

AQA A-Level Psychology

Year 12

Scheme of learning 2025-2026

Subject Leader: Thomas Purnell

Topics by Term	Topic Overview for Year 12 Psychology					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topics Taught	- Approaches to psychology -Research methods	-Memory - Clinical Psychology and Mental Health	- Attachment - Social Influence	- Biopsychology	-Issues and debates and comparison of approaches -Revision Mock Paper 1	-Mock revision sessions Paper 1 - Exam skills workshop. -Applied research methods project.
	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites	Vital prerequisites
	Before students are enrolled on A Level Psychology basic English, Maths and Science is required for key skills to be established. KS4 required skills of Biology, cells, inheritance, evolution, DNA, sex determination. In Maths and Science key mathematical concepts of arithmetic, handling data, algebra, graphs	Students must have a sound understanding of the approaches attitudes towards treatment for mental illness and cognitive strategies. The learning of research methods will make key studies in both topics more accessible when approached in lesson content.	From Memory topic students will have continued to develop critical analysis skills linked to research methods which will enable them to understand explore the contemporary key studies in attachment. Students need grounded understanding of Social Learning theory and negative attachment	Firm understanding of the Biological approach and biological elements from Psychopathology. Research methods the scientific principles used in Psychology.	Firm foundation of the approaches that link to the different sides of the debates. Social influence to allow students to explore ethical issues and Biopsychology for the nature-nurture and gender debates.	Sound understanding of research methods in designing and conducting psychological research. In the exam skills workshop it is imperative that students have engaged with wider revision to maximise the impact of this session.

	and science practical that links to research methods in psychology. From KS4 English key skills such as Analysis, Evaluation, compare information and organisation and sequence of ideas are vital skills for Psychology.		style can influence human behaviour.			
	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	Why are we teaching this now
	Approaches is taught as the first topic as it is the historical and philosophic grounding for Psychology. Research Methods is also taught at this stage as the foundation stone of how Psychology conducts research. This will also establish the skills of critical analysis and evaluation required throughout the course.	Memory is taught in this term to provide students with vital skills to improve revision and strategies to recall knowledge throughout the whole learning journey. Psychopathology follows the thread of the approaches in the explanation and treatment of mental illnesses.	Attachment is taught at this stage as students should have a firm understanding of the approaches such as Psychodynamic, Biological and Behaviourist perspectives that are influential in this topic. Social Influence is taught at this stage as they should have a sound understanding of the interactions between core psychological approaches and themes within psychology this is also important as links to research methods in particular ethics.	At this stage students have the foundational knowledge of research methods and basic biopsychology visited in the approaches and psychopathology.	This links all the threads of knowledge from year one such as the approaches that flows all the way through the course.	Project allows the students the opportunity to apply the theoretical skills learnt in the classroom to the real world. This will mimic a university style dissertation. The exams skills workshop will allow students to consolidate and solidify the content of the year 1 content and use AO2 application skills to exam questions.
Week Times	6 weeks + 3 days	7 Weeks	6 Weeks	5 Weeks	4 Weeks + 4 days	7 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.

