

	Topic/Lesson	Learning Outcomes	Challenge	Scaffolding/Modelling	Assessment for Learning	Resources (Staff Portal, GCSE Pod, Student Portal)
1	APPROACHES IN PSYCHOLOGY (YR 12 and 13) Sub topic- 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, modelling, vicarious reinforcement, the role of mediational processes and Bandura's research.	To understand (A01) To apply (A02) To evaluate. (A03)	<p><i>Challenge evident in all lessons/PPT's-challenge icon. Stretch and challenge questions throughout all lessons.</i></p> <p>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?</p> <p>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.</p> <p>Worksheet (Application) Read each of the examples below and respond to the questions that follow. Ensure you are using the correct terminology:</p> <p>Complete the worksheet answering...</p> <p>1)What behaviour was changed? 2)Was the behaviour strengthened or weakened? 3) What was the consequence? 4) Reinforcement or punishment?</p> <p>In Pairs on mini whiteboards, come up with as many similarities and differences between SLT and the behaviourist and cognitive approaches as you can.</p> <p>Card sort activity</p> <p>Read the article defending the Chucky films in relation to the James Bulger case. Do you agree/disagree? Explain.</p>	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.</p> <p>Stem practise-I do we do you do.</p> <p>Differentiated targeted questioning.</p> <p>Lead learners</p>	Questioning mini plenaries SA/PA Progress cards	Lesson PPTS/resources are available on google classroom.
2	Sub topic- The cognitive approach: the study of internal mental processes, the role of schema, the use of theoretical and computer models to explain and make inferences about mental processes. The emergence of cognitive neuroscience	To understand (A01) To apply (A02) To evaluate. (A03)	<p>In small groups on A3 paper makes notes on the following;</p> <p>What you remember about the assumptions of the cognitive approach.</p> <p>What you remember about how cognitive psychologists explain human behaviour.</p> <p>Evaluation of the approach. (Both strengths and weaknesses)</p> <p>CHALLENGE PLUS-How the approach fits in with the key debates.</p> <p>Now that you have a good understanding of the Cognitive approach, is it a scientific approach?</p> <p>Discuss the extent to which the approach is scientific?</p> <p>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.</p> <p>You may ask for one clue for each category but you must attempt this without clues first!</p> <p>https://www.youtube.com/watch?v=M4F_GlciZEU Taxi drivers vs Bus Drivers-What is the difference?</p>	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.</p> <p>Exemplar student responses</p> <p>Clues for science task</p>	Questioning mini plenaries SA/PA Progress cards	
3	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 Lead learner	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	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	

			<p>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?</p> <p>For each of the experiments, decide which type of sampling has been used.</p> <p>Complete the cut and stick evaluation activity.</p> <p>Challenge worksheet (Qual/quant)</p> <p>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.</p> <p>What difficulties did you encounter when making your observations? How did you feel when you were being observed? Did you behave any differently?</p> <p>While watching the video consider: What could psychologists study using Genie?</p> <p>Freud's Case Studies- Activity</p>	Targeted differentiated questioning.		
15	Sub topic-Scientific processes	To understand (A01) To apply (A02) To evaluate. (A03)	Research Methods booklets	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.</p> <p>Differing levels of teacher support/intervention</p>	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	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.</p> <p>Differing levels of teacher support/intervention</p>	Questioning mini plenaries SA/PA Progress cards	
17	Sub topic-Inferential testing	To understand (A01) To apply (A02) To evaluate. (A03)	Research Methods booklets	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.</p> <p>Differing levels of teacher support/intervention</p>	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)	<p>CHALLENGE-Can you recall any studies from Yr1 psychology that can criticised for being culturally biased?</p> <p>CHALLENGE-With the person next to you, discuss all the different ways psychology can be biased. Think about:</p> <p>the researchers carrying out the research....</p>	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, including ethnocentrism and cultural relativism.		<p>their backgrounds and influences... Who the research participants are...</p> <p>2. CHALLENGE-How do Psychologists try and minimise these problems?</p> <p>CHALLENGE-Create 4 PEEL paragraphs (do not just re-write your notes)</p>	<p>Lead learner</p> <p>I do we do you do stem practise</p>		
19	Sub topic- Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations	<p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p>	<p>Discuss in small groups-</p> <p>A sleeping man is locked in a darkened room. On awakening he decides he will remain in the room, unaware that the room is locked. He believes he has the freedom to choose to remain in the room.</p> <p>Does he have free will?</p> <p>If we cannot be held morally responsible for our actions as they are determined and not a result of our own moral choice, then by implication....</p> <p>...is Adolf Hitler culpable for his actions?</p> <p>...Do we have the right to punish "guilty" criminals since they cannot be held accountable for their actions?</p> <p>Discuss- Is there such a thing as free will?</p> <p>Generate arguments for and against free will and arguments for and against determinism, moral responsibility, self-determination, value of subjective experience, cultural relativity.</p> <p>You are each going to take on one of the debates/issues to carry out some research</p> <p>You should use all available resources (not just the course text book!)</p> <p>You are then going to present your debate/issue to the class</p>	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.</p> <p>PEEEL modelling</p> <p>Targeted differentiated questioning</p>	<p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p>	
20	Sub topic- The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach	<p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p>	<p>How does nature affect nurture?</p> <p>How does nurture affect nature?</p> <p>Watch the documentary on feral children. Decide which side of the debate you support</p> <p>You are each going to take on one of the debates/issues to carry out some research</p> <p>You should use all available resources (not just the course text book!)</p> <p>You are then going to present your debate/issue to the class</p>	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.</p> <p>Differentiated topics for group work</p> <p>Lead learners and differentiated roles within group research task.</p>	<p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p> <p>MID TOPIC ASSESSMENT</p>	
21	Sub topic- Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism	<p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p>	<p>You are each going to take on one of the debates/issues to carry out some research</p> <p>You should use all available resources (not just the course text book!)</p> <p>You are then going to present your debate/issue to the class</p>	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.</p> <p>Differentiated topics for group work</p> <p>Lead learners and differentiated roles within group research task</p>	<p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p>	
22	Sub topic- Idiographic and nomothetic approaches to psychological investigation	<p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p>	<p>You are each going to take on one of the debates/issues to carry out some research</p> <p>You should use all available resources (not just the course text book!)</p> <p>You are then going to present your debate/issue to the class</p>	<p>Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling</p>	<p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p>	

				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	

			<p>How might Freud's psychoanalytic theory be used to explain this scenario?</p> <p>Letter to parent explaining their child's behaviour.</p> <p>Work in groups to compare different pairs of explanations.</p> <p>Group 1 compares-Cognitive v SLT explanations Group 2 compares-Cognitive and psychodynamic</p>	<p>Lead learners</p> <p>Exemplar students responses and marking tasks.</p>		
28	Sub topic- Social learning theory as applied to gender development. The influence of culture and media on gender roles	<p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p>	<p>Watch the advertisements. Are they gendered? In what ways?</p> <p>Create a leaflet informing parents of encouraging media literacy in their children</p>	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.	<p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p>	
29	Sub topic- Atypical gender development: gender dysphoria; biological and social explanations for gender dysphoria	<p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p>	<p>After researching information about gender dysphoria (NHS website), complete the task sheet which will also be useful Year One revision</p> <p>After reading page 166, complete the table task sheet to compare explanations for GID</p>	Through questioning, differentiated tasks, learning objectives, exemplar student responses Scaffolding/modelling evident in lessons/PPTs- scaffolding icon.	<p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p> <p>END OF TOPIC ASSESSMENT</p>	
30						