

Curriculum Intent

For students to develop the skills and knowledge they need to achieve their best in exams based on the AQA syllabi. The dept wishes to give students a broad understanding of the wider social and moral contexts of the subjects covered within Social Science.

The department has sought to pay particular focus on cross curricular links which enable students to reduce the number of evaluative points they rote learn and instead see the holistic nature of the subjects within social science. This provides both a deeper understanding of areas of debate within the subject and minimises students perceiving examinations as purely a test of their ability to memorise content.

KS5 Sociology

Year 12

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	What is Sociology introductory lessons and Then Class and Educational Achievement	Basics of theory, Status and Role, Consensus and conflict etc. External Factors and Social Class Language (Bernstein) Parental Attitudes (Douglas/ Feinstein) Cultural Capital (Bourdieu, Sullivan, Reay Subcultural Values (Sugarman) Material Deprivation Nike Identities and Self Elimination (Archer) Internal Factors and Social Class	Many students will start in Year 12 having already studied Sociology GCSE and for them this section will be covering some familiar ground. For new starters this provides a foundation level of knowledge in terms of theory and some of the key concepts . Class and achievement then builds on the introductory material for Marxism and	Students may begin to demonstrate sophisticated understanding of the material covered and should also begin to be able to analyse and evaluate the different explanations relating to class and achievement and weighing up the relative strengths and weaknesses of internal factors vs external factors when it comes to class and achievement. Students are assessed via both multiple choice tests of the	Initially the use of the "What is Sociology" booklet from Napier press is a good way to ensure students are making good summary notes - there are also a number of activities from the same source. Materials including from the Haralambos

		<p>Bowles and Gintis Correspondence Theory - (Link to Paul Willis in class.)</p>	<p>Students are able to make links between the introductory material on Functionalism and Marxism and The Application of these ideas to schooling.</p> <p>Students are able to make links between the material on subcultures in class and internal factors and the marxism of Bowles and Gintis and Paul Willis - Students should also be able to compare and contrast the ideas of these theorists to demonstrate that B&G may be overly deterministic and that the Lads in Willis's study actively resist the middle class culture of schools rather than being passive 'puppets of the system'.</p>	<p>as Connolly who looked at masculinities and Archer who looked at the hyperfeminine identities of Working Class Girls</p>	<p>Young Boys Masculinities and Schooling - Paul Connolly</p>
Spring 1	The History of Education Policy	<p>Starting with Forster Education Act 1880 then The Tripartite System post 1944, Comprehensivisation, Grammar Schools and their protection by Conservative LEA's, 1988 Education Act and the Marketisation of the education system, New Labour Education Policy including Curriculum 2000, Academisation, Sure Start, Aim Higher, Literacy and Numeracy strategies. 2010 Coalition policies including the introduction of tuition</p>	<p>Links back to the role of education as the reasons for the introduction of compulsory schooling may have been an attempt to 'gentle the masses' (Marxist approach).</p> <p>Students have experienced the marketised education system and can bring their own experiences into their learning.</p>	<p>The best students are able to quickly develop the art of writing detailed essays with the use of lots of the theorists, concepts and evidence covered and crucially must be able to apply the right material to the exam questions (AO2) and evaluate and analyse the relative merits of different explanations for class differences in achievement (AO3).</p>	<p>As above materials from several texts and The Sociology Review shared every lesson via the Google Classroom.</p> <p>Past Exam Papers and Exam Questions made available to students to practice</p>