Specification Topics	Big Questions	Learning Objective	Exam- Assessment Objectives	Key Terms	Assessment/ Homework	Resources/ Tasks	Personal Development curriculum links (SMSC, British Values, PSHE) and Careers
Term 1	Overarching questions: Approaches: How do we explain psychology? Research Methods: How do we conduct research in psychology?						
Approaches	<p>Do we learn through consequence or reward?</p> <p>Is the mind like a computer?</p> <p>Was Lady Gaga right that you were born that way?</p> <p>Who is truly in the driving of your behaviour?</p>	<ol style="list-style-type: none"> LO – To understand the behaviourist approach in psychology, including key studies by Pavlov and Skinner. LO – To understand Social Learning Theory and Bandura’s Bobo doll experiment. LO – To understand the cognitive approach in psychology including internal mental processes and the role of the schema. LO – To understand the biological approach in psychology. LO – To understand the psychodynamic approach including 	<p>Each lesson follows the three 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 will be issued with a termly knowledge organiser with all key terms.</p> <p>See appendix P1 document for glossary terms list.</p>	<p>Approaches</p> <ol style="list-style-type: none"> Outline and evaluate the behaviourist approach in psychology. (16 marks) Outline and evaluate social learning theory. (16 marks) Outline and evaluate the cognitive approach. (16 marks) Discuss the contribution of the biological approach to our understanding of human behaviour. (16 marks) 	<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>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>Research Methods</p>	<p>Are you reaching your full potential?</p> <p>1. What are the different types?</p> <p>2. How do we watch people?</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>the role of the unconscious, the structure of the personality and Freud's psychosexual stages.</p> <p>6. LO – To understand the humanistic approach in psychology including Maslow's hierarchy of needs, self-actualisation and congruence.</p> <p>1. LO- To understand the different types of experiments.</p> <p>2. LO- To understand the different types 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 coding in content analysis.</p>			<p>5. Discuss the psychodynamic approach. (16 marks)</p> <p>6. Outline and evaluate humanistic psychology. (16 marks)</p> <p>Research Methods: As research methods in 48 marks on its own in paper 2 but can also appear in all papers and sections no essays are allocated.</p> <p>Students will complete relevant questions from Tutor 2 U exam booklets for each of the topics covered in the first term.</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</p>
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	<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>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>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 methods used in psychology.</p> <p>9. LO- To understand the different types of experimental design and how control is achieved.</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>behaviour across cultures. Students must be able to identify aspects of cultural bias in research studies.</p> <p>British Values</p> <p>Democracy- In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature.</p> <p>Mutual respect- Year 1- Approaches In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature bit each respects the other.</p>
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	<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>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>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>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>PSHE- Students will learn about the many areas of psychology and start the process of applying this understanding to personal experiences.</p> <p>Careers Gatsby Links Approaches:</p> <p>Behaviourist Approach 2, 4 Behavioural therapist, animal trainer.</p> <p>Cognitive Approach 4, 5 CBT therapist, AI researcher</p> <p>Biological Approach 2, 4, 7 Neuroscientist, forensic psychologist</p> <p>Psychodynamic Approach 3, 4 Counsellor, psychotherapist</p> <p>Humanistic Approach 3, 4 Life coach, human resources</p> <p>Comparison of Approaches 1, 8</p>
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	<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>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>Reflection on interests & pathways</p> <p>Research Methods:</p> <p>Introduction to Research Methods 1, 4 Clinical trials, educational research</p> <p>Experimental Design & Hypotheses 2, 4, 6 Research psychologist, cognitive scientist</p> <p>Ethics & Consent 4, 5 Ethics committees, NHS researchers</p> <p>Observational Methods & Self-Reports 4, 6 Behavioural therapist, child psychologist</p> <p>Correlation & Case Studies 2, 3 Social researcher, criminologist</p> <p>Data Analysis & Statistics 2, 4, 7 Data analyst,</p>
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							forensic psychologist Validity, Reliability & Peer Review 1, 8 Academia, policy advisor
End of unit assessment	24 Marks Approaches 48 Marks Research Methods						
Term 2- Overarching big questions: Memory: What did you forget to remember? Clinical Psychology and Mental Health: What is mental illness?							
Memory	How do we remember? Why do we forget?	<ol style="list-style-type: none"> LO- To understand the multi-store model of memory. LO- To understand the coding, capacity and duration of memory. LO- To understand the working memory model. LO- To understand the explanations for forgetting in particular interference. LO- To understand the explanations for forgetting in particular retrieval failure. LO- To understand the specific factors 	<p>Each lesson follows the three 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 issued with a termly knowledge organiser with key vocabulary.</p> <p>See appendix P1 document for glossary terms list.</p>	<p>Memory:</p> <ol style="list-style-type: none"> Outline and evaluate research related to the features of short-term memory (coding, capacity and duration). (16 marks) Discuss the multi-store model of memory. (16 marks) Describe and evaluate the working memory model. (16 marks) 	<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>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>

