		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 12	Knowledge	APPROACHES Behaviourism Social Learning Theory Biological RESEARCH METHODS Scientific Process Experiments Observations Interviews Questionnaires	APPROACHES Cognitive Psychodynamic Humanist RESEARCH METHODS Conducting Research Correlations Case Studies Content Analysis Data Analysis	BIOPSYCHOLOGY Nervous System Bio-Rhythms Brain Plasticity SOCIAL INFLUENCE Conformity Obedience Social Influence & Change	PSYCHOPATHOLOGY Definitions of Abnormality Phobias Depression Cognitive & Biological Explanations/Treatments MEMORY Coding Capacity Memory Models Forgetting Eye-Witness Testimony	ATTACHMENT Stages of Attachment Animal Studies Explanations Cultural Variations Relationships ISSUES & DEBATES Nature vs Nurture Free Will – Determinism Reductionism Holism Ethics Social Sensitivity	Revision Consolidation Exam Practice
	Why	Students arrive without any previous education in psychology, therefore the priority is given to learning core concepts and the 'language of psychology' comprehensively during the first term. The emphasis on research methods provides the fundamental schema of knowledge that allows students to assimilate the content of terms 3, 4 and 5 rapidly. This allows teachers to reduce the time needed for A01 comprehension and increase the focus on A02 application and A03 evaluation skills, where the majority of higher marks are awarded.					
	Skills	Students will learn the stages of the scientific process and be able to design research, manage variables, collate and report data using descriptive statistics. During term 1 students will gain an understanding of A01, A02 and A03 requirements and the construction of PEEL paragraphs. This will be embedded in student routines to ensure their answers correspond to AQA marking schemes. During term 2 students develop evaluation skills using to format GRAVE = Generalisable. Reliable. Application. Validity. Ethical. During term 3 evaluation skills are developed further using the format GRENADE = Gender Bias. Reductionism. Ethical Issues. Nature/Nurture. Determinism/Free Will. Ethnocentrism.					

		Autumn		Spring		Summer	
		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 13	Knowledge	<u>RELATIONSHIPS</u> Evolutionary Explanations Factors Affecting Attraction Theories of Romantic Relationships Virtual Relationships <u>SCHIZOPHRENIA</u> Classification & Diagnosis Biological & Psychological Explanations/Treatment Interactionist Approach	<u>FORENSIC PSYCHOLOGY</u> Offender Profiling Biological Explanations Psychological Explanations Dealing With Offending <u>INFERENTIAL STATISTICS</u> Probability Statistical Testing Writing Reports	Exam Practice Revision Consolidation Research Project			
	Why Skills	The year 13 optional modules have been chosen to reflect areas that students usually find the most engaging relevant and enjoyable. By this stage students will be able to increase the depth of their evaluations by incorporating the wider philosophical issues learnt during the year 12 Issues & Debates module to the real life contexts of year 13 modules. The module timeline is deliberately ambitious to maximise the opportunity for addressing any identified areas of weakness and to provide plenty of time for students to develop exam skills. The research project allows students to consolidate knowledge and because they can tailor the focus of the project to their own interests they are able choose an area that will provide further preparation for university or acquire a unique experience to add to their CV's. The focus of year 13 is to master the comprehensive skill set learnt during year 12. There is an increased focus on application of knowledge to real life contexts. Students will become increasingly confident in managing and prioritising their own learning in preparation for university or employment. Focus will be on exam practice and students will become familiar with marking schemes as a development tool. Students will develop skills of statistical analysis, hypothesis testing and mathematical probability.					