		<p>fees, Free Schools and Michael Gove. Also covered are compensatory education, alternative schools and The New Vocationalism.</p>	<p>Compensatory Education already touched upon in the Class and Achievement section of the course</p>	<p>Intersectionality here is through links back to class and achievement particularly via studies such as Ball, Bowe and Gewirtz who look at how Middle Class parents are better able to make skilled choices about the schools that they apply to.</p> <p>The material on class will be begin to make more sense and the two units are mutually re-enforcing.</p>	<p>and prepare for formal assessments.</p>
Spring 2	Ethnicity and Achievement	<p>Here the early material such as that from The Swann Report focuses on the Institutional racism that existed in the schools of the 1970' and 1980's.</p> <p>External factors look at the influence of culture of parental attitudes as studied by Ken Pryce</p> <p>The impact of lone-parents and lack of male role models on afro-caribbean boys (Tony Sewell)</p> <p>Internal Factors look at processes relating to labelling and disproportionate application of discipline in schools (Cecile Wright / David Gilborn)</p> <p>Subcultural groups within school are studied by Mirza, Connolly and Mac An Ghail</p>	<p>Links back to class and achievement and gender</p> <p>Students may have experience of being taught in subjects that are ethnocentric and perhaps not as inclusive as they should be</p> <p>The relative weighting of class, gender and ethnicity needs to be emphasised with class being the most important then ethnicity and then gender.</p> <p>Stats on achievement by ethnic group should also be split out in terms of class and gender to illustrate the above for example Chinese Students regardless of class or income fo better than average -</p>	<p>Students are able to understand the intersectionality between class, gender and race through studies such as those by Heidi Safia Mirza, Paul Connolly and Mairtin Mac an Ghail which look at how pupils subcultures and identities differ according to ethnicity, gender and class.</p> <p>The best students are able to quickly develop the art of writing detailed essays with the use of lots of the theorists, concepts and evidence covered and crucially must be able to apply the right material to the exam questions (AO2) and evaluate and analyse the relative merits of different explanations for class differences in achievement (AO3).</p>	<p>The debate around 'social apartheid' at Oxford is an example of a current topic that has direct relevance to this part of the specification and clips of David Lammy MP on nesnight and Channel 4 news can be utilised to make that connection.</p> <p>The debate around Black History Month and tokenism is also useful.</p> <p>As above materials from several texts and The Sociology Review shared every</p>

		<p>Students need to be aware of how the picture has changed in recent times and the focus has shifted away from afro-caribbean boys to white working class boys and that this could well be to do with the improvement in London Schools.</p> <p>Ethnocentrism and the Ethnocentric curriculum is studied particularly with relevance to History and English in secondary schools.</p>	<p>emphasising the importance of external cultural factors.</p>		<p>lesson via the Google Classroom.</p> <p>Past Exam Papers and Exam Questions made available to students to practice and prepare for formal assessments.</p> <p>Links can also be made to compensatory education schemes such as UCL Envision which supports students of black heritage in applying to Russell Group Universities such as UCL</p>
Summer 1	<p>Quantitative Primary Methods with Methods in Context</p>	<p>Primary and secondary sources of data Quantitative vs qualitative sources of data Practical, ethical and theoretical issues Sampling The process of research Experiments Questionnaires Structured interviews</p>	<p>Students will already be aware of a range of studies which differ in their methodology being taught especially in the class, gender and ethnicity sections of the course.</p> <p>SEE BELOW FOR CONTENT RELATING TO BOTH QUANTITATIVE AND QUALITATIVE METHODS</p>	SEE BELOW AS MUCH CONTENT IS THE SAME FOR ALL METHODS	<p>Past exam questions</p> <p>Text Books</p> <p>Napier Press Workbooks and activities</p> <p>Materials shared via the Google Classroom</p>