Clinical Psychology and Mental Health	Can our memories solve a crime?	<p>affecting eyewitness testimony such as leading information.</p> <p>7. LO- To understand the many factors affecting the accuracy of eyewitness testimony in particular anxiety.</p> <p>8. LO- To understand the use of the cognitive interview.</p>			<p>4. Describe and evaluate interference as an explanation for forgetting. (16 marks)</p> <p>5. Describe and evaluate retrieval failure as an explanation for forgetting. (16 marks)</p> <p>6. Describe and evaluate research into the influence of misleading information on the accuracy of eyewitness testimony. (16 marks)</p> <p>7. Discuss what research has shown about the influence of anxiety on the accuracy of eyewitness testimony. (16 marks)</p> <p>8. Describe and evaluate the cognitive</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>
	Are we normal?	<p>1. LO – To understand infrequency and deviation from social/cultural norms as definitions of abnormality.</p> <p>2. LO – To understand failure to function and deviation from ideal mental health as definitions of abnormality.</p> <p>3. LO – To understand the behavioural approach to explaining phobias</p>				
	What are you afraid of?					

	<p>Why do we have negative thoughts?</p> <p>Why do we have negative thoughts?</p> <p>Is your behaviour obsessive?</p>	<p>4. LO - To understand the behavioural approach to treating phobias</p> <p>5. LO – To understand the cognitive approach to explaining depression.</p> <p>6. LO- To understand The cognitive approach to treating</p> <p>7. LO- To understand how the biological approach to explaining OCD.</p> <p>8. LO- To understand the biological approach to treating OCD</p>			<p>interview as a way of improving the accuracy of EWT. (16 marks)</p> <p>Clinical Psychology and Mental Health</p> <ol style="list-style-type: none"> 1. Describe and evaluate two definitions of abnormality. (16 marks) 2. Describe and evaluate at least two definitions of abnormality. (16 marks) 3. Describe and evaluate the behavioural approach to explaining phobias. (16 marks) 4. Describe and evaluate the behavioural approach to treating phobias. (16 marks) 5. Describe and evaluate the cognitive approach to 	<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>Democracy- In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature.</p> <p>Mutual respect- Year 1- Approaches In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of</p>
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					<p>explaining depression. (16 marks)</p> <p>6. Discuss the cognitive approach to treating depression. (16 marks)</p> <p>7. Outline and evaluate the biological approach to explaining OCD. (16 marks)</p> <p>8. Describe and evaluate the biological approach to the treatment of OCD. (16 marks)</p>	<p>human nature bit each respects the other.</p> <p>PSHE- Students will learn about the many areas of psychology and start the process of applying this understanding to personal experiences.</p> <p>Careers Link Gatsby Benchmarks- Memory</p> <p>Multi-store Model of Memory 1, 4 Cognitive psychology, educational support</p> <p>Working Memory Model 3, 4, 7 Educational psychologist, UX designer</p> <p>Forgetting: Interference & Retrieval Failure 2, Neuroscientist, revision coaching</p> <p>Eyewitness Testimony: Misleading Info 2, 4, 5 Forensic</p>
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							<p>psychologist, criminal solicitor</p> <p>Cognitive Interview 4, 5, 6 Police investigator, legal professional</p> <p>Review & Application 1, 8 Reflection on careers & skill pathways</p> <p>Clinical Psychology and Mental Health</p> <p>Definitions of Abnormality 1, 4 Mental health policy, diagnostic psychology</p> <p>Characteristics of Disorders (Phobias, Depression, OCD) 2, 4 Clinical psychologist, diagnostic assistant</p> <p>Behavioural Explanation/Treat ment of Phobias 3, 4, 6 Behaviour therapist, exposure therapist</p>
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							<p>Cognitive Explanation/Treatment of Depression 2, 4, 5 CBT therapist, GP, CAMHS</p> <p>Biological Explanation/Treatment of OCD 2, 4, 7 Psychiatrist, neuropharmacologist</p> <p>Evaluation of Therapies 1, 6 Counsellor, mental health nurse</p> <p>Application & Careers Reflection 1, 8 Students map mental health careers of interest</p>
End of unit assessment	24 Marks Memory 24 Marks Clinical Psychology and Mental Health						
Term 3	Overarching big questions: Attachment: How do our parents create our behaviours? Social influence: How do we resist the majority and create social change?						
Attachment	Why are we so attached?	<ol style="list-style-type: none"> LO- To understand Lorenz's and Harlow's animal studies of attachment. LO- To understand explanations of attachment using behaviourist learning theory. 	<p>Each lesson follows the three assessment objectives for A Level.</p> <p>AO1- Knowledge and understanding. Concepts and key vocabulary of psychology.</p>	<p>Students issued with a knowledge organiser with all key vocabulary.</p> <p>See appendix document P1 for glossary terms list.</p>	<p>Attachment:</p> <ol style="list-style-type: none"> Describe and evaluate animal studies of attachment. (16 marks) Discuss and evaluate learning theory as an 	<p>PowerPoint Lesson Notes</p> <p>Microsoft Teams Classroom.</p> <p>Students issued revision guide /textbook.</p>	<p>SMSC</p> <p>Spiritual-Psychology is the scientific study of brain and behaviour, every lesson looks at some aspect of human behaviour,</p>

