

Topic/Project: Attachment	Timescale: Term 1 Assessments running through bi-weekly	Literacy Key: Writing: Assessment for learning questions, key terms Reading: Pre-reading content before lessons Speaking and Listening: Sharing responses and presenting				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
<p>WEEK 1</p> <ul style="list-style-type: none"> Course overview and Assessment Objectives Origins and the history of psychology 	<p>Organisation for the course, folders and assessment folders</p> <p>Teacher led presentation on the origins – homework activity to create a timeline of psychology</p>	<p>Handbook on shared area</p> <p>https://www.youtube.com/watch?v=O60TYA1gC4</p> <p>Harlow's experiment</p>	<p>Psychological terminology</p> <p>Evaluating</p> <p>History of psychology</p>	<p>Apply it and check – it questions</p>	<p>Students to complete their own research on psychology,</p>	<p>Building relationships</p> <p>Setting standards of class and homework</p> <p>Ethics – treatment of animals</p>
<p>WEEK 2</p> <ul style="list-style-type: none"> Caregiver-infant interactions in humans: Reciprocity and interactional synchrony. 	<p>Teacher presentation on stages (Schaffer 1996), multiple attachment. (Schaffer and Emerson 1964)</p> <p>Discuss role of the father, economic</p>	<p>AQA Psychology textbook</p> <p>https://www.youtube.com/watch?v=DQoqk_z2Lgg – introduction to attachment, Pandora advert</p>	<p>Psychological key terms</p> <p>Evaluating research</p> <p>Understanding the concept of “research”</p>	<p>Apply it and check – it questions</p>	<p>Apply it Concepts: Cheering up Boris</p> <p>Research and report original research articles</p> <p>Stages in Attachment: https://www.youtube.com/watch?v=7tBuqXSdgkc</p>	<p>Understanding the skills of effective parenting</p> <p>Research skills</p> <p>Mathematics</p> <p>Literacy</p> <p>Ethics – treatment of animals</p>

<ul style="list-style-type: none"> • Multiple attachments and the role of the father. • Stages of attachment identified by Schaffer. • Observational Techniques . Types of observation : naturalistic and controlled observation ; covert and overt observation ; participant and non-participant observation • Observational design: behavioural categories; event sampling; time sampling 	<p>implications and apply to real life.</p> <p>Discuss types of observations and how they differ with evaluation</p> <p>Work on PEEL for evaluation as practice following JXM introduction</p> <p>Past paper questions</p>	<p>https://www.youtube.com/watch?v=k2YdkQ1G5QI – interactional synchrony</p>	<p>Understand the types of observations</p> <p>Defining sampling techniques</p>		<p>apply it concepts and methods – stages of attachment</p>	
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<p>WEEK 3</p> <ul style="list-style-type: none"> • Animal studies of attachment: Lorenz and Harlow • Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies, dealing with ethical issues in research • Reliability across all methods of investigation. Ways of assessing reliability: Test-retest and inter-observer; 	<p>Presentation - students prepare by reviewing the work of Lorenz and Harlow.</p> <p>Class led teacher discussion to check understanding of key concepts, what the research shows about attachment, role of animal research and the implications of the research.</p>	<p>AQA Psychology Flanagan</p> <p>https://www.youtube.com/watch?v=IysBMqaSAC8 – Lorenz study on geese</p> <p>https://www.youtube.com/watch?v=h9tJnlkHwk – Harlow's monkeys study</p> <p>Powerpoint in student psychology shared area</p>	<p>Understand the aspects of what is ethical or not – alongside ethical research</p> <p>Evaluating skills</p> <p>Reading and understanding research evidence</p>	<p>Apply it and check – it questions</p>	<p>Past paper questions on AQA Website and present to class using the mark scheme to show examples of how questions is to be answered</p> <p>Apply it: Poppy's rescue</p>	<p>Empathy for cruelty for animals – moral</p> <p>Ethical issues – animal studies</p> <p>Economic implications – use of animals</p> <p>Research methods – reliability and validity</p> <p>Moral – to understand the consequences of actions</p>
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<p>improving reliability</p> <ul style="list-style-type: none"> Validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. 						
<p>WEEK 4 AND 5</p> <ul style="list-style-type: none"> Explanation of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model 	<p>Teacher led explanation learning theory explanation attachment culmination series of 3 or 4 "pre based on the theory will attach to person attends to basic needs the infant (key terms) and operant conditioning</p> <p>Discuss how it can apply to infants and how does it argue with other theories?</p>	<p>AQA Flanagan Powerpoints in shared area and worksheet</p> <p>https://www.youtube.com/watch?v=cP5ICleK-PM</p> <p>https://www.youtube.com/watch?v=Eo7jcl8fAuI</p> <p>- 2 clips for classical conditioning</p> <p>https://www.youtube.com/watch?v=qy_mIEnnlF4</p>	<p>Evaluating skills</p> <p>Applying knowledge to real life scenarios</p>	<p>Apply it and check – it questions</p>	<p>The original articles of John Bowlby and Bandura's learning theory – research and summarise the research methodology</p> <p>14 marks of exam style questions – on ethics and stages of attachment, linking to cognitive load theory of continuing with previous topics</p>	<p>Effective Parenting</p> <p>How to get the best out of individuals – leadership skills e.g. positive reinforcement</p> <p>Approaches – learning theory</p> <p>Important of childcare and link to economic implications</p> <p>Moral – consequences of actions and look at moral values –</p>