<p>Summer 2</p>	<p>Qualitative Primary Methods with Methods in Context</p> <p>Secondary sources with methods in context</p>	<p>Unstructured interviews Participant observation</p> <p>Official statistics and other secondary quantitative methods Documents and other secondary qualitative methods</p> <p>Content Analysis</p>	<p>Students will already be aware of a range of studies which differ in their methodology being taught especially in the class, gender and ethnicity sections of the course.</p> <p>Some of these studies are very small scale using qualitative data and others are much more statistical in nature using primary quantitative methods.</p> <p>Students are able to demonstrate an understanding of the ‘pay-off’ between reliability and validity in the research process and the links between methodological approaches and theoretical perspectives (such as that between feminism and unstructured interviews)</p> <p>Practical, theoretical and ethical considerations in relation to the various research methods are taught and students are able to apply these to the context of education by practicing a range of MIC (Methods in Context) questions and learning to</p>	<p>Students are able to illustrate the strengths and weaknesses of various methods (Practical, Ethical and Theoretical) by using examples taught particularly in the education unit.</p> <p>They are able to for example recognise that Rosenthal and Jacobsen “Pygmalion in the classroom” is a field experiment with significant ethical issues involved.</p> <p>There is plenty of scope to signpost forwards here as well. For example studies such as Jock Young’s ‘The Drugtakers’ and ‘A Glasgow Gang Observed by James Patrick demonstrate the dangers of ethnographic studies and ‘going native.</p> <p>Eileen Barker’s - The Making of a Moonie is also useful to link to the religious organisations topic in beliefs.</p> <p>Triangulation is illustrated through studies such as Paul Willis - Learning to Labour and Stan Cohen’s Folk Devil’s and Moral Panics</p>	<p>Past exam questions</p> <p>Text Books</p> <p>Napier Press Workbooks and activities</p> <p>Materials shared via the Google Classroom</p> <p>Sociology Review Articles</p> <p>SPECIFICALLY MIC QUESTIONS - These are extensively practised and the methods for tackling them becomes embedded</p>
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			construct paragraphs based on the prompts in the Items for MIC questions.	Laud Humphries ' The Tearoom Trade is used to illustrate the ethical problems of exploring sensitive issues through social research.	
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Ms Duggan

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Relationship of the family to social structure and social change, with reference to the economy and state policies	<p>Family forms in the UK and alternatives to the family</p> <p>Functionalist, Marxist, Feminist and New Right views on the family, including key thinkers from these perspectives as listed here.</p> <p>Understanding how to write 'Outline and explain...' 10 mark questions and 'Analyse two...' 10 mark questions analysing these perspectives</p>	<p>Recall of various family forms in the UK and alternatives to family forms</p> <p>Distinct contributions of key sociologists from various perspectives to sociological understanding of the family</p>	<p>Successfully applying knowledge to 10 mark questions</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,000-1,500 words for the 20 mark essays.</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>
Autumn 2	Changing patterns of marriage, cohabitation, separation, divorce, childbearing and the life course,	<p>Personal life perspective, changing patterns in family life (marriage and partnerships, divorce, chosen families, LATs, childbearing, parenthood and the reconstituted family). Key thinkers relevant to these topics as listed here.</p>	<p>Organising ideas into structured writing, building critical analytical skill in writing</p> <p>Recap of key concepts introduced in previous units of work</p>	<p>Building on previous knowledge through 20 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p>

	including the sociology of personal life, and the diversity of contemporary family and household structures	<p>Understanding the difference between modern social theory and postmodern social theory.</p> <p>Writing a 20 mark essay</p>		<p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation.</p> <p>Students are able to write substantive answers circa 1,000-1,500 words for the 20 mark essays.</p>	<p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>
Spring 1	Gender roles in the family	<p>Domestic labour and power relationships within the family in contemporary society, including debates regarding the symmetrical family, the neo-conventional family, March of Progress sociology, cultural vs material explanations for the division of labour, and domestic violence.</p> <p>Referring to evidence as presented by key thinkers listed here.</p> <p>Consolidation of 10 and 20 mark essay writing</p>	<p>Organising ideas into structured writing, building critical analytical skill in writing</p> <p>Recap of key concepts introduced in previous units of work</p>	<p>Building on previous knowledge through 10 and 20 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,000-1,500 words for the 20 mark essays.</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>

		<p>Marxism - Marx, Gramsci and Althusser's structuralist and humanist approaches</p> <p>Feminism - liberal, radical, Marxist, post structuralist and intersectional feminism</p>	<p>Recap of key concepts introduced in previous units of work</p>	<p>theories into analysis and evaluation.</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.</p>	<p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>
Summer 2	Theory and methods	<p>Objectivity and values in sociology</p> <p>Globalisation, modernity and postmodernity</p>	<p>Organising ideas into structured writing, building critical analytical skill in writing</p> <p>Recap of key concepts introduced in previous units of work</p>	<p>Building on previous knowledge through 10 and 30 mark essay writing, incorporating wider range of key concepts and theories into analysis and evaluation</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>

