Topic/Lesson	Learning Outcomes	Challenge	Scaffolding/Modelling	Assessment for Learning	Resources (Staff Portal, GCSE Poc Student Portal)
APPROACHES IN PSYCHOLOGY (YR 12 and 13) Sub topic- Learning approaches: i) the	To understand (A01) To apply (A02) To evaluate. (A03)	Challenge evident in all lessons/PPT's-challenge icon. Stretch and challenge questions throughout all lessons. The scientific method refers to the use of investigative methods that are: objective systematic replicable. CHALLENGE-How are these achieved and why are they important?	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.	Questioning mini plenaries SA/PA Progress cards	Lesson PPTS/resources ar available on goog classroom.
behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of		Watch the clip and explain the experiment by identifying the NS, UCS, UCR, CS, CR. Split your explanation up into 3 parts; Before conditioning, During conditioning, Evidence of conditioning.	Stem practise-I do we do you do.		
reinforcement and Skinner's research; ii) social learning theory including		Worksheet (Application) Read each of the examples below and respond to the questions that follow. Ensure you are using the correct terminology:	Differentiated targeted questioning.		
imitation, identification, modelling, vicarious		Complete the worksheet answering	Lead learners		
reinforcement, the role of mediational processes and Bandura's research.		1)What behaviour was changed?2)Was the behaviour strengthened or weakened?3) What was the consequence?4) Reinforcement or punishment?			
		In Pairs on mini whiteboards, come up with as many similarities and differences between SLT and the behaviourist and cognitive approaches as you can.			
		Card sort activity			
		Read the article defending the Chucky films in relation to the James Bulger case. Do you agree/disagree? Explain.			
Sub topic- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and	To understand (A01) To apply (A02) To evaluate. (A03)	In small groups on A3 paper makes notes on the following; What you remember about the assumptions of the cognitive approach. What you remember about how cognitive psychologists explain human behaviour.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-	Questioning mini plenaries SA/PA Progress cards	
computer models to explain and make inferences about mental		Evaluation of the approach. (Both strengths and weaknesses)	scaffolding icon. Exemplar student responses		
processes. The emergence of cognitive neuroscience		CHALLENGE PLUS-How the approach fits in with the key debates.	Clues for science task		
		Now that you have a good understanding of the Cognitive approach, is it a scientific approach?			
		Discuss the extent to which the approach is scientific?			
		Make a list of for and against factors before making your decision. Using the internet and textbooks to help you, fill in the table for application of the cognitive approach to different areas of Psychology.			
		You may ask for one clue for each category but you must attempt this without clues first!			
		https://www.youtube.com/watch?v=M4F_GlciZEU Taxi drivers vs Bus Drivers-What is the difference?			
Sub topic- The biological approach: the influence of genes, biological structures and neurochemistry on	To understand (A01) To apply (A02) To evaluate. (A03)	CHALLENGE-Carousel Classroom. Using the internet and textbooks complete the worksheet covering - assumptions of biological approach; methods of investigation used by biological approach, the influence of CNS brain structures, the influence of ANS; influence of neurotransmitters and hormones.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling	Questioning mini plenaries SA/PA Progress cards	

	behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.			evident in lessons/PPTs-scaffolding icon. PEEEL modelling	MID TOPIC ASSESSMENT
4	Sub topic- 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.	To understand (A01) To apply (A02) To evaluate. (A03)	CHALLENGE-Carousel Classroom. Using the internet and text books, complete a worksheet at each station covering; Historic roots/context of theory; key assumptions including role of conscious, pre conscious and unconscious; Structure and dynamics of personality; ego defence mechanisms; Stages of psychosexual development; The role of Freud's case studies to demonstrate theory and application eg Hans, Dora, Rat man: research evidence to evaluate Freudian concepts/processes; The contribution of psychodynamic approach	Lead learner Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon. Lead learner Differentiated roles within group task	Questioning mini plenaries SA/PA Progress cards
5	Sub topic- Humanistic Psychology: free will, self- actualisation and Maslow's hierarchy of needs, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology	To understand (A01) To apply (A02) To evaluate. (A03)	Work in pairs. Choose one person to be the counsellor and one to be the client. The client should choose a topic to talk about that is important to them. The counsellor should listen to them. This is harder than it sounds – much of the time when we say we are listening we are distracted or attending to other things. We also have a tendency to impose our own interpretations on what others say, something a Rogerian counsellor must avoid at all costs.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Marking tasks and exemplar student responses	Questioning mini plenaries SA/PA Progress cards
6	Sub topic- Comparison of approaches	To understand (A01) To apply (A02) To evaluate. (A03)	Independently filling in the comparison chart.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.	Questioning mini plenaries SA/PA Progress cards END OF TOPIC ASSESSMENT
7	BIOPSYCHOLOGY (YR 13) Sub topic- The divisions of the nervous system: central and peripheral (somatic and autonomic)	To understand (A01) To apply (A02) To evaluate. (A03)	Complete the autonomic nervous system (ANS) worksheet.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Differing levels of teacher support for independent task.	Questioning mini plenaries SA/PA Progress cards
8	Sub topic- The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition	To understand (A01) To apply (A02) To evaluate. (A03)	CHALLENGE-Synaptic transmission Sort the cards into the correct order and then write the details up on the flow diagram to show the process of synaptic transmission	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon. Hand outs I do we do you do stem practise	Questioning mini plenaries SA/PA Progress cards
9	Sub topic- The function of the endocrine system: glands and hormones.	To understand (A01) To apply (A02) To evaluate. (A03)	CHALLENGE- Using the internet/textbooks to help you, fill in the diagram.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling	Questioning mini plenaries SA/PA Progress cards

		T			
				evident in lessons/PPTs-	
				scaffolding icon.	
