

AQA Psychology A-Level

Year 13

Scheme of Learning 2025 - 2026

Subject leader: Thomas Purnell

Topics by term	Topic overview for Year 2					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics taught	<ul style="list-style-type: none"> Stress Aggression 	<ul style="list-style-type: none"> Gender 	Targeted revision- <ul style="list-style-type: none"> Research Methods Approaches 	Targeted revision- <ul style="list-style-type: none"> Biopsychology Social Influence 	Exams Targeted revision <ul style="list-style-type: none"> Exam Paper 1 Exam Paper 2 Exam Paper 3 	N/A
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	
	Students would have completed year 1 components including Approaches, Research Methods, Memory, Psychopathology, Attachment, and Social Influence, Biopsychology and Issues and debates.	For the topic of Gender students must have a firm foundation of the approaches from year one as this directly links to this topic. For the topic of aggression, it is vital that students have an understanding of the biological approach/ Biopsychology and social learning theory.	Students at this stage must have actively started the revision cycle to maximise the impact of these lessons.	At this stage students will have learnt the biological approach and biopsychology the previous year.	Active engagement in revision that can be evidence via notes and essay plans that students have completed.	
	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	Why are we teaching this now	
	In year two students must complete 3 option modules for exam paper 3.	Gender is covered at this stage as it is an opportunity for revisiting the approaches before	The first topic of research methods students do not like and least active in revision. This topic carries 48	Historically students struggle with the scientific vocabulary and the hard science nature of the topic.	In term 5 when the exams have started exam skills and exam mastery becomes the top priority.	

	Stress has been selected as it links to Biopsychology and Psychopathology from year one. This allows knowledge can be interleaved from other topics strengthening knowledge and understanding.	the targeted revision allocated in term 3. Aggression is covered at this time, as it allows students to not only build on their foundational knowledge of the approaches within psychology, but to also use the issues and debates within psychology to explain human and animal aggression.	marks in paper 2 and can make an important difference to overall grade. In addition to this questions in Research Methods can appear in any topic of the three papers. Approaches are revisited again at this stage and they are the corner stone to all the topics. Strength in this area will support understanding for all topics.	Revisiting this topic will refresh students understanding and encourage confidence and mastery of this topic before the exam. Social Influence is also targeted at this stage based on student voice when RAG rating confidence of topics. This is mostly due to the vast amount of key research studies that students must know. Just like with Biopsychology the aim is to foster confidence and mastery of the topic before the exam.	Walking talking mocks are utilised so that student can learn how to decipher the command words and work on timing of exam questions.	
	6 weeks 3 days	7 weeks	6 weeks	5 weeks		

Private Study/Homework hours: All students will be expected to be working up to 4 hours per week in addition to lesson time. Students will be allocated wider reading linked to content covered in class and expected to complete essay plans. Private study tasks highlight prior learning as they reinforce what we are doing in class. Extension activities are also there to develop synoptic understanding of the other units in the course.

AQA A-Level Psychology							
Specification Topics	Big questions	Learning objective	Exam assessment objectives	Key Terms	Assessment and homework tasks	Resources	Personal Development curriculum links (SMSC, British Values, PSHE) and Careers
Term 1	Overarching big questions: Stress: Why is stress so stressful? Aggression: Why are we so aggressive?						
Stress	<p>What is stress?</p> <p>What do you have to be stressed about?</p> <p>How stressed are you?</p> <p>How do we accurately measure stress?</p>	<ol style="list-style-type: none"> LO- To understand the general adaption syndrome and the bodies physiological response to stress. LO- To understand the roles of stress in illness including immunosuppression and cardiovascular disorder. LO- To understand sources of stress such as life changes. LO- To understand sources of stress daily hassles LO- To understand sources of stress workplace stress LO- To understand how we measure stress using self- 	<p>Each lesson follows the tree assessment objectives for A Level.</p> <p>AO1- Knowledge and understanding. Concepts and key vocabulary of psychology.</p> <p>AO2- Application of knowledge to stem item in the question.</p> <p>AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.</p>	<p>Students will be issues a termly knowledge organiser with all key vocabulary.</p> <p>See appendix P2 document for glossary terms list.</p>	<p>Stress:</p> <ol style="list-style-type: none"> Discuss the physiology of stress. (16 marks) Describe and evaluate research into the role of stress in illness. (16 marks) Describe and evaluate research into life changes as a source of stress. (16 marks) Discuss research into daily hassles as a source of stress. (16 marks) Discuss research into the effects of workload and control on workplace 	<p>PowerPoint Lesson Notes</p> <p>Microsoft Teams Classroom.</p> <p>Students issued revision guide /textbook.</p> <p>A3 Essay Plan table.</p> <p>Quizlet online classroom.</p> <p>Glossary list.</p> <p>Termly knowledge organiser.</p>	<p>SMSC</p> <p>Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour.</p> <p>Moral- The nature of the subject encourages</p>