				-2,000 words for the 30 mark essays.	
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Year 13

Ms Duggan/Ms Mobbs

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Functionalist and Subcultural approaches, Labelling Theory and Marxist (Critical) Criminology	<p>Understanding the functions of crime according to Durkheim</p> <p>Functionalist approaches to explaining crime: Strain theory, subcultural theories, control theory</p> <p>Marxist explanation of the criminogenic nature of capitalism, the ideological function of the law and the crimes of the powerful. Neo-Marxist approaches to explaining criminal behaviour, including fully social theory of deviance</p> <p>Interactionist approaches to understanding crime and deviance, including Becker, Cicourel, Young, Lemert, Cohen etc.</p> <p>Writing a 30 mark question, improving exam technique from year 12.</p>	<p>Recapping and incorporating knowledge from education, families and methods into current unit, mapping schema to see how they connect</p> <p>Link forward from labelling theory to ethnicity and crime through Stuart Hall's - Policing The Crisis.</p> <p>Link from labelling theory to deviancy amplification and the Crime and The Media Unit through Stan Cohen's Folk Devils and Moral Panics.</p> <p>Link back to education via the work of Albert Cohen Status Frustration (processes which begin at school and are linked</p>	<p>Critically analysing and evaluating theories of crime through 10 and 30 mark questions.</p> <p>Carrying out independent study and revision, evidence of which will be in writing</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>

		Referring to evidence as presented by key thinkers listed here .	to Paul Willis and Learning to Labour).		
Autumn 2	<p>Left vs Right Realism</p> <p>Control, punishment and victims</p> <p>Patterns of crime in official statistics, by gender and ethnicity</p> <p>Crime and the media</p>	<p>Right and left realist explanations of crime and solutions to crime</p> <p>Crime prevention strategies, the role of the criminal justice system (Marxist vs Marxist), and Foucault.</p> <p>Victimology</p> <p>Analysing the composition of sources of crime</p> <p>Explaining gendered patterns in crime: Chivalry thesis; sex role theory; control theory; liberation thesis; hegemonic masculinity</p> <p>Examining patterns of ethnicity and crime: crime rates by ethnicity, institutional racism and the MacPherson report, sentencing. Left Realist and Neo-Marxist analyses.</p> <p>News values, deviancy amplification and moral panics</p>	<p>Incorporating theoretical knowledge from first half term</p> <p>Recapping and incorporating knowledge from education, families and methods into current unit, mapping schema to see how they connect. Being able to make connections back to right realism when discussing Situational Crime Prevention, Zero Tolerance Policing and its application in New York in the 1990's.</p> <p>Students are able to make connections between for example labelling theory and the work of Stuart Hall 'Policing The Crisis' which sits in the ethnicity and crime section.</p> <p>Students are able to draw on their prior knowledge of the Dark Side of The Family to illustrate issues relating to the social construction of crime statistics and the dark figure of crime.</p>	<p>Critically analysing and evaluating theories of crime through 10 and 30 mark questions.</p> <p>Carrying out independent study and revision, evidence of which will be in writing</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks</p>

			<p>Students are able to link the Control Theory of Frances Heidensohn back to the issues of conjugal roles and couples within the families and households unit.</p> <p>Students also understand the links forward to the feminism section of the theory unit and how organisations such as 'reclaim the night' are illustrative of current (radical?) feminist campaigns and push back against male control of women in public spheres.</p>		
Spring 1	Globalisation, green crime, human rights and state crime	<p>Explaining crime in the modern globalised world economy</p> <p>Postmodernist understanding of 'harms' and green criminology</p> <p>Defining and analysing state crime with use of 20th century and 21st century examples</p>	<p>Being able to link the victimology component back to the Crime and The Media work already covered.</p> <p>Students are able to make connections with other A-Level subjects they study such as History when examining disciplinary vs sovereign power or Politics when understanding the interface between left and right wing governments and their approaches to crime and punishment. Geography with globalisation and environmental crimes and Economics when studying the</p>	<p>Critically analysing and evaluating theories of crime through 10 and 30 mark questions.</p> <p>Carrying out independent study and revision, evidence of which will be in writing</p> <p>Able to write an excellent 30 Mark exam answer to a past exam question on Crime, Punishment and Victims which meets the criteria for the top band on the mark scheme. (see below)</p> <p>Students are able to meet the criteria for the top band mark descriptors which mention</p>	<p>Material on google classroom</p> <p>Textbook</p> <p>Shared revision websites</p> <p>Past paper questions on AQA website</p> <p>Students have recommended reading list</p> <p>Tutor 2 U video resources/workbooks.</p> <p>Watch documentaries such as Storyville - Jailed in America to enrich understanding of the issues on Mass</p>

