Linguistic determinism Linguistic relativism Eye contact Postural echo Open posture Closed posture Personal space	**Research methods** Categories of behaviour Interobserver reliability Observation studies Correlation Scatter diagram Case study Reliability Validity Primary data Secondary data Qualitative data Quantitative data Descriptive statistics Mean Median Mode Range	**Language, Thought and Communication** Adaptive Serviceable habit Neonatal Social releaser Congenital blindness

	Deindividuation Social loafing	Serial position effect Culture Reconstructive memory Interference Context False memory	Matched pairs Repeated measure Order effects Target population Sample Sampling methods Opportunity sample Random sample Stratified sample Systematic sample Ethical issues Interview Questionnaire Open and Closed questions	Self efficacy Visualiser Verbaliser		Bar chart Frequency table Histogram Normal distribution	
Developing Cultural Capital	Develop a knowledge of how research is conducted in the real world including how participants can be treated. Develop understanding of individualistic and collectivist cultures and how this impacts behaviour. Develop knowledge of how memory processes has influenced pedagogy in the UK education system e.g. retrieval practice.			Develop knowledge of the impact of eye witness testimony on prosecutions in the UK and USA Develop a knowledge of how to communicate with a variety of people including the sensory deprived, develop a knowledge of sign language Develop a knowledge of the UK education system and the reasons behind the change in political agendas		Develop knowledge of a variety of cultures and their communication styles. Provide examples from a variety of countries and cultures.	
Cross-curricular links	Religious studies – discussion of morality as a factor in social influence. Religious studies HT6 – Freedom and expression. Discussion of authority and obedience. Use of Milgram experiment.			Maths – link to computation knowledge and statistics. Health and social care – liaise to ensure consistent use of key terms. Link to PIES where this makes sense. Tutor programme/character education – discussion of the logic behind key drivers		Science – Link to Darwin's theory of evolution and adaptation to the environment	
Key Assessment	25 mark assessment on Social Influence			ICA – 25 mark assessment on Memory and 25 mark assessment on Research Methods		Trial exam - 100 marks covering Social influence, Memory, Development and Language, thought and communication.	

Year 11	Term 1	Term 2	Term 3
Unit(s)	Perception Brain and Neuropsychology	Psychological problems	Revision
Key Retainable Knowledge & Skills	**Perception** • To define the key technical vocabulary • To explain the difference between sensation and perception • Identify and explain how monocular and binocular depth cues allow perception. • To apply knowledge of cues to given situations and to explain visual illusions • Outline and compare Gregory and Gibson's theories of perception • Evaluate Gregory and Gibson's theory of perception • Explain how perception can be influenced by expectation, motivation, culture and emotion including two key studies. **Brain and Neuropsychology** • To define the key technical vocabulary • Explain the structure and function of the nervous system • Label a neuron and synapse, explaining the function of each part • Outline the process of fight or flight • Outline and evaluate James-Lange theory of emotion • Outline and evaluate Hebb's theory, applying this knowledge to new scenarios • Identify and explain the function of the four lobes • Explain the term localisation with reference to brain areas • Outline and evaluate Penfield's study • Explain cognitive neuroscience and scanning techniques • Explain how the brain may be influenced by trauma/stroke and how scans can assist in identifying them • Outline and evaluate Tulving's study **Revision for trial exam** Of all topics covered, to incorporate interleaved practice. Based on student need	**Psychological problems** • Explain how mental health problems may influence individuals as well as society and how mental health problems have changed over time • State the characteristics and diagnostic criteria of depression • Explain and evaluate biological and psychological explanations of depression • Explain and evaluate CBT and antidepressants as a therapy for depression • Outline and evaluate Wiles study • State the characteristics and diagnostic criteria of addiction • Explain and evaluate biological and psychological explanations of addiction • Outline and evaluate Kaij's study • Explain and evaluate aversion therapy and self-management programmes as therapies for addiction **Revision for trial exam** Of all topics covered, to incorporate interleaved practice. Based on student need. Students are provided with a revision plan.	**Revision** Of all topics covered, to incorporate interleaved practice. Based on student need. Students are provided with a revision plan. Revision activities include: Walking, talking mocks Planning questions from mark schemes Retrieval activities Design a study questions Knowledge battles Creating mnemonics
Critical subject theme: Research methods	Research methods questions are used in relation to Perception and Brain and Neuropsychology. Research methods is revised in preparation for the trial. RM is also revisited when learning about the methodology of Hudson, McGinnies, Gilchrist and Nesberg, Brunner and Minturn, Penfield and Tulving	Research methods questions are used in relation to Psychological problems. Research methods is revised in preparation for the trial. RM is also revisited when learning about the methodology of Wiles and Kaij.	Research methods is revised in preparation for the trial.
Key Technical Vocabulary	**Perception** Sensation Perception Monocular	**Brain and Neuropsychology** Autonomic nervous system Central nervous system Peripheral nervous system	**Psychological Problems** Internal attribution Selective serotonin reuptake inhibitor	