		https://www.youtube.com/watch?v=LhI5h5JZi-U - 2 clips on operant conditioning			Thinking of an Pneumonic for ASCMI – in order for students to remember the aspects.	how do we differ to other for attachment
WEEK 6 <ul style="list-style-type: none"> Ainsworth's 'Strange Situation. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn Recap meta analysis – detailed explanation 	Teacher led presentation on stages (Schaffer 1996), multiple attachment. (Schaffer and Emerson 1964) Link in controlled observation In class Q&A review understanding of Strange situation. Teacher led discussion of: Factors influencing secure and insecure attachment maternal, sensitivity (Ainsworth 1977) emotional availability (Biringen 2005)	Flanagan AQA https://www.youtube.com/watch?v=QTsewNrHUHU – procedure of ainsworth study	Evaluating skills Looking at how psychology relates to the real world Comparing countries and their parenting styles Understanding research	Apply it and check – it questions	12 mark question and then peer mark – can be used as an extension activity or to be followed up with as a homework task to peer mark in the following lesson	Appreciation of cultural differences in the raising of children. Research methods – looking at the method of the research and drawing graphs and the technique to get full marks on question to draw a graph Cultural bias Research methods, meta-analysis Cultural – traditional British values and life in modern Britain

	<p>temperament (Thomas and Chess 1977 v Vaughn & Bost 1999 meta analysis), Type D (Main 1991)</p> <p>Teacher led introduction on the value and purpose of cross cultural research and meta analysis. Van Ijzendoorn research findings, conclusions, implications and evaluation.</p> <p>Research methods – drawing graphs</p>					
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<p>Topic/Project:</p> <p>Attachment recap Social influence</p>	<p>Timescale:</p> <p><u>Term 2</u> Assessments running through bi-weekly</p>	<p>Literacy Key:</p> <p>Writing Reading Speaking and Listening</p>				
<p>Learning Intentions/Outcomes</p>	<p>Activities</p>	<p>Resources (including ICT)</p>	<p>Competencies developed</p>	<p>Assessment for learning opportunities</p>	<p>Extension Activities</p>	<p>Cross Curricular Links (SMSCD, with other subjects) - cross topic links</p>

<p>WEEK 1 AND 2</p> <ul style="list-style-type: none"> • Bowlby's theory of maternal deprivation. • Romanian orphan studies: effects of institutionalisation 	<p>Introductory powerpoint on maternal deprivation clarifying distinction between deprivation and privation and identifying the "propositions" of MDH.</p> <p>Student activity to review research to identify and evaluate research to support and challenge of these propositions</p> <p>Problem based learning – scenario of 2 children's early experience in different institutions (varying in quality of care, staffing and adopted at different ages etc). Students to suggest likely effects on each child and justify the suggestion based on research evidence.</p>	<p>AQA Flanagan</p> <p>Powerpoints in the shared area</p> <p>https://www.youtube.com/watch?v=ywkMLTfTcro Romanian orphan video</p> <p>https://www.bbc.co.uk/news/av/magazine-35944245/growing-up-in-a-romanian-orphanage https://www.bbc.co.uk/news/health-39055704 news stories to see how big the impact was of the Romanian orphans around the globe, and how these children grew up</p>	<p>Evaluating skills</p> <p>Understanding how times have changed, and we have to adapt with them – relate to Romanian orphans</p> <p>Research evidence</p> <p>Critique real life scenarios of parenting / care</p>	<p>Apply it and check – it questions</p>	<p>Biological effects of early abuse on development of the brain (suitable for those doing Biology).</p> <p>Apply it methods and concepts – develop research methods ability for all pupils</p>	<p>Effective parental skills</p> <p>Ethical issues – Romanian orphans</p> <p>Temporal validity</p> <p>Moral – consequences of actions, orphanages</p> <p>Social – understanding how communities and societies function, then compare ours to others.</p>
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	Students undertake independent research into evidence of the effects of institutionalisation on attachment - Romanian orphans – eg Rutter, disinhibited attachment and reactive attachment disorder, Gunnar 2000 the effects of levels of privation in institutions.					
<p>WEEK 3</p> <ul style="list-style-type: none"> The influence of early attachment on childhood and adult relationships, including the role of an internal working model End of Term 	<p>Revisit internal working model – discussion of how early attachment might affect childhood and adult relationships.</p> <p>Love quiz to complete Go through hazan and shaver Romanian – watch clips on the orphans Discuss their effects and</p>	<p>Hazen and shaver love quiz, for students to complete on their phones and to see what their attachment type is</p> <p>Evaluation to be completed solo and then discussed as a class – to ensure independent learning</p>	<p>Evaluating skills</p> <p>To understand consequences by applying psychological content to real life</p>	<p>Apply it and check – it questions</p>	<p>Longer questions, from 6 to 8 minutes or 10 to 16 marks From just AO1 to AO1 and AO3</p>	<p>Effective parenting</p> <p>Link to relationships</p> <p>Link to bullying in schools, and how to overcome and stop it. Research methods – causation vs correlation</p> <p>Cultural – respond to cultural activities, and how it can link to morals and how</p>