	<p>What can our personality tell us about stress?</p> <p>How hardy are you?</p> <p>How can we manage stress?</p>	<p>reports and physiological measures.</p> <p>7. LO- To understand Individual differences in stress personality type.</p> <p>8. LO- To understand Individual differences in stress Hardiness.</p> <p>9. LO- To understand how we manage and cope with stress using drug therapy.</p> <p>10. LO- To understand how we manage and cope with stress using stress inoculation therapy.</p> <p>11. LO- To understand how we manage and cope with stress using biofeedback.</p> <p>12. To understand how we manage and cope with stress looking at gender differences.</p> <p>13. To understand how we cope and manage stress and how social support helps this.</p>			<p>stress. (16 marks)</p> <p>6. Describe and evaluate methods of measuring stress. (16 marks)</p> <p>7. Discuss research into personality type as individual differences in stress. (16 marks)</p> <p>8. Describe and evaluate hardiness as an individual difference in stress. (16 marks)</p> <p>9. Discuss drug therapy as a method of managing and coping with stress. (16 marks)</p> <p>10. Describe and evaluate stress inoculation therapy as a method of managing and coping with stress. (16 marks)</p>		<p>appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems.</p> <p>Social- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence Students are encouraged to work together to solve problems based on lesson content.</p> <p>Cultural- Many of the topics covered within the syllabus explore human behaviour across cultures.</p>
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Aggression	Are we born angry?	<ol style="list-style-type: none"> 1. LO – To understand the impact of neural mechanisms such as the limbic system in aggression. 2. LO – To understand how hormones such as serotonin and testosterone impact aggression. 3. LO – To understand the importance of genetic factors in 			<ol style="list-style-type: none"> 11. Discuss biofeedback as a method of managing and coping with stress. (16 marks) 12. Describe and evaluate research into gender differences in coping with stress. (16 marks) 13. Discuss the role of social support in coping with stress. (16 marks) <p>Aggression:</p> <ol style="list-style-type: none"> 1. Discuss the role of neural and/or hormonal mechanisms in aggression. (16 marks) 2. Discuss the role of genetic factors in aggression. (16 marks) 3. Describe and evaluate the ethological explanation of aggression. (16 marks) 	<p>Students must be able to identify aspects of cultural bias in research studies.</p> <p>British Values: Rule of law- In Biopsychology students will learn how biological elements can impact potentially criminal behaviour due to issues with genes, neurotransmitters and brain structures.</p> <p>Individual liberty In biopsychology students will learn about biological determinism and how this can impact freedom of choice out of the control of individuals. This can also explain why some crimes happen.</p> <p>Tolerance- We be discussed in biopsychology looking at mental health and discussing vies on</p>
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	<p>Have we always been aggressive animals?</p> <p>Society vs biology: Which has the bigger impact?</p> <p>Are we an aggressive society?</p>	<p>aggression such as the MAOA gene.</p> <p>4. LO – To understand the importance of ethological explanations for aggression such as innate releasing mechanisms and fixed action patterns.</p> <p>5. LO – To understand the evolutionary explanations for human aggression.</p> <p>6. LO – To understand the frustration-aggression hypothesis, and the role it plays in social psychological explanations of aggression.