			supply and demand side of the global narcotics trade.	detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.	Incarceration (David Garland). Use of Sociology Review Articles such as 'Does Prison Work'
Spring 2	Functionalism, Marxism and Feminism Social action theory Globalisation, modernity and postmodernism Social policy	Revision through learning theory, and applying it to existing understanding of education, families and crime	Recapping and incorporating knowledge from education, families and methods into current unit, mapping schema to see how they connect Using specific examples such as linking material on suicide in the labelling theory component of crime to a broader theoretical discussion between positivist sociologists and ethnographic sociologists about whether sociology can be treated as a science.	Students are able to meet the criteria for the top band mark descriptors which mention detailed knowledge and understanding with both breadth and depth, well structured essays which reach evidence based conclusions and sophisticated and skillful analysis and evaluation. Students are able to write substantive answers circa 1,500 -2,000 words for the 30 mark essays.	Material on google classroom Textbook Shared revision websites Past paper questions on AQA website Students have recommended reading list Tutor 2 U video resources/workbooks
Summer 1	exam preparation and examinations				

Ms Sullivan

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	<ul style="list-style-type: none"> ideology, science and religion, including both Christian and non-Christian religious traditions the relationship between social change and social stability, and religious beliefs, practices and organisations practices 	<p>Knowledge:</p> <ul style="list-style-type: none"> Religion as a belief system. Different theoretical viewpoints on the role and function of religion from Functionalist, Marxist, Feminist and Post-Modern perspectives Different sociological views on religions as a conservative force, preserving the status quo and keeping stability in society (Functionalist, Feminist, Marxist approaches) or religion as a force for change and conflict (Weber, Neo-Marxism approaches) The impact of social change of religious belief and on how people practice and the organisations themselves. <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of: sociological theories, concepts and evidence Apply sociological theories, concepts, evidence and research methods to a range of issues 	<p>Revisit the main theoretical viewpoints covered in Year 12 - Functionalism, Marxism and Feminism.</p> <p>Revisit the skills learnt to complete a 20 mark essay question.</p> <p>Revisit the skills learnt to complete 10 mark questions: Outline and explain; Analyse- use of the item.</p>	<p>Students are able to use the correct concepts, evidence, theory to answer exam style questions in a sophisticated way.</p> <p>Students are able to weave into their written and oral work the complexity of issues around measurement and definition of religion.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p> <p>Students understand the complexity of debates and are able to use a range of evidence.</p> <p>Students refer to key theorists as listed in the specification, such as: Durkheim, Marx, Weber, Berger, El Saadawi, Parsons,</p>	<p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> <p>Support for writing both style 10 mark questions: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/ https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/</p>

		<ul style="list-style-type: none"> Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> -present arguments -make judgements -draw conclusions 		Malinowski, Bellah, Bainbridge, Wilson, Bruce.	Access to Sociology wider reading/viewing list
Autumn 2	<ul style="list-style-type: none"> religious organisations, including cults, sects, denominations, churches and New Age movements, and their relationship to religious and spiritual belief and practice 	<p>Knowledge:</p> <ul style="list-style-type: none"> The key characteristics of different types of religious organisations with examples Explanations for the growth or decline of different forms of religious organisations. <p>Skills:</p> <ul style="list-style-type: none"> Demonstrate knowledge and understanding of: sociological theories, concepts and evidence Apply sociological theories, concepts, evidence and research methods to a range of issues Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> -present arguments -make judgements -draw conclusions 	<p>Revisit the skills learnt to complete 10 mark questions: Outline and explain; Analyse- use of the item.</p> <p>Revisit the skills learnt to complete a 20 mark essay question.</p>	<p>Students are able to identify the key characteristics of the main organisations of religion: church, denomination, cult and sects. Students are able to correctly identify the links between the organisations.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p> <p>Students refer to key theorists as listed in the specification, such as: Troeltsch, Weber, Wallis, Wilson, Barker.</p>	<p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> <p>Support for writing both style 10 mark questions: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p>