Summative Assessment	potentially how to overcome.					consequences have actions.
<p>WEEK 4</p> <ul style="list-style-type: none"> Revision for attachment 	<p>Assessment to recap attachment</p> <p>Various revision tasks – worksheets, stop and rotate tasks</p> <p>Chinese takeaway menu revision options</p> <p>Recap any common issues with students</p> <p>Go through what each double page title is and consists of.</p>	<p>Powerpoints</p> <p>Worksheets to recap from AQA</p> <p>online revision guide</p>	<p>Evaluating skills</p> <p>Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Extra questions for revision, pupils can do in or out of the classroom – marked by MJT</p>	<p>Link to useful revision techniques, giving students freedom but also ensuring they try new things to make the best possible progress.</p> <p>Develop personal qualities and focus on revision</p>
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> Conformity Types of conformity: internalisation, identification and compliance Explanation for conformity: information 	<p>Teacher led powerpoints</p> <p>Discuss real life examples, relate social influence to real life as much as possible – link in evaluation real life application</p> <p>Clips on Asch and Zimbardo</p>	<p>PPTs</p> <p>Worksheets from online revision guide for Zimbardo.</p> <p>Online website for Zimbardo to research for students.</p> <p>The Zimbardo website with slides:</p>	<p>Evaluating skills</p> <p>To link psychology to every day scenarios</p> <p>Critical thinking</p> <p>Maths skills / RM</p>	<p>Apply it and check – it questions</p>	<p>Extra exam style questions for social influence</p> <p>Extension homework to look up and research the original article, to read and explain to the rest of the class.</p>	<p>Develop social skills and link to peer pressure and how to avoid it</p> <p>Real life links</p> <p>How it can lead to negative behaviours</p> <p>Asch, research methods, focus on</p>

<p>al social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch</p> <ul style="list-style-type: none"> Ethical issues and ways of dealing with them Conformity to social roles as investigated by Zimbardo 	<p>Evaluation of research what points to include, generic points e.g participants and methods.</p> <p>Watch part of the Stanford prison experiment film – answering questions on the topic from the PRISONEXP website</p>	<p>http://www.prisonexp.org/psychology/1</p> <p>Discussion questions: http://prisonexp.org/discussion.htm</p> <p>Zimbardo TED Talk: https://www.youtube.com/watch?v=OsFEV35tWsg</p> <p>Zimbardo presentation: http://www.slideshare.net/dabambic/p-hilip-zimbardo-the-lucifer-effect</p> <p>Amazon prime – Stanford prison experiment</p>				<p>how the procedure of asch was completed</p> <p>Ethics – research</p> <p>Zimbardo – gender bias</p> <p>Temporal validity</p> <p>Link in prisons and how poor treatment led to research</p> <p>Link in Abu Ghraib and how social roles can effect personality</p>
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<p>Topic/Project: Social influence</p>	<p>Timescale: Term 3 Assessments running through bi-weekly</p>	<p>Literacy Key: Writing Reading Speaking and Listening</p>				
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Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
<p>WEEK 1 AND 2</p> <ul style="list-style-type: none"> • Obedience – • Milgrams research • Situational variables • Research methods – drawing graphs • Continue with ethics 	<p>Teacher led powerpoints video clips on milgram discuss and plan how it could be improved recap maths – drawing graphs and how to get the marks for it. In class exploration of how variables were operationalised controlled and measured.</p> <p>Add how it has been repeated by Milgram</p>	<p>Video clips Powerpoints https://www.youtube.com/watch?v=y6GxIuljT3w</p>	<p>Evaluating skills</p> <p>Ethical considerations</p> <p>Draw conclusions about research</p>	<p>Apply it and check – it questions</p>	<p>Create an exam question for these topics</p>	<p>Independent learning, Mathematics statistics skills and writing skills.</p> <p>Ethics – how can we overcome poor treatment?</p> <p>Look at cultural differences and how we can differ to other countries and the reasons behind the differences</p>
<p>WEEK 3 and 4</p> <ul style="list-style-type: none"> • Social-psychological factors (agentic state – legitimacy of authority) 	<p>Teacher led powerpoint Link in Hofling study My lai massacre Apply its – link to stems and how to tackle those</p>	<p>Hofling study:- http://www.integratedsociopsychology.net/hofling-nurses.html http://www.boston.com/news/globe/ed</p>	<p>Evaluating skills</p> <p>Applying content to real life</p> <p>Ethical considerations</p>	<p>Apply it and check – it questions</p>	<p>Create resource to show how different studies break different ethical guidelines. And are they justified?</p>	<p>Independent learning, Mathematics statistics skills and writing skills.</p> <p>Link in history of my lai massacre</p>