Social Influence	<p>Do variations lead to deprivation?</p> <p>How does attachment impact you now?</p>	<ol style="list-style-type: none"> 3. LO- To understand the explanations of attachment looking at Bowlby's monotropic theory. 4. LO- To understand Ainsworth's research on types of attachment. 5. LO- To understand cultural variations in attachment looking at van IJzendoorn research. 6. LO- To understand Bowlby's theory of maternal deprivation. 7. To Understand English and Romanian Adoptees project looking Institutionalisation and the research of Rutter. 8. LO- To understand the influence of early attachment on later life. 1. LO- To understand the different 	<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>explanation of attachment. (16 marks)</p> <ol style="list-style-type: none"> 3. Describe and evaluate Bowlby's monotropic theory of attachment. (16 marks) 4. Describe and evaluate the Strange Situation as a method of assessing attachment type. (16 marks) 5. Describe and evaluate research into cultural variations in attachment. 6. Describe and evaluate Bowlby's theory of maternal deprivation. 7. Describe and evaluate research (theories and/or studies) into English and Romanian project. (16 marks) 	<p>A3 Essay Plan table.</p> <p>Quizlet online classroom</p> <p>Knowledge organiser.</p>	<p>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 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</p>
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<p>Will you fit in or stand out?</p> <p>How will you obey?</p> <p>How can we change the norm?</p>		<p>Conformity- Types and explanations.</p> <ol style="list-style-type: none"> 2. LO- To understand research into obedience. 3. LO- To understand situational variables obedience. 4. LO- To understand situational explanations of obedience. 5. LO- To understand the dispositional explanations of obedience. 6. LO- To understand how Resistance to social influence occurs. 7. LO- To understand the power of minority influence. 			<ol style="list-style-type: none"> 8. Describe and evaluate research into the influence of attachment on childhood and adult relationships. (16 marks) <p>Social Influence:</p> <ol style="list-style-type: none"> 1. Describe and evaluate Asch's research into conformity. (16 marks) 2. Describe and evaluate informational social influence and normative social influence as explanations for conformity. 3. Describe and evaluate two situational variables that have been shown by Milgram to affect obedience to authority. (16 marks) 4. Outline and evaluate one or more explanations of 	<p>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 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>Democracy- In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on</p>
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					<p>obedience. (16 marks)</p> <p>5. Discuss the Authoritarian Personality as an explanation for obedience.</p> <p>6. Describe and evaluate two explanations of resistance to social influence. (16 marks)</p> <p>7. Describe and evaluate research into minority influence. (16 marks)</p>	<p>principles of human nature.</p> <p>Mutual respect- Year 1- Approaches In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature but each respects the other.</p> <p>PSHE- Students will learn about the many areas of psychology and start the process of applying this understanding to personal experiences.</p> <p>Gatsby Careers Benchmarks- Attachment</p> <p>Animal Studies of Attachment 4, 7 Developmental researcher, animal welfare specialist</p>
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							<p>Learning & Evolutionary Theory (Bowlby) 2, 4 Fostering/ adoption assessor, clinical psychologist</p> <p>Ainsworth's Strange Situation 4, 5 Educational psychologist, SEN support</p> <p>Cultural Variations & Maternal Deprivation 2, 4, 5 Social worker, CAMHS practitioner</p> <p>Influence of Attachment on Later Relationships 1, 4, 6 Family therapist, youth worker</p> <p>Revision & Career Reflection 1, 8 Personal development & career planning</p> <p>Social Influence</p> <p>Types & Explanations of Conformity 1, 4 Market</p>
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							<p>researcher, UX designer</p> <p>Variables Affecting Conformity (Asch) 2, 4 Advertiser, organisational psychologist</p> <p>Obedience (Milgram & Situational Variables) 2, 4, 5 Law enforcement, military leadership</p> <p>Explanations of Obedience (Legitimacy, Agentic State) 3, 4 Prison psychologist, compliance trainer</p> <p>Resistance to Social Influence 4, 6 Youth worker, PSHE coordinator</p> <p>Minority Influence 2, 4, 5 Activist, campaign strategist</p> <p>Review & Career Reflection 1, 8 Personal reflection and career planning</p>
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End of unit assessment	24 Marks Attachment 24 Marks Social Influence						
Term 4	Overarching big questions: Biopsychology: How does your brain talk to you?						
Biopsychology	<p>Did you get the message?</p> <p>How does your brain split the workload?</p> <p>How do we study the brain?</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 of the brain after trauma happens. LO- To understand the different ways of studying the brain. 	<p>Each lesson follows the three 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 a knowledge organiser with all key vocabulary.</p> <p>See appendix document P1 for glossary terms list.</p>	<p>Biopsychology:</p> <ol style="list-style-type: none"> Discuss the fight or flight response. (16 marks) Discuss what research has shown about localisation of function in the brain. (16 marks) Discuss research on hemispheric lateralisation. (16 marks) Discuss research into plasticity and functional recovery of the brain after trauma. (16 marks) Describe and evaluate scanning techniques as a way of studying the brain. (16 marks) 	<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>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 appreciation of different viewpoints. A Level essays must</p>

