YEAR 12 PSYCHOLOGY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Students will develop an understanding of Psychology, the approaches it uses to study human and animal behaviour as well as the research methods that are adopted to investigate those behaviours.

They will learn to apply the psychology to novel scenarios, breaking down the issues into constituent parts and identifying relevant psychological terminology to apply those principles to the scenario, and arrive at a reasoned conclusion.

They will develop an ability to critically evaluate theories and research.

	Teacher 1: first	Teacher 1: next	Teacher 1: final	Teacher 2: first	Teacher 2: next	Teacher 2: final
Topic	Approaches in Psychology	Research Methods	Attachment	Biopsychology	Clinical Psychology and Mental Health	Memory
Core Knowledge/ Threshold Concept	Conditioning and social learning. Cognitive: schemas and models. Biological explanations. Psychodynamic: unconscious, personality and defences. Humanistic: self-actualisation and congruence. Compare approaches.	Experiments; observations; self-reports; correlations; content analysis; case studies. Hypotheses, sampling and design. Ethics, reliability and validity. Scientific processes. Descriptive statistics and data presentation. Inferential testing.	Lorenz and Harlow. Learning theory and Bowlby. Strange Situation and attachment types. Cultural variation. Maternal deprivation and institutionalisation. Early attachment and later relationships.	Nervous system divisions. Neurons and synaptic transmission. Endocrine system; fight or flight. Brain investigation: fMRI, EEG, ERP and post-mortems. Localisation and lateralisation. Plasticity and recovery.	Mental health definitions. Characteristics of phobias, depression and OCD. Phobias: two-process model; desensitisation and flooding. Depression: Beck, Ellis and CBT. OCD: genetic/neural explanations and drug therapy.	Multi-store model: coding, capacity and duration. Working memory model. Forgetting: interference and retrieval failure. Eyewitness testimony: leading questions, post-event discussion and anxiety. Cognitive interview.
Why this Learning now?	Provides theories that students will revisit across the course.	Enables students to judge evidence and apply methods across topics.	Applies learning theories and evaluates explanations using research.	Provides biological foundations for explanations and treatment.	Applies earlier theoretical knowledge to mental health.	Builds on cognitive explanations and develops real-world application.
Assessment Opportunities	Retrieval and approaches test	Methods questions and assessment	Attachment assessment	Biopsychology assessment	Clinical topic assessment	Memory assessment

Learning at Home	Compare theories	Design a study	Evaluate research	Label and explain	Apply to scenarios	Recall and apply
Key Vocabulary	Reinforcement Conditioning Schema Unconscious Congruence Self-actualisation	Operationalisation Sampling Reliability / validity Mean / median / mode Significance Critical value	Monotropy Internal working model Critical period Secure / insecure Deprivation Institutionalisation	Synaptic transmission Neurotransmitter Localisation Lateralisation Plasticity Functional recovery	Statistical infrequency Social/cultural norms Two-process model Negative triad Irrational beliefs CBT	Sensory register Central executive Episodic buffer Interference Retrieval cues Cognitive interview
Spiritual, Moral, Social and Cultural concepts covered	Ethical implications of research on humans and animals.					
Links to careers and the world of work	Researcher, CBT therapist, Social worker.					

Year 12 runs in parallel. Teacher 1 teaches Approaches, Research Methods and Attachment. Teacher 2 teaches Biopsychology, Clinical Psychology and Mental Health, and Memory. The columns show sequence within each strand, not half-term allocations. Social Influence begins Year 13.

YEAR 13 PSYCHOLOGY CURRICULUM PROGRESSION OVERVIEW

Subject Curriculum Intent

Students will develop an understanding of Psychology, the approaches it uses to study human and animal behaviour as well as the research methods that are adopted to investigate those behaviours.

They will learn to apply the psychology to novel scenarios, breaking down the issues into constituent parts and identifying relevant psychological terminology to apply those principles to the scenario, and arrive at a reasoned conclusion.

They will develop an ability to critically evaluate theories and research.

	Sequence 1	Sequence 2	Sequence 3	Sequence 4	Sequence 5	Final preparation
Topic	Social Influence	Forensic Psychology	Schizophrenia	Gender	Issues and Debates	Revision and exam preparation
Core Knowledge/ Threshold Concept	Conformity: compliance and internalisation; normative and informational influence. Asch and conformity variables. Obedience: agentic state, legitimacy of authority; Milgram and situational variables. Authoritarian personality. Resistance: social support and locus of control. Minority influence: consistency, commitment and flexibility.	Offender profiling: typology, data-driven and geographical approaches. Biological accounts: genetic and neural. Psychological accounts: Eysenck, moral reasoning, cognitive distortions and differential association. Custody: aims and psychological effects. Behaviour modification. Anger management and restorative justice.	Positive and negative symptoms. Diagnosis: co-morbidity, symptom overlap and gender/cultural bias. Genetics, neural correlates and dopamine. Family dysfunction and cognitive explanations. Typical/atypical antipsychotics. CBT and family therapy. Diathesis-stress and interactionist treatment.	Biological sex: chromosomes and hormones. Diversity in sex development. Gender identities and measurement (BSRI). Biological explanations. Cognitive accounts: Kohlberg and gender schema theory. Social learning, culture and media. Gender incongruence: biological and social/cultural accounts.	Gender/cultural bias and universality. Free will; hard and soft determinism; causal explanation. Nature and nurture; interactionism. Holism; biological and environmental reductionism. Idiographic and nomothetic approaches. Social sensitivity. Apply debates to research across the course.	Cumulative retrieval across all three papers. Research design, data analysis and statistical decisions. AO1 knowledge, AO2 application and AO3 evaluation. Longer timed responses and whole papers. Question-level feedback and redrafting. Targeted practice of recurring errors.

Why this Learning now?	Connects learning and social explanations.	Engaging application of Year 12 foundations.	Builds on clinical and biological knowledge.	Compares accounts using secure prior concepts.	Draws examples together across the course.	Checks retention and independent application.
Assessment Opportunities	Topic test and feedback	Topic test and feedback	Topic test and feedback	Topic test and feedback	Synoptic questions and feedback	Timed papers and review
Learning at Home	Retrieval practice	Apply explanations	Compare accounts	Evaluate evidence	Cross-topic plans	Targeted revision
Key Vocabulary	Compliance Internalisation Normative influence Informational influence Agentic state Legitimacy of authority Locus of control Minority influence	Typology Data-driven profiling Geographical profiling Cognitive distortion Differential association Custodial sentencing Anger management Restorative justice	Hallucinations / delusions Avolition / speech poverty Co-morbidity Neural correlate Dopamine Antipsychotic Family therapy Diathesis-stress	Chromosomes / hormones Sex development Klinefelter / Turner Androgen insensitivity Gender identity Gender constancy Gender schema Gender incongruence	Androcentrism Alpha / beta bias Ethnocentrism Cultural relativism Free will / determinism Holism / reductionism Idiographic / nomothetic Social sensitivity	Command words Application Evaluation Operationalisation Validity / reliability Significance Critical value Synoptic links
Spiritual, Moral, Social and Cultural concepts covered	Ethical and economic implications of research.					
Links to careers and the world of work	Researcher, CBT therapist, Social worker.					