<ul style="list-style-type: none"> • Disposition al explanation s – authoritarian personality • Reinforce ethics 	<p>questions (practice)</p> <p>Adorno – get pupils to complete the questionnaire, discuss the personality differences</p> <p>Background to adorno, How is it formed? Assessment</p> <p>Discuss evaluation – research support and use of their own evaluation points.</p>	<p>itorial opinion/oped/articles/2004/05/09/power_turns_god_soldiers_into_bad_apples/</p>				<p>and Nazis, destructive authority</p> <p>Expressing personal views and values, how do they get influenced and then do they have the personality to be more influenced or less.</p>
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> • Resistance to social influence – social support and locus of control • Minority influence • Social influence and social change – 6 	<p>Relate social support to previous research – using teacher led powerpoints. LoC – powerpoint and discuss their LoCs to see how they think, and if they would resist or not. Relate back to their assessments and their attitudes following those.</p>	<p>Create their own examples of social change – Clips on social change – rosa parks - https://www.youtube.com/watch?v=v8A9gvb5Fh0</p> <p>Freedom riders - https://www.youtube.com/watch?v=E1smGpGSa14</p> <p>Womens rights - https://www.youtube.com/watch?v=v8A9gvb5Fh0</p>	<p>Evaluating skills</p> <p>Research content and apply it to real life</p> <p>How does society change? And why must we adapt with it?</p>	<p>Apply it and check – it questions</p>	<p>State opinions on whether social support or LoC can have a bigger impact on themselves and how they would relate to social influence</p>	<p>Resisting social pressure – link to wider duties, talk about peer pressure – and how they can resist it, they don't have to feel pressure all the time.</p> <p>Link to real world applications, social change and how we can apply psychology to real life</p> <p>Link locus of control to students'</p>

steps and link to previous research.	<p>Minority influence – CCF – link to real life examples. How can the minority influence the majority? Link social change to minority influence</p> <p>-</p> <p>Review research to show how it has helped show social influence</p> <p>Assessment – overview for social influence.</p>	be.com/watch?v=um9GV6_AILM				<p>attitude to education and exams.</p> <p>Link in recycling and how we can improve society with the knowledge of minority influence and social change Moral codes for resisting pressure but to also not put others in that situation and how they should not put pressure on people.</p>
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Topic/Project:	Timescale:	Literacy Key:				
Relationships	Term 4	Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
<p>WEEK 1</p> <ul style="list-style-type: none"> Revision Social influence and attachment 	<p>Recap both topics – carousel/stop and rotate tasks</p> <p>Key words on the board</p> <p>Chinese menu for revision</p>	Powerpoints	<p>Evaluating skills</p> <p>Revision skills</p>	Apply it and check – it questions	Extra revision questions to complete, again can be marked by MJT	<p>Independent learning</p> <p>Experience fascination and wonder for the subject, look up the parts which they have a big interest</p>

<ul style="list-style-type: none"> Mixed assessment 	<p>Mixed assessment, with various questions to test both topics. Assessment questions</p>					<p>in but also what they struggle with to promote progress.</p>
<p>WEEK 2</p> <ul style="list-style-type: none"> Sexual selection – anisogamy - Content analysis Self-disclosure – SPT reciprocity and breadth and depth 	<p>Teacher led powerpoint – clear on inter and intra.</p> <p>Teach content analysis, go through the tinder type profiles on what genders want in a relationship. How do we analyse the content?</p> <p>Evaluation – culture, individual differences, link in technology.</p>	<p>Video clips displaying evolutionary mate preferences (Professor Winston documentary). Examples of Male and Female preferences.</p>	<p>Evaluating skills</p> <p>Apply content to real life</p> <p>Explaining skills, with complex terms</p>	<p>Apply it and check – it questions</p>	<p>Research more animals and their mating methods and why they choose that method – to have the methods and apply to a variety of animals.</p>	<p>Life skills – relationships, spiritual – feelings and emotions</p> <p>Biology</p> <p>Content analysis, research methods</p> <p>Self-disclosure link to online relationships and not disclosing too much at a young age.</p>
<p>WEEK 3 AND 4</p> <ul style="list-style-type: none"> Factors affecting attraction Physical attractiveness Filter theory 	<p>Teacher led powerpoint</p> <p>Halo effect – video clip derren brown</p> <p>Evaluation – research support</p> <p>Discuss filter theory - 3 levels</p>	<p>https://www.youtube.com/watch?v=ZuometYfMTk – derren brown halo matching document, match partners together.</p>	<p>Evaluating skills</p> <p>Applying content to real life scenarios</p> <p>To link to their own lives</p>	<p>Apply it and check – it questions</p>	<p>Revision resources for their mock coming up.</p>	<p>Life skills – relationships and emotions</p> <p>Treating people with equality, going against the halo effect, no special treatment</p>