	Binocular Retinal disparity Convergence Height in the plane Relative size Linear perspective Fiction Ambiguous figure Emotion Expectation Culture	Somatic nervous system Parasympathetic Sympathetic Arousal Excitatory Inhibitory Neurotransmitter Action potential Synaptic transmission Dendrite Axon Nucleus Myelin sheath Terminal buttons Node of Ranvier Plasticity Frontal lobe Parietal lobe Occipital lobe Temporal lobe Interpretive cortex Cognitive neuroscience Localisation of function CT scan fMRI scan PET scan Episodic memory Semantic memory	CBT Learned helplessness Dependence Unipolar depression Bipolar depression Serotonin Attribution Stable attribution Global attribution Addiction Substance misuse Substance abuse Hereditary Monozygotic twins Dizygotic twins Social norms Social identity Social learning theory Vicarious reinforcement Classical conditioning Aversion Neutral stimulus Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response Self help group	
Developing Cultural Capital	Develop knowledge of the experiences of people from various back grounds and cultures – schooled/unschooled, African and tribal and how this may influence their perception of their environment. Developing empathy for others by understanding how biology can influence behaviour	Developing empathy through understanding the impact that mental health problems have on the individual Developing an understanding of the societal implications of mental health problems including stresses on NHS, social services and policing.		
Cross-curricular links	Geography – consider the environment of tribal persons, particularly Amazonians and how this influences perception Biology – liaise with biology to ensure consistency of terminology and explanation PE – use of sporting examples to demonstrate knowledge of Hebb. Refer to commonality of prefixes such as lateral, laterisation (Psychology), latissimus dorsi (PE).	Life skills – addiction and mental health covered throughout KS3 and KS4		
Key Assessment	IDC – 25 mark assessment on Research methods Trial paper – 100 mark assessment on Paper 1: Memory, Perception, Development and Research Methods.	Trial 100 mark assessment – Psychological Problems, Brain and Neuroscience, Memory, Perception	Assessment as directed by student need and revision priorities	

Psychology Curriculum Intent: Start to End Point Mapping – Curriculum Sequence Grids

Year 12	Term 1		Term 2			Term 3	
Unit(s) – As outlined in 39 week plans	Research methods	Social influence	Approaches/Issues and debates	Memory	Biopsychology	Biopsychology	Attachment Psychopathology
Key Retainable Knowledge & Skills	To define the key technical vocabulary Design and evaluate the following types of research: • Experiments • Observations • Correlations • Case studies • Questionnaires • Interviews Make recommendations of how to improve the: • Validity • Reliability • Generalisability Of research To analyse data using a range of descriptive and inferential statistics, justifying the choice of method. To explain the features of science while analysing psychology's contribution To apply all knowledge to unseen and infamous psychological studies	To define the key technical vocabulary Explain the different types of conformity and the factors affecting it Outline and evaluate informational and normative explanations of conformity with reference to Asch. Explain and evaluate Zimbardo's study Outline and evaluate situational (Milgram) and dispositional (Adorno) explanations of obedience Explain and evaluate Milgram's study of obedience Explain how social and dispositional factors can encourage resistance of social control Outline and evaluate how a minority can influence a majority Explain the process of social change	To define the key technical vocabulary To outline and evaluate the main assumptions and research methods of: • Biological approach • Behaviourism • Social learning theory • Cognitive approach • Psychodynamic approach • Humanistic approach To compare multiple approaches using issues and debates and their methods	To define the key technical vocabulary Outline and evaluate the multi-store and working memory models of memory Explain each type of long term memory Outline and evaluate the reasons why people forget Explain how memory can be distorted, the impact of this on eye witness testimony and how modern policing techniques can improve this.	To define the key technical vocabulary Identify different types of neuron Label the structure and explain the function of a neuron and a synapse Explain the process of synaptic transmission Explain the function of the endocrine system with reference to at least three glands Outline how the endocrine and nervous system work together to produce the fight or flight response	To define the key technical vocabulary Discuss the concept of localisation with reference to key areas Outline and evaluate split brain research, drawing conclusions on what this shows about localisation Discuss plasticity of the brain in response to learning as well as functional recovery. Outline and evaluate infradian, circadian and ultradian rhythms and how they are influenced by endogenous pacemakers and exogenous zeitgebers	To define the key technical vocabulary Explain the features of infant-caregiver interactions Explain Schaffer's stages of attachment Discuss the role of the father within child rearing practices Outline and evaluate Lorenz and Harlow's studies, discussing what they show about attachment Outline and evaluate learning theory and Bowlby's theory of attachment Outline and evaluate various studies into attachment including Ainsworth and Van Ijzendoorn Discuss the impact of early disruption to attachment on later relationships with reference to Bowlby's maternal deprivation -------------------------------- Define abnormality using four definitions. Evaluate these definitions.

