

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Introduction to the AS level course, psychological approaches.	<p>Introducing A level Psychology, Standards and expectations for Level 3 study.</p> <p>Investigating the different approaches to explaining human behaviours, learning approaches, behaviourist, SLT, biological, and cognitive.</p> <p>Introduction to key terms in ethical guidelines in research methods and identifying ethical issues in social research.</p>	<p>Develop an understanding of the psychology A level structure & assessment objectives. Understand and recognise what qualities are involved in a growth mindset and successfully describe different approaches in psychology and explore ethical guidelines.</p>	<p>Hardworking time and Collaborative learning.</p> <p>Critical thinking.</p> <p>Risky learning.</p>
	2	<p>Social influence: Conformity, types and explanations.</p> <p>Research Methods 2: Experimental method.</p>	<p>Types of conformity, compliance, identification, and internalisation. Introduce Asch's research and variations, group size, unanimity, task difficulty Evaluation of Asch's research. Introducing GRAVE.</p> <p>Explanations of conformity, normative social influence and informational social influence. Evaluate: research evidence to support and criticise explanations.</p> <p>RM: Aims, Hypotheses, directional an non-directional, IV's and DVs and operationalisation of variables.</p>	<p>Develop knowledge and understanding of types conformity Asch's research and variations and how it is an example of compliance. Understand the differing explanations of conformity.</p> <p>Develop knowledge of the experimental method, aims, hypothesis, IV's/DV's, operationalisation of variables.</p>	<p>Hardworking time.</p> <p>Linking-connection to new learning.</p>
	3	<p>Conformity to social roles.</p> <p>RM- Research Issues.</p>	<p>Zimbardo's research, procedure and findings/conclusions related social roles. Evaluate: research evidence to support and criticise Zimbardo's research. Introduction to exam technique and essay writing.</p>	<p>Develop knowledge of Zimbardo's research of conformity to social roles and evaluate with reference to ethical implications. Develop knowledge of exam style questions.</p>	<p>Agile learning.</p> <p>Hard-working time.</p>

			RM: Demand characteristics, investigator effects, randomisation and standardisation.		
	4	Obedience and situational variables. RM: Experimental designs.	Milgram's original research on obedience, evaluate original study with reference to ethical implications. Milgram's situational variables: proximity, location and uniform. Evaluate research to support and criticise variations. RM- Independent groups design, repeated measures design and matched pairs design.	Develop knowledge of Milgram's original research including later variations of further research on situational variables. Develop knowledge on experimental designs and evaluation of designs.	Hardworking time. Collaborative learning. Agile learning. Linking- connection to new learning. Critical thinking.
	5	Obedience: Situational/ dispositional explanations.	Agentic state, autonomous state, binding factors. Legitimacy of authority and destructive authority. Authoritarian personality. Evaluate: research to support and criticise explanations.	Develop knowledge and understanding of situational explanations/dispositional explanations of obedience and evaluation of explanations.	Hard working time. Collaborative learning. Agile learning.
	6	RM- Types of experiments.	Lab experiments, field experiments natural experiments and Quasi experiments.	Develop knowledge and understanding of the different type of experiments and evaluation of experiments.	
	7	Resistance to Social Influence and Minority influence. RM- Sampling	Resistance to social influence: Social support, Locus of Control. Minority influence: consistency, commitment, flexibility and explaining the process of change. Evaluate: research to support and criticise both. RM: Random sample, systematic sample, stratified sample, opportunity sample, volunteer sample.	Develop knowledge and understanding of resistance to social influence, social support and LOC /minority influence and be able to assess the effectiveness of these factors on social influence. Develop knowledge and understanding the different types of sampling and strengths and weaknesses of each sample.	Hard working time. Collaborative learning. Critical thinking.