	<p>Assessment questions – tricky ones, thinking outside of box. Used to tricky questions</p>					<p>How theories change and adapt over time, how they can be improved. Express personal views on relationships, what they are and how things can affect attraction Link filter theory to social and how communities/society function.</p>
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> • Revision for mocks – recap social influence and attachment • 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu End of term assessment Be clear with topic names and what they are – question and test the students.</p>	<p>Stop and rotate Assessments Revision opportunities How to tackle discuss questions.</p>	<p>Evaluating skills Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Extra questions for mock and should they want to be marked by MJT they can</p>	<p>Own learning and knowledge Recap research methods and content analysis in preparation for the mock. Attachment overview and how to answer questions properly – English links</p>

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Topic/Project: Attachment recap Social influence recap Relationships Recap	Timescale: <u>Term 5</u>	Literacy Key: Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
<p>WEEK 1 AND 2</p> <ul style="list-style-type: none"> Revision for mocks – <p>Smaller classes, can go through some 1 on 1 revision with students. To see where misconceptions are and how to overcome them.</p>	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu End of term assessment Be clear with topic names and what they are – question and test the students.</p> <p>EBIs and feedback</p>	<p>Assessment questions</p> <p>Stop and rotate</p>	<p>Evaluating skills</p> <p>Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Extra revision questions, can be marked by MJT or self-marked</p>	<p>Develop personal values, working hard and revising. Trying to get the most progress from pupils, test different methods to find which format of revision works well for them.</p>

<p>WEEK 3 And 4</p> <ul style="list-style-type: none"> Theories of romantic relationships Social exchange theory Equity theory 	<p>Teacher led powerpoint to cover SET Discuss rewards and costs – comparison level – think about how they know what they want in a relationship. Think of their own evaluation and questions to practice with timed conditions</p> <p>Equity theory – adapted from SET, add how it needs to be fair Be clear on equity vs equality.</p> <p>Discuss how to deal with this – methods to overcome it.</p>	<p>Powerpoint</p> <p>Questions</p> <p>Homework to do some evaluation to discuss Apply its from books – importance of stem questions.</p>	<p>Evaluating skills</p> <p>Apply content to their own lives and experiences</p> <p>To weigh up how to improve a theory over time</p>	<p>Apply it and check – it questions</p>	<p>Try to find real life relationships or fake relationships, and then put forward the theories of romantic relationships and how they apply to real relationships</p>	<p>Life skills – relationships, look at emotions and how romantic relationships work. Promote the idea of fairness with equity, link to how it is not just about relationships but in general life that we should try to promote equity.</p>
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> Theories of romantic relationships 	<p>Investment – be clear with the difference between 3 major theories. Abusive relationships</p>	<p>Assessment questions – difference between the topics.</p> <p>Handout questions for investment,</p>	<p>Evaluating skills</p> <p>Developing on from old knowledge, rather than starting fresh for theories</p>	<p>Apply it and check – it questions</p>	<p>Complete the check it questions from the text book, OR to create revision materials for the relationship topics.</p>	<p>Recognise right from wrong and link to happiness and attitudes in relationships, should we stay in a committed</p>

<ul style="list-style-type: none"> Rusbults investment model Duck's phase model 	<p>Examples of people to test they understand – handout</p> <p>Ducks phase model – teacher led powerpoint – go through the phases, discuss if they have ever seen or recognised them Give examples for them to identify</p> <p>Mock grades go through – one by one to double check they can now improve and understand for future where they went wrong and how they can sort out the mistakes made.</p>	<p>will they stay or go?</p> <p>Worksheet / powerpoint slides for examples for pupils to give eggs for them to state the correct phase.</p> <p>Complete apply its.</p> <p>https://www.youtube.com/watch?v=1wc_mZ86yypg the lemon scene – showing how a breakup can happen</p>	<p>Applying content to their own lives</p>			<p>relationship if we are not happy?</p> <p>Social – how to resolve conflicts can link to duck's phase model of how we breakdown relationships</p>
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<p>Topic/Project: Stress</p>	<p>Timescale: Term 6</p>	<p>Literacy Key: Writing Reading</p>				
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		Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
<p>WEEK 1 AND 2</p> <ul style="list-style-type: none"> Virtual relationships Add temporal validity Parasocial relationships 	<p>Discuss how relationships have changed over time – from pre technology to now with it. Discuss gating – what stops them forming and how to overcome them.</p> <p>Parasocial – levels of them. Teacher led presentation Discuss it and see if any students will open up about it. Have they experienced it? Discuss evaluation – method – culture – problems</p>	<p>Powerpoint Apply it questions</p> <p>Video clips on Parasocial relationships – clear on what the levels are – escalate to more serious.</p> <p>http://www.huffingtonpost.com/2014/01/21/loveplus-video-game_n_4588612.html to show how people fall for virtual relationships https://www.youtube.com/watch?v=O1EYTpKjNxI – to show people meeting for the first time following online relationships</p>	<p>Evaluating skills</p> <p>Applying knowledge to real life scenarios</p> <p>Understand online dating and impact it has on society</p>	<p>Apply it and check – it questions</p>	<p>Find some real examples of Parasocial relationships and write up what stage they are in. Link to attachments and how attachment types can lead to Parasocial relationships (IWM)</p>	<p>Link to attachment – secure attachments</p> <p>Consequences of actions, and how to have good parenting style to reduce chances of Parasocial relationships Virtual relationships, to explore the beliefs and values of others and respect them, even if they differ to the norm.</p>