				Differing levels of teacher	
				support and intervention	
10	Sub topic- The fight or	To understand (A01)	Complete the autonomic nervous system (ANS) worksheet.	Through questioning,	Questioning
	flight response including	To apply (A02)		differentiated tasks, learning	mini plenaries
	the role of adrenaline	To evaluate. (A03)		objectives, exemplar student	SA/PA
	the role of darendine	10 evaluate. (1103)		responses Scaffolding/modelling	Progress cards
				evident in lessons/PPTs-	MID TOPIC ASSESSMENT
				scaffolding icon.	IVIID TOFIC ASSESSIVILINI
				scandiding icon.	
				Differentiated levels of too shor	
				Differentiated levels of teacher	
				support	
				Hand outs/help sheets	
11	Sub topic- Localisation of	To understand (A01)	Complete the lateralisation of function worksheet.	Through questioning,	Questioning
	function in the brain and	To apply (A02)		differentiated tasks, learning	mini plenaries
	hemispheric lateralisation:	To evaluate. (A03)	Fill in the table-which functions do you know that differ between the left and right	objectives, exemplar student	SA/PA
	motor, somatosensory,		hemisphere?	responses Scaffolding/modelling	Progress cards
	visual, auditory and			evident in lessons/PPTs-	
	language centres; Broca's		Complete the cerebral hemispheres labelling sheet.	scaffolding icon.	
	and Wernicke's areas, split				
	brain research. Plasticity		Research Task-Label the 4 lobes and explain what each is responsible for	PEEEL modelling	
	and functional recovery of		Research hask Education 4 lodes and explain what edems responsible for	T EEEE Modelling	
	the brain after trauma.		CHALLENGE-Can you spot them? Evaluation		
12		To understand (A01)		Through questioning	Questioning
12	Sub topic- Ways of	, ,	Using the internet and textbooks, complete the ways of studying brain function	Through questioning,	Questioning
	studying the brain:	To apply (A02)	worksheet	differentiated tasks, learning	mini plenaries
	scanning techniques,	To evaluate. (A03)		objectives, exemplar student	SA/PA
	including functional			responses Scaffolding/modelling	Progress cards
	magnetic resonance			evident in lessons/PPTs-	
	imaging (fMRI);			scaffolding icon.	
	electroencephalogram				
	(EEGs) and event-related			Targeted differentiated skills	
	potentials (ERPs); post-			based questioning	
	mortem examinations.				
13	Sub topic- Biological	To understand (A01)	Complete the Circadian Rhythms sheet:	Through questioning,	Questioning
	rhythms: circadian,	To apply (A02)		differentiated tasks, learning	mini plenaries
	infradian and ultradian and	To evaluate. (A03)	COLOUR CODE THE POINT EXPLAIN AND ELABORATE.	objectives, exemplar student	SA/PA
	the difference between	2 2 1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2		responses Scaffolding/modelling	Progress cards
	these rhythms. The effect		Complete the challenge questions on the infradian rhythms sheet.	evident in lessons/PPTs-	END OF TOPIC
	of endogenous		Complete the challenge questions on the initialian mythins sheet.	scaffolding icon.	ASSESSMENT
	pacemakers and			scandiding Icon.	U33F33IAIFIA I
	! '			Targeted differentiated skills	
	exogenous zeitgebers on			Targeted differentiated skills	
	the sleep/wake cycle.			based questioning.	
	PEGE 4 P. G. 1			Essay modelling	
14	research methods (yr	To understand (A01)	Sarah's story	Through questioning,	Questioning
	12 &13)	To apply (A02)		differentiated tasks, learning	mini plenaries
	Sub topic-Research	To evaluate. (A03)	CHALLENGE-If there is no other alternative, how could you deal with deception?	objectives, exemplar student	SA/PA
	methods			responses Scaffolding/modelling	Progress cards
			CHALLENGE-Can you think of any evaluation points for independent measures?	evident in lessons/PPTs-	
				scaffolding icon.	