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							<p>aspects of cultural bias in research studies.</p> <p>British Values</p> <p>Democracy- In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature.</p> <p>Mutual respect- Year 1- Approaches In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature bit each respects the other.</p> <p>PSHE- Students will learn about the many areas of psychology and start the process</p>
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							<p>of applying this understanding to personal experiences.</p> <p>Gatsby Careers Benchmarks- Biopsychology</p> <p>Nervous System Structure & Function1, 4 Neuroscientist, neuropsychologist</p> <p>Neurons & Synaptic Transmission 2, 4 Pharmacologist, biomedical researcher</p> <p>Endocrine System2, 4 Endocrinologist, clinical researcher</p> <p>Brain Structures & Functions 4, 5 Neurologist, clinical psychologist</p> <p>Research Methods in Biopsychology 1, 4, 7 Research assistant, lab technician</p>
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							Review & Career Reflection 1, 8 Students plan biopsychology-related career paths
End of unit assessment	24 Marks Biopsychology						
Term 5 Issues and debates + Comparison of approaches	Do we live in a culture of Alpha's? Are we truly free to choose? Friends or family who shapes your behaviour? Should we study humans in the same way as machines? Are we all unique or just one of the crowd?	<ol style="list-style-type: none"> LO- To understand the issue of gender bias in psychology. LO- To understand the issue of cultural bias. LO- To understand the Free will and determinism debate. LO- To understand the nature-nurture debate. LO- To understand the holism and reductionism debate. LO- To understand Idiographic and nomothetic approaches. 	<p>Each lesson follows the three 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 a knowledge organiser with all key vocabulary.</p> <p>See appendix document P1 for glossary terms list.</p>	<p>Issues & Debates:</p> <ol style="list-style-type: none"> Discuss gender bias in psychological research. (16 marks) Discuss cultural bias in psychology. Refer to examples in your answer. (16 marks) Discuss the free will and determinism debate. Refer to two topics you have studied in psychology in your answer. (16 marks) Discuss the nature-nurture debate. Refer to at least one topic you have studied in psychology in your answer. (16 marks) 	<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>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>