<p>WEEK 3 AND 4</p> <ul style="list-style-type: none"> • Revision • Overview of all 3 topics, but focus on relationships and lower score on the mock. 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be clear with topic names and what they are – question and test the students.</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>	<p>Evaluating skills Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible.</p>
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> • Start discussing stress and links to nervous system and endocrine system neurons and synaptic transmission 	<p>Discuss the parts of the body – draw the nervous system and how it splits into different sections. How it differs to endocrine system. Neuron structure – draw and label – Synaptic transmission – draw and label.</p>	<p>Video clips on nervous and endocrine system. http://www.bbc.co.uk/schools/gcsebitesize/science/add_ocr_pre_2011/brain_mind/information_rev2.shtml Powerpoints Coloured pens for drawings, to visualise the structures https://www.youtube.com/watch?v=M1E9Lm16cUs – types of neurons video</p>	<p>Evaluating skills Relate psychology to real life, how does it affect our biology</p>	<p>Apply it and check – it questions</p>	<p>To create visual revision materials in order to showcase the biology side of the course. Neurons, synaptic transmission and endocrine system</p>	<p>Use imagination and creativity in lessons to create notes and to showcase their creativity.</p>

		Apply it questions				
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Year 2 Scheme of Work

Topic/Project:	Timescale:	Literacy Key:				
Stress	<u>Term 1</u>	Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
WEEK 1 AND 2 <ul style="list-style-type: none"> Recap the biology of the body The physiology of stress The role of stress in illness 	Teacher led powerpoint GAS and acute and chronic stress. Be clear with differences The role of stress in illness, immunosuppression vs CVDs Different studies	Powerpoints – Exam style questions – how to explain them and be clear on the processes. Recap previous biopsychology videos to refresh their memories of it. Split class in half – half do 1 study, half do the other.	Evaluating skills Understanding that you can't always evaluate, but sometimes it is set facts for the content	Apply it and check – it questions	To relate their own stress to the topic, and then think how might they also be able to overcome this. Create an information sheet, on how we react to stress Apply its on the pages	How does stress affect the body? Linking to real life stress and exam stress

		<p>Teach the other half what the study is and how it worked.</p> <p>https://www.youtube.com/watch?v=-t1Z5-oPtU – how stress affects the body</p>				
<p>WEEK 3 and 4</p> <p>Sources of stress</p> <ul style="list-style-type: none"> • Life changes • Daily hassles • Workplace stress 	<p>Teacher led powerpoints,</p> <p>Complete the SRRS as a class, to see where they are stressed and what life events they have been through (optional)</p> <p>Complete a daily hassles questionnaire to see what hassles affect them the most.</p> <p>Flipped learning for workplace stress, they learn the AO1 content before the lesson as homework, then we discuss it and complete the</p>	<p>SRRS</p> <p>Daily hassles</p> <p>Worksheet – on who experiences the most stress at work.</p> <p>Create a stem to show a stressed and non – stressed teacher at work.</p>	<p>Evaluating skills</p> <p>Relate stress to their own lives</p> <p>How can they overcome it over time</p>	<p>Apply it and check – it questions</p>	<p>Find the full report on the research and read and highlight the key points</p> <p>Complete apply its and check it questions</p>	<p>Get the students to think how subjective these stressors are, and even though we may experience the same thing we can still respond in different ways – thinking of their own stressors.</p>

	evaluation and practice questions					
<p>WEEK 5 and 6</p> <ul style="list-style-type: none"> Measuring stress Individual differences Hardiness and personality type 	<p>Teacher led powerpoints</p> <p>Recap on SRRS and hassles and uplifts scale – SCR measure sweat – link to real life – do they sweat in exams?</p> <p>Personality type – test to see which personality type they are (reassure not perfect and will not get these issues)</p> <p>Test to see if they have hardy personality or not</p>	<p>Find their personality type –</p> <p>Link the individual differences to workplace stress and causes of stress</p> <p>Check it questions through lessons to ensure they are using the right terminology and not confusing the studies together</p>	<p>Evaluating skills</p> <p>Relate stress to their own lives</p> <p>Understanding research and the process of completing research</p>	<p>Apply it and check – it questions</p>	<p>Apply its</p> <p>Check it questions</p> <p>Practice for exams.</p>	<p>Are they more likely to get stressed due to their individualities?</p> <p>Link to the exams coming up.</p>

