Croxley Danes School : Key Stage 5 Curriculum Map

Subject: Sociology Year 12 **Exam Board AQA**

Key Concepts

Approaches	Clinical Psychology and Mental Health	Memory	Social Influence	Attachment	Research methods
Demonstrating knowledge and understanding of: Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's research; ii) social learning theory including imitation, identification, vicarious reinforcement, the role of mediational processes and Bandura's research. • The cognitive approach: the study of internal mental processes, the role of schema, the use of models to explain and make inferences about mental processes. • The biological approach: the genetic basis of	**Demonstrating knowledge and understanding of:** Definitions in the field of mental health; deviation from ideal mental health, deviation from social/cultural norms, failure to function adequately and statistical infrequency. • The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). • The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding.	**Demonstrating knowledge and understanding of:** The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: leading questions, post-event discussion, and anxiety; the use of the cognitive interview.	**Demonstrating knowledge and understanding of:** Types of conformity: internalisation, and compliance. Explanations for conformity: informational social influence and normative social influence, and variables affecting conformity including group size, unanimity and task difficulty as investigated by Asch. • Explanations for obedience: agentic state and legitimacy of authority, and situational variables affecting obedience including proximity and location, as investigated by Milgram, and uniform. Dispositional explanation for obedience: the Authoritarian Personality. • Explanations of resistance to social influence,	**Demonstrating knowledge and understanding of:** Animal studies of attachment: Lorenz and Harlow. • Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model. • Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Effects of institutionalisation, including the English and Romanian Adoptees project.	**Demonstrating knowledge and understanding of:** Experimental method. Types of experiment, laboratory and field experiments; natural and quasi-experiments. • Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. • Self-report techniques. Questionnaires; interviews, structured and unstructured. • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • Aims: stating aims, the difference between aims

behaviour: genotype, phenotype and evolution. Influence of biological structures and neurochemistry on behaviour. Cognitive neuroscience. • The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superego, defence mechanisms including repression, denial and displacement, psychosexual stages. • Humanistic Psychology: free will, self-actualisation and Maslow's hierarchy of needs, congruence, the role of conditions of worth. • Comparison of approaches.	• The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. • The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy.		including social support and locus of control. • Minority influence including reference to consistency, commitment and flexibility.	• The influence of early attachment on childhood and adult relationships, including the role of an internal working model.	and hypotheses. • Hypotheses: directional and non-directional. • Sampling: the difference between population and sample; sampling methods including: random, systematic, stratified, opportunity and volunteer; implications of sampling methods, including bias and generalisation. • Pilot studies and the aims of piloting. • Experimental designs: repeated measures, independent groups, matched pairs. • Observational design: behavioural categories; event sampling; time sampling. • Questionnaire construction, including use of open and closed questions; design of interviews. • Variables: manipulation and control of variables, including independent, dependent, extraneous; operationalisation of variables. • Control: random

					allocation and counterbalancing, randomisation, standardisation and control groups.
What is the Croxley vision for this subject at Key Stage 5 ? Psychology is a popular subject to take at A Level. Since the introduction of Psychology at CDS in 2022, the uptake has been consistent. This year there are 46 students across both year groups, 24 students in Year 13, 22 in Year 12. There are 2 members of staff delivering curriculum content. AQA Psychology A-Level equips students with a range of valuable skills applicable to various academic and professional paths. These include analytical thinking, critical evaluation, research methods, communication skills, and problem-solving. Students will learn to analyze psychological theories, evaluate research studies, conduct research, and effectively communicate their findings. These skills are highly transferable and valuable for students pursuing further education in psychology or related fields, as well as for various careers that involve understanding human behavior and problem-solving.					
Links to Key Stage 2 National Curriculum: N/A					

Key Stage 5 /	**Year Group: 12**		
	Autumn Term 1	**Autumn Term 2**	**Spring Term 1**
key concept	Approaches Research methods memory	Social Influence Research methods Clinical Psychology and Mental Health	Attachment Issues and Debates

Content: **(Know what…)**	**Demonstrating knowledge and understanding of:** Learning Approaches Cognitive Approach Biological Approach Humanistic Approach Psychodynamic Approach Theories of memory Theories of Forgetting Application of memory in everyday life Research methods	**Demonstrating knowledge and understanding of:** Conformity Obedience Minority Influence Definitions of Clinical Psychology and Mental Health Explanations and treatments for: Phobias Depression OCD Research methods	**Demonstrating knowledge and understanding of:** ● Explanations of Attachment ● Measurements of attachment ● Animal Studies into attachment ● Effects of Institutionalisation ● The influence of attachment on childhood and adult relationships Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic, Ethics Validity Reliability Gender BIas Culture Bias Research methods
Skills: **(know how…)**	**Students will write descriptively on the content** **Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions** **Students will practise exam skills for their Psychology A Level Paper 1 and Paper 2**	**Students will write descriptively on the content** **Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions** **Students will practise exam skills for their Psychology A Level Paper 1**	**Students will write descriptively on the content** **Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions** **Students will practise exam skills for their Psychology A Level Paper1, Paper 2 and Paper 3**

Key vocabulary (5- 10 words)	• Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic	• Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic validity, reliability	• Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic, validity, reliability
End of Half term assessment	1 hour assessment on Approaches and memory	1 hour assessment on Social Influence and Clinical Psychology and Mental Health	1 hour assessment on Attachment and Issues and Debates
Planned trips / Clubs / links			
Key Stage 5 / Year Group: 12			
	Spring 2	**Summer 1**	**Summer 2**
Key Concept	Attachment Issues and Debates	Relationships Biopsychology	Relationships Biopsychology
Content: **(Know what…)**	**Demonstrating knowledge and understanding of:** • Explanations of Attachment • Measurements of attachment • Animal Studies into attachment • Effects of Institutionalisation • The influence of attachment on childhood and adult relationships Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic,	**Demonstrating knowledge and understanding of:** The divisions of the nervous system: central and peripheral (somatic and autonomic). • The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition. • The function of the endocrine system: glands and hormones. • The fight or flight response including the role of adrenaline	**Demonstrating knowledge and understanding of:** .• Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. • Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma. . • Theories of romantic relationships: social exchange theory, equity theory and Rusbult's

	Ethics Validity Reliability Gender BIas Culture Bias Research methods	Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.	investment model of commitment, satisfaction, comparison with alternatives and investment. Duck's phase model of relationship breakdown: intra-psychic, dyadic, social and grave dressing phases. • Online relationships: self-disclosure, use of deception, effects of absence of gating. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation.
Skills: **(Know how…)**	**Students will write descriptively on the content** **Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions** **Students will practise exam skills for their Psychology A Level Paper1, Paper 2 and Paper 3**	**Students will write descriptively on the content** **Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions** **Students will practise exam skills for their Psychology A Level Paper 2 and Paper 3**	**Students will write descriptively on the content** **Students will apply appropriate application and evaluation of the above concepts in order to make judgements and draw conclusions** **Students will practise exam skills for their Psychology A Level Paper 2 and Paper 3**
Key vocabulary **(5- 10 words)**	• Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic validity, reliability	• Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic validity, reliability	• Free will, determinism, nature, nurture, holism, reductionism, idiographic, nomothetic validity, reliability
End of Half term assessment	Yr 12 UCAS exam Paper 1 2 hours	RIT following UCAS exam	1 hour assessment on relationships and psychology
Planned trips / Clubs / links			