</p> <p>7. LO- To understand social psychological explanations of</p>			<p>4. Discuss evolutionary explanations of human aggression. (16 marks)</p> <p>5. Describe and evaluate research into the frustration-aggression hypothesis as an explanation of human aggression. (16 marks)</p> <p>6. Discuss the social learning theory of human aggression. (16 marks)</p> <p>7. Describe and evaluate de-individuation as an explanation of human aggression. (16 marks)</p> <p>8. Discuss explanations of institutional aggression in the context of prisons. (16 marks)</p> <p>9. Describe and evaluate research into the</p>		<p>how people should be treated.</p> <p>PSHE- Students will be learning about biology and how this can be applied in real world settings to improve own mental health.</p> <p>Careers Gatsby Benchmarks- Stress</p> <p>Physiology of Stress (Fight or Flight, HPA axis) 1, 4 Emergency services, trauma therapist</p> <p>Models of Stress (General Adaptation Syndrome) 2, 4 Occupational health specialist, health psychologist</p> <p>Sources of Stress (Environmental, Psychological) 3, 4 Counsellor, mental health support worker</p> <p>Effects of Stress on Health 2, 4 Clinical psychologist, GP</p>
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	<p>Does prison make us more aggressive?</p> <p>Are we exposed to too much aggression?</p>	<p>aggression in particular social learning theory.</p> <p>8. LO- To understand social psychological explanations of aggression in particular de-individuation.</p> <p>9. LO- To understand institutional aggression in the context of prisons.</p> <p>10. LO- To understand the role the media influences on aggression.</p> <p>11. LO- To understand the concepts of desensitisation, disinhibition and cognitive priming.</p>			<p>effect of computer games on aggression. (16 marks)</p> <p>10. Discuss media influences on aggression. Refer to desensitisation, disinhibition and cognitive priming in your answer. (16 marks)</p>	<p>with interest in mental health</p> <p>Stress Management Techniques 1, 5, 6 Stress management coach, wellbeing coordinator</p> <p>Research & Case Studies in Stress 4, 7 Research assistant, health researcher</p> <p>Review & Career Reflection 1, 8 Career planning with focus on wellbeing roles</p> <p>Aggression:</p> <p>Biological Explanations of Aggression (Genetics, Neural, Hormones) 1, 4 Forensic neuroscience, clinical psychiatry</p> <p>Frustration-Aggression Hypothesis 2, 4 Youth worker, probation officer</p> <p>Social Learning Theory of Aggression 3, 4 Rehabilitation specialist,</p>
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							<p>educational psychologist</p> <p>Media Influences on Aggression 2, 4 Policy maker, media regulator</p> <p>Institutional Aggression (Prisons) 1, 5, 6 Prison officer, forensic psychologist</p> <p>De-escalation & Aggression Management 4, 6 Conflict mediator, counsellor</p> <p>Review & Career Reflection 1, 8 Career planning with focus on justice and mental health roles</p>
End of unit assessment	Stress 24 marks Aggression 24 marks						
Term 2	Overarching BQs Is gender biological or social in its concept?						
Gender	<p>Sex and gender: What's the difference?</p> <p>Is it due to biology?</p>	<ol style="list-style-type: none"> LO- To understand the difference between sex and gender. LO- To understand how we classify gender and the role of androgyny. LO- To understand the role of chromosomes and 	<p>Each lesson follows the tree assessment objectives for A Level.</p> <p>AO1- Knowledge and understanding. Concepts and key vocabulary of psychology.</p>	<p>Students will be issues a termly knowledge organiser with all key vocabulary.</p> <p>See appendix document P2 for glossary terms list.</p>	<p>Gender:</p> <ol style="list-style-type: none"> Discuss the Bem Sex Role Inventory. (16 marks) Discuss the role of chromosomes and hormones in sex and gender. (16 marks) Discuss atypical sex chromosomes 	<p>PowerPoint Lesson Notes</p> <p>Microsoft Teams Classroom.</p> <p>Students issued revision guide /textbook.</p> <p>A3 Essay Plan table.</p>	<p>SMSC</p> <p>Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available.</p>