<p>Topic/Project:</p> <p>Recap Stress covered and introduce the remainder of stress</p>	<p>Timescale:</p> <p><u>Term 2</u></p>	<p>Literacy Key:</p> <p>Writing</p> <p>Reading</p> <p>Speaking and Listening</p>				
<p>Learning Intentions/Outcomes</p>	<p>Activities</p>	<p>Resources (including ICT)</p>	<p>Competencies developed</p>	<p>Assessment for learning opportunities</p>	<p>Extension Activities</p>	<p>Cross Curricular Links (SMSCD, with other subjects) - cross topic links</p>

<p>WEEK 1 AND 2</p> <p>Managing and coping with stress:</p> <ul style="list-style-type: none"> • Drug therapy • Stress inoculation therapy • Biofeedback 	<p>Teacher led powerpoints</p> <p>Practice questions</p> <p>Discuss the positives and negatives of each therapy</p> <p>Research different types of drug therapy and their choice of drugs – make drug boxes in class to show the different types</p>	<p>https://www.youtube.com/watch?v=D5Vsm_Daexg –</p> <p>https://www.youtube.com/watch?v=r-uv11KETuM - videos on drug therapy and how it works</p> <p>http://nevermindgame.com/ game and video on biofeedback to show how it works</p>	<p>Evaluating skills</p> <p>How to overcome stress – this can relate to their own life and the upcoming exams</p> <p>Creative work on display pieces of work</p>	<p>Apply it and check – it questions</p>	<p>Apply it and check it questions</p> <p>Apply it research methods – to ensure they are aware of key terms</p>	<p>Biopsychology links – drug therapy and how it affects the different areas of the brain</p> <p>Research methods – link to the apply its.</p>
<p>WEEK 3 AND 4</p> <p>Gender differences in coping with stress</p> <p>Role of social support in coping with stress</p> <p>Revision for stress</p>	<p>Teacher led powerpoints</p> <p>Split the room in genders</p> <p>Work with their own gender</p> <p>Discuss whether or not it is actually realistic, relate to themselves.</p>	<p>https://www.youtube.com/watch?v=1OAakeXwiWU – oxytocin video</p> <p>evaluation in a table format – strengths and limitations on one side each. Create this as a revision resource in preparation for summer exams.</p>	<p>Evaluating skills</p> <p>Understand the differences between gender and how men react differently to women for stress.</p>	<p>Apply it and check – it questions</p>	<p>Apply it and check it questions</p> <p>Create a stem on how people use different types of social support.</p>	

<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> • Revision of all topics (student's choice for their weakest) • And to recap biopsychology first two double page spreads 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be clear with topic names and what they are – question and test the students.</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>		<p>Apply it and check – it questions</p>	<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible.</p>
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Topic/Project: Biopsychology	Timescale: Term 3	Literacy Key: Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
<p>WEEK 1 AND 2</p> <ul style="list-style-type: none"> • Revision • Overview of all 3 topics, but focus on topics for the mock. 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>	<p>Evaluating skills Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible. Social skills will be developed</p>

<ul style="list-style-type: none"> Students will have a mock within these two weeks so reduced number of lessons and more time spent on various revision techniques. 	<p>clear with topic names and what they are – question and test the students.</p>					<p>through revision activities such as you saw we pay and risk – this gets students to work as a team to do well together.</p>
<p>WEEK 3 AND 4</p> <ul style="list-style-type: none"> Biopsychology Localisation of function of the brain Plasticity and functional recovery 	<p>Teacher led powerpoints</p> <p>Drawing out the brain, labelling the key parts Ways to memories the areas of the brain (alphabetical)</p> <p>Create models of the brain with clay – and label to have on display in the classroom</p> <p>Research and report “the knowledge” in preparation for the Maguire study.</p>	<p>https://www.youtube.com/watch?v=mnAehjF7p3E – Phineas gage case study</p> <p>https://www.youtube.com/watch?v=1u6mUF-C4oA Maguire study video – hippocampal volume</p>	<p>Evaluating skills</p> <p>Understand how biology affects our psychology</p> <p>Apply existing knowledge to new content</p> <p>Key terms and researching their meanings</p> <p>Extended writing skills</p>	<p>Apply it and check – it questions</p>	<p>Apply its – especially relevant for the brain modelling task, as some may be quicker than others.</p>	<p>Link this topic to Biology from their GCSE qualification but also ALEVEL biology students who may understand to a higher level.</p> <p>Creative tasks – drawing out the brain this allows them to develop these creative skills and think outside of the box to remember the content in a different way.</p>