			A psychologist conducted a study to see whether visual imagery helps memory. To do		
			this, there were 2 word lists recalled – one had words only and the other had images	Lead learner and differentiated	
			instead of words.	roles within group task.	
			This could be more as	. Sies Maint group task.	
		l	1		

			Describe how you would conduct a study using all 3 experimental designs. Which design would be best, explain your answer. For which design would you need counterbalancing. How would you design the counterbalancing? For each of the experiments, decide which type of sampling has been used. Complete the cut and stick evaluation activity. Challenge worksheet (Qual/quant) Person 1 answers the questions on the sheet, while person 2 records person 1's facial expressions on the next page. When person 1 has finished, swap roles. What difficulties did you encounter when making your observations? How did you feel when you were being observed? Did you behave any differently? While watching the video consider: What could psychologists study using Genie? Freud's Case Studies- Activity	Targeted differentiated questioning.		
15	Sub topic-Scientific processes	To understand (A01) To apply (A02) To evaluate. (A03)	Research Methods booklets	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Differing levels of teacher support/intervention	Questioning mini plenaries SA/PA Progress cards MID TOPIC ASSESSMENT	
16	Sub topic-Data handling and analysis	To understand (A01) To apply (A02) To evaluate. (A03)	Research Methods booklets	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Differing levels of teacher support/intervention	Questioning mini plenaries SA/PA Progress cards	
17	Sub topic-Inferential testing	To understand (A01) To apply (A02) To evaluate. (A03)	Research Methods booklets	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Differing levels of teacher support/intervention	Questioning mini plenaries SA/PA Progress cards END OF TOPIC ASSESSMENT	
18	ISSUES AND DEBATES IN PSYCHOLOGY (YR 13) Sub topic- Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha	To understand (A01) To apply (A02) To evaluate. (A03)	CHALLENGE-Can you recall any studies from Yr1 psychology that can criticised for being culturally biased? CHALLENGE-With the person next to you, discuss all the different ways psychology can be biased. Think about: the researchers carrying out the research	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.	Questioning mini plenaries SA/PA Progress cards	

	and beta bias; cultural bias,		their backgrounds and influences	Lead learner		
	including ethnocentrism		Who the research participants are			
	and cultural relativism.			I do we do you do stem practise		
			2. CHALLENGE-How do Psychologists try and minimise these problems?			
			CHALLENGE-Create 4 PEEL paragraphs (do not just re-write your notes)			
19	Sub topic- Free will and	To understand (A01)	Discuss in small groups-	Through questioning,	Questioning	
	determinism: hard	To apply (A02)	A sleeping man is locked in a darkened room. On awakening he decides he will remain	differentiated tasks, learning	mini plenaries	
	determinism and soft	To evaluate. (A03)	in the room, unaware that the room is locked. He believes he has the freedom to choose to remain in the room.	objectives, exemplar student responses Scaffolding/modelling	SA/PA Progress cards	
	determinism; biological, environmental and psychic		Treedom to choose to remain in the room.	evident in lessons/PPTs-	Progress cards	
	determinism. The scientific		Does he have free will?	scaffolding icon.		
	emphasis on causal		If we cannot be held morally responsible for our actions as they are determined and not	Jean-Gamig leet ii		
	explanations		a result of our own moral choice, then by implication	PEEEL modelling		
			is Adolf Hitler culpable for his actions?	Targeted differentiated questionning		
			Do we have the right to punish "guilty" criminals since they cannot be held accountable for their actions?			
			Diagram In the case which a define a set from will?			
			Discuss- Is there such a thing as free will? Generate arguments for and against free will and arguments for and against			
			determinism, moral responsibility, self-determination, value of subjective experience,			
			cultural relativity.			
			You are each going to take on one of the debates/issues to carry out some research			
			You should use all available resources (not just the course text book!)			
			You are then going to present your debate/issue to the class			
20	Sub topic- The nature-	To understand (A01)	How does nature affect nurture?	Through questioning,	Questioning	
	nurture debate: the relative importance of heredity and	To apply (A02) To evaluate. (A03)	How does nurture affect nature?	differentiated tasks, learning objectives, exemplar student	mini plenaries SA/PA	
	environment in	10 Evaluate. (A03)	Flow does nature affect nature:	responses Scaffolding/modelling	Progress cards	
	determining behaviour; the		Watch the documentary on feral children. Decide which side of the debate you support	evident in lessons/PPTs-	MID TOPIC ASSESSMENT	
	interactionist approach			scaffolding icon.		