					https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/ Access to Sociology wider reading/viewing list available in Google classroom
Spring 1	<ul style="list-style-type: none"> the relationship between different social groups and religious/spiritual organisations and movements, beliefs and the significance of religion and religiosity in the contemporary world, including the nature and extent of secularisation in a global context, and globalisation and the spread of religions. 	<p>Knowledge:</p> <ul style="list-style-type: none"> Patterns of religiosity among different social groups such as social class, gender, ethnicity, gender and age. Explanations for the changes in patterns of religiosity. Defining and measuring secularisation. The extent of belief and practice. Competing explanations and evidence for secularisation in terms of belief, practice and organisations. Global context of debate including fundamentalism and the growth of religion. <p>Skills:</p>	<p>Students are able to use their prior knowledge of CAGE to understand patterns of religiosity.</p> <p>Revisit the main theoretical viewpoints covered in first topic area - Functionalism, Marxism and Feminism.</p> <p>Revisit the measurement and definition of religion debate.</p>	<p>Students are able to identify the key factors which lead to different patterns of religiosity. They are able to understand the complexity of measuring religion and religiosity on a global scale.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p> <p>Students refer to key theorists as listed in the specification, such as: Weber, El Sadaawi, Davies, Modood et al, Woodhead, Bruce, Wilson, Davie, Norris & Inglehart, Glock & Stark.</p>	<p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> <p>Support for writing both style 10 mark questions: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p>

		<ul style="list-style-type: none"> • Demonstrate knowledge and understanding of: sociological theories, concepts and evidence • Apply sociological theories, concepts, evidence and research methods to a range of issues • Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> -present arguments -make judgements -draw conclusions 			<p>technique/how-to-answer-a-10-mark-question/</p> <p>https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/</p> <p>Access to Sociology wider reading/viewing list available in Google classroom</p>
Spring 2	•ideology and science as beliefs systems	<p>Knowledge:</p> <ul style="list-style-type: none"> • Science as a social construct. • Science as a belief system and ideological influences. <p>Skills:</p> <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of: sociological theories, concepts and evidence • Apply sociological theories, concepts, evidence and research methods to a range of issues • Analyse and evaluate sociological theories, concepts, evidence and research methods in order to: <ul style="list-style-type: none"> -present arguments -make judgements -draw conclusions 	<p>Revisit ideologies of Functionalism, Marxism and Feminism.</p> <p>To revisit modernist links to Science and the Enlightenment March of Progress view of Sociology as embodied by Auguste Comte’s Positivism.</p> <p>To revisit postmodernism and its rejection of the enlightenment project and march of progress theory. This is often illustrated by Douglas and Atkinson’s critique of Durkheim’s classic work on Suicide.</p> <p>Link from Gramsci’s Hegemony back to the Marxism unit.</p>	<p>Students are able to use the correct concepts and theory to explore the idea of science being a belief system.</p> <p>Essay responses are well structured and reach appropriate evidence based conclusions. 10 mark answers follow the correct structure as outlined in the mark scheme.</p>	<p>All lesson resources including slide, handouts and homework are shared via Google Classroom</p> <p>Access to past papers, mark schemes and examiners comments available in Google classroom</p> <p>Support for writing 20 mark essays: https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-20-mark-question/</p> <p>Support for writing both style 10 mark questions:</p>