Critical subject theme: Research methods	If students have studied GCSE Psychology then some of the A Level content builds upon that. For some students this content will be unfamiliar. Additional A Level content is shown below in italics. Students develop knowledge of hypotheses and variables, *including the different directional hypotheses and operationalisation of variables.* Quantitative and qualitative research methods, *including additional concepts and control in relation to these for example pilot studies, event sampling, correlation coefficients and double blind procedures. Different types of reliability and validity and ways of improving these.* Ethical considerations. Data handling, *including an understanding of standard deviation and statistical tests. Peer review and the implications of psychological research on the economy. Features of a science.*	Research methods questions are used in relation to Social Influence. RM is also revisited when learning about the methodology of studies such as Asch, Zimbardo, Milgram and Adorno.	Research methods questions are used during do now retrieval. RM is also revisited when evaluating the methodology of various studies that underpin the theory of the approaches. Use of an Approaches Tutor2u booklet with RM application questions as homework RM is revised in preparation for the Trial.	Research methods questions are used in relation to Memory. RM is also revisited when learning about the methodology of studies and case studies that support the Multi-store and working memory models of memory and theory of long-term memory. Also studies in relation to retrieval failure and eye-witness testimony. RM is revised in preparation for the Trial	Research methods questions are used in relation to Biopsychology and is also revisited when discussing the methodology of the research that underpins the theories.	Research methods questions are used in relation to Biopsychology and is also revisited when discussing the methodology of the research that underpins the theories. RM is revised in preparation for the Trial	Research methods questions are used in relation to Attachment. RM is also revisited when learning about the methodology of Schaffer and Emerson, Lorenz, Harlow, Ainsworth, Bowlby, van Ijzendoorn and Kroonenberg, Hazan and Shaver and Rutter. RM is revised in preparation for the Trial
Key Technical Vocabulary	Lab experiment Field experiment Natural experiment Correlation Correlation co-efficient Case study Causality Cause and effect Overt Covert Naturalistic Reliability Validity Ecological validity Face validity Temporal validity Inter-rater reliability Test-retest Paradigm Replicability Objectivity	Compliance Internalisation Identification Conformity Social norms Social roles Obedience Agentic state Autonomous state Agentic shift McCarthyism Dispositional Authoritarian personality Locus of control Social cryptomnesia	Monozygotic Dizygotic Concordance Genotype Phenotype Biochemical Operant conditioning Positive reinforcement Negative reinforcement Classical conditioning Neutral stimulus Unconditioned stimulus Conditioned stimulus Conditioned stimulus Conditioned response Vicarious reinforcement Model Observational learning Schema Computational model Information processing model	Sensory register Short term memory Long term memory Rehearsal Decay Displacement Encoding Capacity Duration Proactive interference Retroactive interference Episodic Semantic Procedural Central executive Phonological loop Phonological store Articulatory control loop Visuo-spatial sketchpad Episodic buffer	Autonomic nervous system Central nervous system Peripheral nervous system Somatic nervous system Parasympathetic Sympathetic Excitatory post synaptic potential Inhibitory post synaptic potential Neurotransmitter Action potential Synaptic transmission Dendrite Axon Nucleus Myelin sheath Terminal buttons Node of Ranvier	Plasticity Frontal lobe Parietal lobe Occipital lobe Temporal lobe Localisation of function Lateralisation Corpus collosum Sensorimotor Plasticity Functional recovery Axon sprouting Homologous CT scan fMRI scan PET scan EEG ERP Endogenous zeitgeber Endogenous pacemaker Infradian	Interactional synchrony Reciprocity Discriminate Indiscriminate Monotropy Critical period Internal working model Imprinting Secure Insecure avoidant Insecure resistant Cupboard love Primary reinforcer Secondary reinforcer Neutral stimulus Unconditioned stimulus Unconditioned response Conditioned stimulus Conditioned response