			You are each going to take on one of the debates/issues to carry out some research			
			You should use all available resources (not just the course text book!)	Differentiated topics for group		
			You are then going to present your debate/issue to the class	work		
				Lead learners and differentiated		
				roles within group research task.		
21	Sub topic- Holism and	To understand (A01)	You are each going to take on one of the debates/issues to carry out some research	Through questioning,	Questioning	
	reductionism: levels of	To apply (A02)	You should use all available resources (not just the course text book!)	differentiated tasks, learning	mini plenaries	
	explanation in Psychology.	To evaluate. (A03)	You are then going to present your debate/issue to the class	objectives, exemplar student	SA/PA	
	Biological reductionism and environmental (stimulus-			responses Scaffolding/modelling evident in lessons/PPTs-	Progress cards	
	response) reductionism			scaffolding icon.		
	response, reductionism			Differentiated topics for group		
				work		
				Lead learners and differentiated		
				roles within group research task		
22	Sub topic- Idiographic and	To understand (A01)	You are each going to take on one of the debates/issues to carry out some research	Through questioning,	Questioning	
<i></i>	nomothetic approaches to	To understand (A01) To apply (A02)	You should use all available resources (not just the course text book!)	differentiated tasks, learning	mini plenaries	
		· o apply (/ 10L)	· · · · · · · · · · · · · · · · · · ·	_	· · · · · · · · · · · · · · · · · · ·	
	psychological investigation	To evaluate. (A03)	You are then going to present your debate/issue to the class	objectives, exemplar student	SA/PA	

				evident in lessons/PPTs-scaffolding icon. Differentiated topics for group work Lead learners and differentiated	
				roles within group research task	
23	Sub topic- Ethical implications of research studies and theory, including reference to social sensitivity.	To understand (A01) To apply (A02) To evaluate. (A03)	Answer the challenge questions on the gender sheet. Ethical implications-P12 of workbook	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.	Questioning mini plenaries SA/PA Progress cards END OF TOPIC ASSESSMENT
24	GENDER (YR 13) Sub topic- Sex and gender. Sex-role stereotypes. Androgyny and measuring androgyny including the Bem Sex Role Inventory	To understand (A01) To apply (A02) To evaluate. (A03)	Watch video clip of "Run like a Girl". Discussion of issues raised by the clip. You have been given a copy of an advert from the 50s. 1) Analyse it in terms of sex role stereotyping. 2) Each pair to provide a 2 minute talk to the group on their advert and their analysis of it. 3) To be followed by a sharing of views on whether advertising now is much different – are sex-role stereotypes still prevalent. Watch the clip and answer the challenge questions Read the poem and answer the question. Is androgyny all about looks? Challenge questions	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Targeted differentiated questioning Handouts/help sheets	Questioning mini plenaries SA/PA Progress cards
25	Sub topic- The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome.	To understand (A01) To apply (A02) To evaluate. (A03)	Challenge Task-analyse the video in relation to the debates. We will have a class discussion of issues raised.	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon. Targeted differentiated questioning.	Questioning mini plenaries SA/PA Progress cards
26	Sub topic- Cognitive explanations of gender development, Kohlberg's theory, gender identity, gender stability and gender constancy; gender schema theory	To understand (A01) To apply (A02) To evaluate. (A03)	One pen one dice	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.	Questioning mini plenaries SA/PA Progress cards MID TOPIC ASSESSMENT
27	Sub topic- Psychodynamic explanation of gender development, Freud's psychoanalytic theory, Oedipus complex; Electra complex; identification and internalisation	To understand (A01) To apply (A02) To evaluate. (A03)	In pairs review/revise the psychodynamic theory. What elements of Freudian theory are relevant to the psychodynamic explanation for gender development. Collate your ideas as a class and create a mind map on depicting how Psychodynamic theory explains gender development	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.	Questioning mini plenaries SA/PA Progress cards

			How might Freud's psychoanalytic theory be used to explain this scenario? Letter to parent explaining their child's behaviour. Work in groups to compare different pairs of explanations.	Lead learners Exemplar students responses and marking tasks.		
			Group 1 compares-Cognitive v SLT explanations Group 2 compares-Cognitive and psychodynamic			
28	Sub topic- Social learning theory as applied to gender development. The influence of culture and media on gender roles	To understand (A01) To apply (A02) To evaluate. (A03)	Watch the advertisements. Are they gendered? In what ways? Create a leaflet informing parents of encouraging media literacy in their children	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.	Questioning mini plenaries SA/PA Progress cards	
29	Sub topic- Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria	To understand (A01) To apply (A02) To evaluate. (A03)	After researching information about gender dysphoria (NHS website), complete the task sheet which will also be useful Year One revision After reading page 166, complete the table task sheet to compare explanations for GID	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.	Questioning mini plenaries SA/PA Progress cards END OF TOPIC ASSESSMENT	