	Does ethics get in the way of science?	7. LO- To understand social sensitivity in psychological research.			<p>5. Discuss holism and reductionism in psychology. In your answer, refer to at least one topic area that you have studied in psychology. (16 marks)</p> <p>6. Discuss idiographic and nomothetic approaches to psychological investigation. (16 marks)</p> <p>7. Discuss the implications of social sensitivity in psychological research. (16 marks)</p> <p>Approaches compare and contrast will also be blended in this topic as the concepts discussed are used at this point.</p> <p>1. Outline the behaviourist approach. Compare the behaviourist approach with the biological approach. (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</p>
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					<p>2. Outline key features of the cognitive approach in psychology. Compare the cognitive approach with the psychodynamic approach. (16 marks)</p> <p>3. It has been claimed that the humanistic approach has little to offer psychology. Outline and evaluate the humanistic approach in psychology. Refer to at least one other approach in your answer. (16 marks)</p> <p>4. A student asked his teacher: "Why are there so many approaches in psychology?" The teacher replied: "Because each has something different to</p>	<p>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- Social Influence- In this topic students explore the role of conformity, obedience and social change. These theories explain why people obey rules and laws allowing for society to function.</p> <p>Individual Liberty- Social Influence- Students will explore social influence and social change and historical moments in British history lead to change. In particular we focus on the suffragette's legal challenge for equal rights to vote.</p>
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					<p>offer to our understanding of the human mind and behaviour. This means that every approach is unique.” Discuss what makes the psychodynamic approach unique in psychology. Refer to other approaches in your answer. (16 marks)</p> <p>5. Outline and evaluate social learning theory. In your answer, make comparisons with at least one other approach in psychology. (16 marks)</p>	<p>PSHE- students will explore many key studies and moments in history including the holocaust. Students will apply understanding of why some of these incidents happened.</p> <p>Gatsby Careers Bench Marks- Issues and Debates:</p> <p>Free Will vs Determinism 1, 4 Forensic psychologist, legal advisor</p> <p>Nature vs Nurture 2, 4 Genetic counsellor, developmental psychologist</p> <p>Reductionism vs Holism 3, 4 Clinical psychologist, integrative therapist</p> <p>Idiographic vs Nomothetic Approaches 4, 6 Researcher, psychometrician</p>
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End of unit assessment	24 Marks Issues and Debates 16 Mark Essay Compare and Contrast Approaches						
Mock Paper	Mock A Level Paper 1 sat in controlled conditions 2 hours long and will be 96 marks						
Term 6							
Research Methods- Design a study.	How do we practically apply research methods?	<p>Overall Learning Objective- To be able to plan, conduct and record psychological research.</p> <p>1. LO- To be able to construct an appropriate hypothesis.</p> <p>2. LO- To be able to identify relevant variables that could impact your investigation.</p> <p>3. LO- To be able to produce an appropriate methodology, design and procedures.</p>	<p>Each lesson follows the three 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 a knowledge organiser with all key vocabulary.</p> <p>See appendix P1 document for glossary terms list.</p>	<p>1. State the alternative hypothesis for your personal investigation.</p> <p>2. Explain whether this alternative- hypothesis was directional or non-directional.</p> <p>3. Describe the sampling method that you used.</p> <p>4. Explain why the sampling method was chosen.</p>	<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>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</p>

		<p>4. LO- To be able to select and justify an appropriate sampling technique.</p> <p>5. LO- To be able to select the most appropriate descriptive statistics for data type.</p> <p>6. LO- To be able to select and construct the most appropriate graphical representation of data.</p> <p>7. LO- To be able to select the most suitable inferential statistics for data type.</p> <p>8. LO- To be able to assess the overall reliability of personal investigation.</p> <p>9. LO- To be able to assess the overall validity of the personal investigation</p> <p>10. LO- To be able to access the ethical issues of the research conducted.</p>			<p>5. Suggest two ways the study could have been improved.</p> <p>6. With reference to details from your own investigation, describe how you ensured that your personal investigation was ethical?</p>	<p>Knowledge organiser.</p>	<p>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 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</p>
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							<p>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</p> <p>Democracy- In the approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature.</p> <p>Mutual respect- Year 1- Approaches In the</p>
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							<p>approaches topic in year 1 and 2 students will explore the ideas of the different branches of psychology. Each agree and disagree on principles of human nature but each respects the other.</p> <p>PSHE- Students will learn about the many areas of psychology and start the process of applying this understanding to personal experiences.</p>
End of unit assessment	Project submission						

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.