			Machine reductionism Id Ego Superego Conscious Unconscious Denial Displacement Repression Self actualisation Congruence Incongruence Determinism Nomothetic Idiographic Holism Reduction			Circadian Ultradian	
Falsifiability Demand characteristics Bias Generalisability Inferential statistics Standard deviation Self-report Quantitative Qualitative Primary data Secondary data							
Opportunities for Reading		Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets
Developing Cultural Capital		Developing knowledge of key historical events – The Holocaust and McCarthyism Developing knowledge of examples of social change e.g. the suffragettes, environment, same-sex, smoking.	Developing knowledge of how collectivist and individualistic cultures differ in their behaviour.	Developing knowledge of the justice system and vulnerability of eye witness testimony		Joint Biology/Psychology brain dissection	Developing an understanding of how social parenting norms differ between cultures and how these may influence adult behaviour
Cross Curricular Links (Authentic Connections)	Science – focus on scientific method. Comparing Psychology to 'hard' sciences.. Provide a number of examples from hard sciences to display features of science	RS – links with the ethics of how to treat humans covered in GCSE RE. History – Links to American history with McCarthyism, International history with The Holocaust and British history with the suffragettes. Greater political links associated with contemporary politics such as Brexit	RE – Psychodynamic approach also covered in Philosophy topic of A Level RE. Concept of determinism and free will also discussed. PE – Links with PE and behaviourism/SLT. Emphasise difference in key terms e.g role model in Psychology but significant other in PE. Utilise PE examples to consolidate knowledge Health and social care – SLT and how this can influence the PIES development of a child. Maslow and links to	Health and Social Care – links to intellectual development and schemas.	Biology – Build on knowledge of neurons, synapse and nervous system from GCSE (label but not explain processes). Synaptic transmission covered in more detail in A Level Biology – ion channels etc		Health and Social Care – Influence of maternal deprivation on the development of a child (PIES)

			development within Humanism.				
Key assessment	HT1: 24 mark research methods assessment	HT2: 16 mark essays as indicated in SOWs	HT3: ICA – 24 mark Social Influence section, 48 mark Research methods section	HT4: 16 mark essays as indicated in SOWs		HT5: Trial – Social Influence (24), Memory (24), Approaches (24), Research Methods (24).	HT6: IDC – 24 mark Attachment assessment and 24 mark Biopsychology assessment

Year 13	Term 1		Term 2		Term 3
Unit(s) – As outlined in 39 week plans	Psychopathology Schizophrenia	Gender	Schizophrenia	Addiction	Issues and debates Revision
Key Retainable Knowledge & Skills	Define key technical vocabulary Outline behavioural, emotional and cognitive characteristics of: • Phobias • Depression • OCD Outline and evaluate explanations and treatments of : • Phobias – Two process model; CC and OC. Systematic desensitisation and flooding • Depression– Beck and Ellis. CBT • OCD – COMT, SERT, neural correlates. Drug therapy --- Identify and explain the main positive and negative symptoms of schizophrenia Discuss the reliability and validity of diagnosing schizophrenia.	Define key technical vocabulary Explain the difference between sex and gender Outline and evaluate Bem Sex Role Inventory as a measure of androgyny Outline and evaluate the following explanations of gender, applying this knowledge to new scenarios: • Chromosomes and hormones • Kohlberg's cognitive theory • Gender schema theory • Social learning theory • Psychoanalytical explanation Outline the symptoms and causes of the following atypical disorders, applying this knowledge to new scenarios: • Klinefelter syndrome • Turner syndrome • Gender dysphoria Evaluate biological and social explanations of gender dysphoria.	Define key technical vocabulary Outline and evaluate the biological explanations of schizophrenia, applying this knowledge to new scenarios Outline and evaluate the following explanations of schizophrenia, applying this knowledge to new scenarios: • Psychological • Interactionist Outline and evaluate the following treatments of schizophrenia, applying this knowledge to new scenarios: Drug therapy CBT Token economy Interactionist	Define key technical vocabulary Outline and evaluate the influence of the following risk factors, applying this knowledge to new scenarios: • Genes • Stress • Personality • Peers • Family Outline and evaluate the following explanations of smoking applying this knowledge to new scenarios: • Learning • Neurochemical Outline and evaluate the following explanations of gambling, applying this knowledge to new scenarios: • Learning • Cognitive Outline and evaluate the following approaches to treatment: • Drug therapy • Aversion therapy • Covert sensitisation • CBT Outline and evaluate TPB and Prochaska as models of behavioural change	Consolidate knowledge of issues in psychology: • Gender bias, • Cultural bias Consolidate knowledge of key debates in Psychology, making links to key specification areas: • Nature-nurture • Idiographic-nomothetic • Free will-determinism • Reductionism-holism Applying research methods knowledge to scenario based stem questions. Revision - as directed by student need.
Critical subject theme: Research methods	Research methods questions are used in relation to Psychopathology and Schizophrenia. RM is revisited when discussing the methodology of the research that underpins the explanations and treatments in psychopathology. RM is also revisited when discussing the methodology of the research that underpins the theories in schizophrenia. RM is revised in preparation for the Trial.	Research methods questions used during do now retrieval. RM is also revisited when evaluating the methodology of various studies that underpin the theories in Gender.	Research methods questions are used in relation to Schizophrenia. RM is also revisited when discussing the methodology of the research that underpins the theories in schizophrenia.	Research methods questions used during do now retrieval. RM is also revisited when evaluating the methodology of various studies that underpin the theories in Addiction. RM is revised in preparation for the Trial.	Research methods questions are used as revision, including applying RM knowledge to scenario based stem questions.