	<p>Is it due to psychology?</p> <p>How does society impact us?</p>	<p>hormones in gender.</p> <p>4. LO- To understand the different types of atypical sex chromosome patterns.</p> <p>5. LO- To understand the cognitive explanations of gender development as explained by Kohlberg's theory.</p> <p>6. LO- To understand the cognitive explanations of gender development using gender schema theory.</p> <p>7. LO- To understand other explanations of gender development such as the Psychodynamic approach.</p> <p>8. LO- To understand the role of other explanations of gender development such as Social learning theory.</p> <p>9. LO- To understand the influence of</p>	<p>AO2- Application of knowledge to stem item in the question.</p> <p>AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.</p>		<p>patterns and what they tell us about gender development. (16 marks)</p> <p>5. Outline and evaluate Kohlberg's theory of gender development. (16 marks)</p> <p>6. Discuss gender schema theory. (16 marks)</p> <p>7. Discuss Freud's psychodynamic theory of gender development. (16 marks)</p> <p>8. Outline and evaluate the social learning theory of gender development. (16 marks)</p> <p>9. Discuss research (theories and/or studies) into the influence of culture and/or media gender roles. (16 marks)</p> <p>10. Discuss biological and/or social explanations for gender</p>	<p>Quizlet online classroom.</p> <p>Glossary list.</p> <p>Termly knowledge organiser.</p>	<p>Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour.</p> <p>Moral- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence.</p> <p>Social- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence</p>
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		<p>culture and media on gender roles.</p> <p>10. LO- To understand atypical gender development.</p>			<p>dysphoria. (16 marks)</p>	<p>Students are encouraged to work together to solve problems based on lesson content.</p> <p>Cultural- Many of the topics covered within the syllabus explore human behaviour across cultures. Students must be able to identify aspects of cultural bias in research studies.</p> <p>British Values</p> <p>Respect for the rule of law- Research methods year 1 & 2- Students will be taught that psychology like all professional disciplines follows strict rules set out by the British Psychological Society code of ethics.</p> <p>Individual liberty- Research Methods Year 1 & 2- students will explore that strict ethical guidelines regarding consent and write to withdraw are at the heart of all</p>
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							<p>psychological research.</p> <p>Mutual respect- Research Methods Year 1 & 2- In the ethics section of the course students will learn that all participants in psychology must be treated with respect.</p> <p>Tolerance- Research Methods- Students will learn that much if the focus of psychological research has focused on males from western society.</p> <p>PSHE- In this topic students will learn about statistics and data handling that has real world application to students future career aspirations.</p> <p>Gatsby Careers Benchmarks- Gender:</p> <p>Sex vs Gender & Definitions 1, 4 Gender counsellor, social worker</p> <p>Biological Theories of Gender 2, 4</p>
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							<p>Endocrinologist, medical researcher</p> <p>Psychodynamic & Social Learning Theories 3, 4 Child psychologist, educator</p> <p>Cognitive Theories & Gender Identity 4, 6 Clinical psychologist, diversity officer</p> <p>Gender Roles and Stereotypes 1, 5 Equality & diversity officer, HR specialist</p> <p>Gender Differences & Research 4, 7 Gender studies researcher, policy advisor</p> <p>Review & Career Reflection 1, 8 Career planning with focus on gender-related fields</p>
End of unit assessment	Gender 24 marks						
Mock Assessment	Paper 2 2hr						
Term 3							
Year 12 targeted revision- Research Methods	<p>1. What are the different types?</p> <p>2. How do we watch people?</p>	<p>1. LO- To understand the different types of experiments.</p> <p>2. LO- To understand the different types</p>	Each lesson follows the tree assessment objectives for A Level.	<p>Students issued with full glossary list key terms.</p> <p>See appendix document P1 & P2</p>	Exampro and past papers will be used to cover specific topics of research methods. This is key revision as 48 marks in paper 2 and can appear in all exam sections. This	<p>PowerPoint Lesson Notes</p> <p>Microsoft Teams Classroom.</p>	<p>SMSC</p> <p>Spiritual- Psychology is the scientific study of brain and behaviour,</p>