Term 1.2	8	<p>Social influence leading to Social change.</p> <p>RM: Ethical issues and ways of dealing with them.</p>	<p>Steps of social change: drawing attention, consistency, Deeper processing, augmentation principle, snowball effect and social cryptomnesia, normative social influence and gradual commitment.</p> <p>Evaluate: research to support and criticise. Review and consolidation of Social Influence. Students to complete end of topic assessment on Social Influence and up to Sampling in RM.</p> <p>Ethical issues in design and conduct of psychological studies and ways of dealing with ethical issues.</p>	<p>Develop knowledge and understanding of factors leading to social change and be able to evaluate some of these factors.</p> <p>Consolidation of knowledge, understanding and skills, and completing a summative assessment.</p> <p>Develop an understanding of ethical issues and how to overcome these when conducting research in psychology.</p>	<p>Critical thinking.</p> <p>Meta thinking: self-regulating, monitoring and self-correcting.</p> <p>Problem solving skills.</p>
	1	<p>Social Change: A01: define terms A03 evaluation of explanation.</p> <p>RM- Pilot studies and Ethical issues issues and ways of dealing with them.</p>	<p>Powerpoint activity: identification of social change. Poster presentation: using an example explain how social change occurs. RM- Aims and benefits of Pilot studies, identify ethical issues and ways of dealing with them.</p>	<p>Be able to demonstrate knowledge and understanding and evaluate social influence processes in social change, by producing a presentation.</p> <p>RM- Be able to understand and recognise aims of pilot studies and be able to identify ethical issues and ways of overcoming them.</p>	<p>Critical thinking</p> <p>Meta-thinking</p> <p>Collaborative learning</p>
	2	<p>Attachment- Animal studies and learning Theory.</p> <p>RM - Self-report techniques and self-report design.</p>	<p>Analysing animal studies of attachment, Lorenz and Harlow's studies. Explanations of attachment: the learning theory.</p> <p>Self-report techniques: Questionnaires, open and closed questions. a Interviews (structured, unstructured and semi-structured.) Designing questionnaires and interviews. Evaluating strengths and limitations.</p>	<p>Be able to demonstrate knowledge and understanding and assess Lorenz and Harlow's studies on attachment, and the learning theory explanation of attachment.</p> <p>Be able to identify and assess- analyse self-reporting techniques in psychological research, demonstrate application skills and design questionnaires and interviews. Assessing self-reporting techniques.</p>	<p>Hard working time</p> <p>Critical thinking</p>

	3	<p>Attachment- Infant-Care-giver interactions and the role of the father.</p> <p>Correlations and types of data.</p>	<p>Caregiver-infant interactions: Reciprocity and interactional synchrony. The role of the father. Evaluating strengths and limitations.</p> <p>Correlations: Types of correlations (positive/negative.) co-variables. Difference between correlations and experiments. Types of data: qualitative and quantitative and primary/secondary data. Evaluating strengths and limitations.</p>	<p>Be able to develop and understanding of caregiver interactions and the role of the father in attachment and providing analysis.</p> <p>Be able to demonstrate knowledge and understanding of the difference between correlations and experiments, exploring types of correlations. And identify types of data successfully. Assessing strengths and weaknesses.</p>	<p>Critical thinking skills</p> <p>Meta cognition</p>
	4	<p>Schaffer's stages of attachment.</p> <p>Descriptive statistics: Measures of central tendency and dispersion and presentation of quantitative data (graphs.)</p>	<p>Schaffer and Emerson's stages of attachment and multiple attachments. Evaluating strengths and weaknesses.</p> <p>Descriptive statistics: Mean, median and mode. Measures of dispersion: Range and Standard deviation. Presentation of data: Tables/graphs and distributions.</p>	<p>Be able to identify and analyse Shaffer and Emerson's stages of attachment, including multiple attachments.</p> <p>Be able to demonstrate knowledge of and identify descriptive statistics and measures of dispersion and how to calculate. Demonstrate knowledge of appropriate graphical representations of data.</p>	<p>Hard working task</p> <p>Meta-cognition</p>
	5	<p>Explanations of attachment: Bowlby's theory.</p> <p>Mathematical content and statistical testing: sign test. Peer review and psychology in the economy.</p>	<p>Bowlby's theory: Monotropy, Social releasers and the critical period and internal working model. Evaluating strengths and limitations.</p> <p>Mathematical content: Percentages, ratios, decimal places, sig figures and Standard form and the sign test. The role of peer review and implications of psychological research for the economy.</p>	<p>Be able to demonstrate knowledge and understanding of Bowlby's theory on attachment and assessing strengths and weaknesses.</p> <p>Be able to demonstrate knowledge and understanding of calculating percentages and ratios, converting percentages into decimals and analysing data. Be able to assess peer review and psychological research for economy.</p>	<p>Critical thinking</p> <p>Meta-thinking</p>

	6	Types of attachment and cultural variations in attachment. Introduction of Memory- MSM model.	Types of attachment: Ainsworth's strange situation (secure, insecure-avoidant, insecure-resistant attachments) and cultural variations in attachment. Evaluating strengths and weaknesses. Multi- store model of memory: features of each store, coding, capacity, and duration. Evaluation of the MSM.	Be able to demonstrate knowledge and understanding of Ainsworth's types of attachment and studies of cultural variations, and assessing strengths and limitations of each. Be able to demonstrate knowledge and understanding of the MSM, identify key features and assess the MSM successfully.	Critical thinking Hard working task
	7	Bowlby's theory of maternal deprivation and Roman orphan studies. Types of LTM and WMM	Bowlby's theory of maternal deprivation: Separation Vs Deprivation, critical period and effects of development. Romanian Orphan studies: Institutionalisation. Evaluating strengths and weaknesses. Types of Long-term memories: episodic, procedural and semantic memory. The Working memory model. Evaluating strengths and limitations of each.	Be able to demonstrate knowledge and understanding of Bowlby's theory of maternal deprivation and institutionalisation in Romanian orphan studies. Assessing strengths and weaknesses. Be able to demonstrate knowledge and understanding of the different long term memories and the working memory model and analysing each	Agile learning Critical thinking Hard working task