						Maguires study also gets them to appreciate that people who may not be seen to have the most desirable jobs are still highly skilled and should be given the same credit as others in “higher” rated jobs – e.g having learnt the knowledge
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> Split brain research Ways of investigating the brain 	<p>Teacher led powerpoint Recreate the split brain study – in pairs with 1 person as each half of the brain. Focus on the two halves of the brain, creativity vs language</p> <p>Discuss the limitations and strengths of each one – focus on discuss questions, and how we can structure it</p>	<p>https://www.youtube.com/watch?v=VHgCIWAPbBY – tonys story https://www.youtube.com/watch?v=RFGtGIL7vEY - joes story Discuss language centres: https://www.youtube.com/watch?v=5k8JwC1L9_k</p> <p>https://www.youtube.com/watch?v=nvB9hAarzw4 – fmri scan https://www.youtube.com/watch?v=gMBYs-pP-9o – ERP</p>	<p>Evaluating skills</p> <p>Extended writing skills Completing their own research</p> <p>Key terms and understanding new terms</p>	<p>Apply it and check – it questions</p>	<p>Create a visual aid to show the ways of investigating the brain and the structure of the split brain study.</p> <p>Visualise the procedure to improve recall.</p>	<p>Split brain research can aid students to think about respecting how some people are different from them – and how we should appreciate how not everyone sees the world in the same way. This links from the sperry research, where those with severe seizures may have had their corpus callosum cut.</p> <p>Ethics – is it ethically right to do the procedure?</p>

		https://www.youtube.com/watch?v=C411o0SZL6c – post-mortem				
		Hand out sheets for ways of investigating the brain, to keep it simple and organised				

Topic/Project: Attachment recap Social influence recap Biopsychology	Timescale: <u>Term 4</u>	Literacy Key: Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
WEEK 1 AND 2 <ul style="list-style-type: none"> Biological rhythms Circadian rhythms Ultradian and Infradian rhythms Endogenous pacemakers and 	Teacher led powerpoints Discuss the effects of living in a cave, not just on sleep but mental health too Discuss the research, and how useful case studies are	www.youtube.com/watch?v=GoHw8M36D-0 – siffres cave study assessment questions – practice the questions to be get used to differentiating the rhythms and what they all involve.	Evaluating skills Independent learning Key terms Applying content to their own lives e.g sleep	Apply it and check – it questions	Apply it questions – both concept and research methods – so that pupils can understand link the biopsychology topic to both stem and research methods questions.	Link to issues and debates – animal studies and ethics Link to their own sleep pattern and how they sleep prior to their exams – and the conditions they sleep in.

<p>exogenous zeitgebers</p>	<p>Be clear on the differences in time for the biological cycles. Discuss the use of animal research, and the ethics linking to it.</p>					
<p>WEEK 3 AND 4</p> <ul style="list-style-type: none"> • Revision • Overview of all 3 topics, but focus on relationships and lower score on the mock. 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be clear with topic names and what they are – question and test the students.</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>	<p>Evaluating skills Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible.</p> <p>Focus on participating – for those students who try to “fly under the radar” ensure all students are taking part with their group revision</p>
<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> • Revision for final assessments 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>	<p>Evaluating skills Revision skills</p>	<p>Apply it and check – it questions</p>	<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible.</p>

	Bi – weekly assessment Be clear with topic names and what they are – question and test the students. You saw we pay game Risk game					
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Topic/Project:	Timescale:	Literacy Key:				
Biopsychology	<u>Term 5</u>	Writing Reading Speaking and Listening				
Learning Intentions/Outcomes	Activities	Resources (including ICT)	Competencies developed	Assessment for learning opportunities	Extension Activities	Cross Curricular Links (SMSCD, with other subjects) - cross topic links
WEEK 1 AND 2 <ul style="list-style-type: none"> • Revision • Overview of all topics but also focus on paper 1 and research methods 	Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be clear with topic names and what they are – question and test the students. Research methods – look at data,	Stop and rotate Question papers and examples Discuss questions	Evaluating skills Exam practice Own revision techniques	Apply it and check – it questions	Revision extension, promote the use of extension questions to be self-marked or marked by MJT	Promote positive outcomes, and a love of learning in order to try and make the best progress possible. Mixture of maths covered for research methods - practice of graphs and data handling And also look at topics such as ethics and how to ethical

	graphs and statistical testing Penalty shoot-out revision					implications affect research.
<p>WEEK 3 AND 4</p> <ul style="list-style-type: none"> Revision topics will centre on paper 1 and some of paper 2 to have a variety of topics and to ensure that the topics covered are suited to the majority of students 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be clear with topic names and what they are – question and test the students.</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>	<p>Evaluating skills Exam practice Own revision techniques</p>	<p>Apply it and check – it questions</p>	<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible. Ensure students are having a healthy balance of revision, work and life – We do not want students to burn out and become too stressed</p>

<p>WEEK 5 AND 6</p> <ul style="list-style-type: none"> • Revision • Revision will focus on paper 1 topics and some short revision on paper 3 topics 	<p>Stop and rotate Be clear with difficult questions Recap all topics in enough depth Free revision with Chinese menu Bi – weekly assessment Be clear with topic names and what they are – question and test the students.</p>	<p>Stop and rotate Question papers and examples Discuss questions</p>	<p>Evaluating skills Exam practice Own revision techniques</p>		<p>Revision extension, promote the use of extension questions to be self-marked or marked by MJT</p>	<p>Promote positive outcomes, and a love of learning in order to try and make the best progress possible. Ensure students are doing their best in revision and working hard – promote individual exercises and group tasks</p>
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