	<p>3. How do we collect data about ourselves?</p> <p>4. Are you positive, negative or neutral?</p> <p>5. Case studies and content analysis- what is the difference?</p> <p>6. Aims and hypotheses- What is the difference?</p> <p>7. Do we ever have control?</p> <p>8. How can we get individuals to participate?</p> <p>9. What are the participants doing?</p>	<p>of observational techniques.</p> <p>3. LO- To understand the use of self-report techniques.</p> <p>4. LO- To understand the use of correlational data.</p> <p>5. LO- To understand the use of case studies and content analysis.</p> <p>6. LO- To understand the difference between aims and hypotheses.</p> <p>7. LO- To understand the different types of variables in psychological research.</p> <p>8. LO- To understand the how the different sampling techniques used in psychology.</p> <p>9. LO- To understand the different types of experimental design and how control is achieved.</p>	<p>AO1- Knowledge and understanding. Concepts and key vocabulary of psychology.</p> <p>AO2- Application of knowledge to stem item in the question.</p> <p>AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.</p>	<p>for glossary terms list.</p>	<p>area is the best area to improve overall grades for students of all abilities.</p>	<p>Students issued revision guide /textbook.</p> <p>A3 Essay Plan table.</p> <p>Quizlet online classroom.</p> <p>Glossary list.</p> <p>Termly knowledge organiser.</p>	<p>every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available.</p> <p>Students are encouraged to debate human behaviour, considering all viewpoints.</p> <p>The subject itself allows them to learn about themselves and reflect on their behaviour.</p> <p>Moral- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence</p> <p>Students are encouraged to work together to solve problems.</p> <p>Social- The nature of the subject encourages</p>
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	<p>10. How can the watchers watch?</p> <p>11. When is it not okay?</p> <p>12. Is this fake news?</p> <p>13. Can psychology make money?</p> <p>14. Validity and reliability- Can you tell the difference?</p> <p>15. Does psychology qualify as a science?</p> <p>16. How do we tell the world about our discoveries?</p> <p>17. How do we process the information we collect?</p> <p>18. What is going on in the middle?</p>	<p>10. LO- To understand how we design observations.</p> <p>11. LO- To understand the role of ethics in psychology.</p> <p>12. LO- To understand the process of peer review.</p> <p>13. LO- To understand the role that psychology plays in the economy.</p> <p>14. LO- To understand the difference between validity and reliability.</p> <p>15. LO- To understand how psychology uses the features of science.</p> <p>16. LO- To understand how psychological reports are written.</p> <p>17. LO- To understand the different types of data used in psychology.</p> <p>18. LO- To understand how and when to use descriptive statistics.</p>				<p>appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence. Students are encouraged to work together to solve problems based on lesson content.</p> <p>Cultural- Many of the topics covered within the syllabus explore human behaviour across cultures. Students must be able to identify aspects of cultural bias in research studies.</p> <p>British Values Respect for the rule of law- In this topic discussions will be opened up about the diagnosis systems used and how schizophrenia is misrepresented negatively in the media.</p>
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<p>Year 12 targeted revision- Approaches</p>	<p>19. Can you remember your GCSE's?</p> <p>20. How do we show the world what we have found?</p> <p>21. What has happened to that data?</p> <p>22. What data are we working with?</p> <p>23. Can we ever be 100% certain about anything?</p> <p>24. How do we know if we have found something?</p> <p>Where does psychology come from?</p>	<p>19. LO- To understand and recap GCSE maths skills.</p> <p>20. LO- To understand how we display data using graphs and tables.</p> <p>21. LO- To understand the different types of distribution curve.</p> <p>22. LO- To understand the different levels of measurement used in psychology.</p> <p>23. LO- To understand when and how we can use statistical test.</p> <p>24. LO- To understand how to interpret if a result is significant.</p> <p>1. LO – To understand the origins of psychology and how psychology emerged as a science.</p>			<p>Targeted questions using Exampro. Specific focus on AO2 and AO3 skills.</p>	<p>Individual liberty- Students will explore how schizophrenics have been treated in the past and stigma regarding this condition in modern times.</p> <p>Mutual respect- Students will learn about common misconceptions regarding mental health and schizophrenia.</p> <p>Tolerance- By gaining and understanding of schizophrenia students will develop greater awareness of conditions and how they treat these individuals in society.</p> <p>PSHE- Students will learn about the diagnosis of schizophrenia and mental health classification in general.</p>
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	<p>Do we learn through consequence or reward?</p> <p>How did our brains become like this?</p> <p>How do we explain the unconscious and the self?</p>	<p>2. LO – To understand the behaviourist approach in psychology, including key studies by Pavlov and Skinner.</p> <p>3. LO – To understand Social Learning Theory and Bandura’s Bobo doll experiment.</p> <p>4. LO – To understand the cognitive approach in psychology including internal mental processes and the role of the schema.</p> <p>5. LO – To understand the biological approach in psychology including the role of genes and evolution.</p> <p>6. LO – To understand the psychodynamic approach including the role of the unconscious, the structure of the personality and Freud’s</p>					
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		<p>psychosexual stages.</p> <p>7. LO – To understand the humanistic approach in psychology including Maslow’s hierarchy of needs, self-actualisation and congruence</p>					
End of unit assessment	Past Paper walking talking mocks						
Term 4							
Year 12 Targeted revision- Biopsychology	<p>Did you get the message?</p> <p>How does your brain split the workload?</p>	<ol style="list-style-type: none"> LO- To understand the role of nervous system and the endocrine system. LO- To understand the role and function of the neurons and synaptic transmission. LO- To understand localisation of function in the brain. LO- To understand hemispheric lateralisation and split-brain research. LO- To understand how plasticity and functional recovery 	<p>Each lesson follows the tree assessment objectives for A Level.</p> <p>AO1- Knowledge and understanding. Concepts and key vocabulary of psychology.</p> <p>AO2- Application of knowledge to stem item in the question.</p> <p>AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.</p>	<p>Students issued with full glossary list key terms.</p> <p>See appendix document P1 & P2 for glossary terms list.</p>	Targeted questions using Exampro. Specific focus on AO2 and AO3 skills.	<p>PowerPoint Lesson Notes</p> <p>Microsoft Teams Classroom.</p> <p>Students issued revision guide /textbook.</p> <p>A3 Essay Plan table.</p> <p>Quizlet online classroom.</p> <p>Glossary list.</p> <p>Termly knowledge organiser.</p>	<p>SMSC</p> <p>Spiritual- Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour, experience and emotions and the many explanations available. Students are encouraged to debate human behaviour, considering all viewpoints. The subject itself allows them to learn about themselves and reflect on their behaviour.</p>