Key Technical Vocabulary	Cultural relativism Obsession Compulsion Orbitofrontal cortex COMT SERT Negative triad Cognitive bias Mustabatory thinking Activating event Selective serotonin reuptake inhibitors Benzodiazepines	Sex Gender Androgyny Atypical Oestrogen Testosterone Oxytocin Chromosome Gender identity Gender stability Gender constancy Gender schema In-group Out-group Observational learning Imitation Vicarious reinforcement Oedipus complex Electra complex Identification Internalisation Gender dysphoria Adrenal hyperplasia	Hallucinations Delusions Speech poverty Avolition Neural correlates Hyperdopaminergia Hypodopaminergia Schizophrenogenic Typical antipsychotics Atypical antipsychotics Token economy	Dependency Tolerance Cellular tolerance Metabolic tolerance Withdrawal Neuroticism Psychoticism Extraversion DRD2 allele Observational learning Role model Upregulation Downregulation Desensitisation Cognitive bias Attributional bias Gamblers fallacy Positive reinforcement Negative reinforcement Agonist Antagonist Counterconditioning Contemplation Precontemplation Action Maintenance Relapse Initiation Subjective norms Attitude Perceived behavioural control	Alpha bias Beta bias Nature Heredity Nativist Nurture Empiricist Idiographic Nomothetic Free will Determinism Environmental determinism Psychic determinism Biological determinism Reductionism Holism Free will Interactionism
Opportunities for Reading	Additional reading built into SOW and booklets. Recommendation of 'Hidden Valley Road'	Additional reading built into SOW and booklets	Additional reading built into SOW and booklets. Recommendation of 'Hidden Valley Road'	Additional reading built into SOW and booklets	
Developing Cultural Capital	Develop knowledge of culturally bound disorders e.g. Koro Develop an understanding of different societal norms	Consideration of how gender varies between cultures including tribal societies	Develop an understanding of the differences of treatment between countries, reasons for this and how it has changed over time.	Discussion of how habits and addictions vary between cultures. Grade booster workshop	
Cross Curricular Links (Authentic Connections)	Biology – synaptic transmission	Health and social care – links to Piaget and schema development PE – links to use of same sex role models in Sport.			Religious Studies – Y13 Term 2 – within Ethics Theme 4 students learn about the issue of determinism.
Key assessment	HT1: Trial: Paper 1 – Memory, Social Influence, Attachment Paper 2 – Approaches, Biopsychology, Research Methods. 16 mark essays as planned into SOW	HT2: ICA: Psychopathology 16 mark essays as planned into SOW	HT3: 16 mark essays as planned into SOW	HT4: Trial: Paper 1 and 2 combined based on student need. Paper 3. 16 mark essays as planned into SOW	HT5: Assessment as directed by student need and revision priorities