<p>Target Year 12 revision- Attachment</p>	<p>How do we study the brain?</p> <p>Does your brain have the right time?</p> <p>How do our attachments form?</p>	<p>of the brain after trauma happens.</p> <p>6. LO- To understand the different ways of studying the brain.</p> <p>7. LO- To understand the biological rhythms in particular circadian rhythms.</p> <p>8. LO- To understand the biological rhythms of Infradian and Ultradian rhythms.</p> <p>9. LO- To understand the role of Endogenous pacemakers and exogenous zeitgebers.</p> <p>1. LO- To understand the role of the caregiver-infant interactions.</p> <p>2. LO- To understand the research of Schaffer's stages of attachment.</p> <p>3. LO- To understand the role of the father in</p>				<p>Moral- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence. Students are encouraged to work together to solve problems.</p> <p>Social- The nature of the subject encourages appreciation of different viewpoints. A Level essays must debate/discuss but not just stating opinion, but use critical analysis and carefully selected evidence. Students are encouraged to work together to solve problems based on lesson content.</p> <p>Cultural- Many of the topics covered</p>
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	<p>Why are we so attached?</p> <p>Do variations lead to deprivation?</p>	<p>attachment research.</p> <ol style="list-style-type: none"> 4. LO- To understand Lorenz's and Harlow's animal studies of attachment. 5. LO- To understand explanations of attachment using behaviourist learning theory. 6. LO- To understand the explanations of attachment looking at Bowlby's monotropic theory. 7. LO- To understand Ainsworth's research on types of attachment. 8. LO- To understand cultural variations in attachment looking at van IJzendoorn research. 9. LO- To understand Bowlby's theory of maternal deprivation. 10. To Understand Romanian orphan studies looking Institutionalisation and the research of Rutter. 				<p>within the syllabus explore human behaviour across cultures. Students must be able to identify aspects of cultural bias in research studies.</p> <p>British Values</p> <p>Respect for the law- Students will explore the role in which psychology has played in making the law fair.</p> <p>Individual liberty- Within this topic students will explore how psychology has shown the guilty and innocent alike in court.</p> <p>Democracy- Within this unit the role that psychology plays in law an order in a democratic society.</p> <p>PSHE- Students will learn about the role that psychology has played in famous murder cases and how to stay safe also outside of the classroom.</p>
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	How does attachment impact you now?	11. LO- To understand the influence of early attachment on later life.					
End of unit assessment	Walking Talking Mock						
Term 5	What is in each paper?	Exam Past Paper 1 Exam Past Paper 2 Exam Past Paper 3	Each lesson follows the tree assessment objectives for A Level. AO1- Knowledge and understanding. Concepts and key vocabulary of psychology. AO2- Application of knowledge to stem item in the question. AO3- Analysis and evaluation of theories and concepts. Use of research to support or contradict.	Students issued with full glossary list key terms. See appendix P1 & 2 document for glossary terms list.	Walking talking mock and timed examination practice.	PowerPoint Lesson Notes Microsoft Teams Classroom. Students issued revision guide /textbook. A3 Essay Plan table. Quizlet online classroom. Glossary list. Termly knowledge organiser.	

Careers Education Summary: A Level Psychology and the Gatsby Benchmarks

A Level Psychology offers rich opportunities to embed careers education and guidance across the curriculum. The subject naturally supports several Gatsby Benchmarks through topic links, employer engagement, and further education awareness.

Benchmark 1: A Stable Careers Programme	Careers are embedded across the curriculum and discussed in relation to key psychological topics (e.g. clinical, educational and sport).
Benchmark 2: Learning from Labour Market Information	Lessons include discussion of routes into psychology careers, salary expectations, workforce demand (e.g. in NHS or education).

Benchmark 3: Addressing the Needs of Each Pupil	Guidance is tailored to individual student interests—highlighting diverse career paths such as sport psychology, therapy, or research.
Benchmark 4: Linking Curriculum to Careers	Psychological theory and research are directly linked to real-world roles, e.g. memory and cognitive psychology to education and revision techniques; stress to health psychology; forensic to criminology.
Benchmark 5: Employer Encounters	Students are encouraged to attend talks and webinars with professionals in psychology-related fields. Where possible, external speakers are invited.
Benchmark 6: Workplace Experience	Work experience opportunities are signposted in relevant sectors including mental health, education, and care settings.
Benchmark 7: Encounters with Further & Higher Education	University talks and visits are promoted. HE progression routes and apprenticeship pathways are explored during PSHE and tutorial sessions.
Benchmark 8: Personal Guidance	One-to-one careers interviews are used to support decision-making around psychology-related degrees, apprenticeships, or employment.