	<ul style="list-style-type: none"> • Revision and individualised catch up on learning and missed content. 				<p>https://hecticteachersociology.com/exam-advice-and-technique/how-to-answer-a-10-mark-question/</p> <p>https://hecticteachersociology.com/exam-advice-and-technique/essay-planning-advice/</p> <p>Access to Sociology wider reading/viewing list available in Google classroom</p>
Summer 1	<ul style="list-style-type: none"> • exam preparation and examinations 				as above

Psychology

Mr Corke

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Intro lessons + 4.2.1 Approaches in Psychology excluding A2 content shown in bold	Introductory lessons on biopsychology, psychopathology, social influence and research methods +	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>Resources to support students independent learning are all shared via the google classroom platform under the module: Essential links.</p> <p>These include: The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Autumn 2	4.2.1 Approaches in Psychology 4.2.2 Biopsychology	Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • Learning approaches: i)	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and	Being able to mindmap specification content from memory with at least one strength and weakness for each	The specification The Year 2 digital textbook The year 1 digital textbook

	<p>excluding A2 content shown in bold</p> <p>4.1.4 Psychopathology</p>	<p>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. • 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. • The biological approach: the influence of genes, biological structures and neurochemistry on behaviour. Genotype and phenotype, genetic basis of behaviour, evolution and behaviour.</p>	<p>constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for phobias, depression and OCD.</p>	<p>bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>Past Papers Resources</p> <p>Model Answers</p> <p>Tutor2U Website</p>
Spring 1	<p>4.2.3 Research methods excluding year 2 content shown in bold</p>	<ul style="list-style-type: none"> • 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. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Knowledge of key studies from the Approaches,</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p>	<p>The specification</p> <p>The Year 2 digital textbook</p> <p>The year 1 digital textbook</p> <p>Past Papers Resources</p> <p>Model Answers</p> <p>Tutor2U Website</p>

		<ul style="list-style-type: none"> • Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. • 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. 	Psychopathology and Memory sections will be revisited when examining the relevant research methods that were used in the named and extra studies used to evaluate in these modules.	Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.	
Spring 2	4.2.3 Research methods excluding year 2 content shown in bold + 4.1.1 Social Influence	<ul style="list-style-type: none"> • Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. • Primary and secondary data, including meta-analysis. • Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Knowledge of key studies from the Approaches, Psychopathology and Memory sections will be revisited when examining the relevant research methods that were</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

		<ul style="list-style-type: none"> • Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts, histograms. • Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. • Analysis and interpretation of correlation, including correlation coefficients. • Levels of measurement: nominal, ordinal and interval. • Content analysis and coding. Thematic analysis. 	<p>used in the named and extra studies used to evaluate in these modules.</p> <p>Social Influence has less links to the approaches in psychology save for a link forward into the psychodynamic approach that will be learnt in year 2. Knowledge of research methods will be examined when looking at the named studies of Asch, Milgram and Zimbardo.</p>	<p>the supporting research for a theory using research methods knowledge.</p>	
Summer 1	Revision & Exams	Revision & Exams	All topics revised	As above	
Summer 2	4.3.5 Schizophrenia	<ul style="list-style-type: none"> • Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	4.3.5 Schizophrenia	<ul style="list-style-type: none"> • Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. • Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. • Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. • Drug therapy: typical and atypical antipsychotics. • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.</p>	<p>the supporting research for a theory using research methods knowledge.</p> <p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

<p>Autumn 2</p>	<p>4.3.5 Schizophrenia 4.2.3 Research methods only A2 content shown in bold</p>	<ul style="list-style-type: none"> • Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia. • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model. • Content analysis. • Case studies. • Reliability across all methods of investigation. Ways of assessing reliability: test-retest and inter-observer improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving validity. • Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing. • Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test • Probability and significance: use of statistical tables and critical values in interpretation of significance; • Type I and Type II errors. • Factors affecting the 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
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		choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.			
Spring 1	4.2.1 Approaches in Psychology only A2 content shown in bold + 4.3.1 Issues & Debates in Psychology	<ul style="list-style-type: none"> 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, focus on the self, congruence, the role of conditions of worth. The influence on counselling Psychology. Comparison of approaches. Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. Holism and reductionism: levels of explanation in 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>The issues and debates module explicitly revisits all the approaches learnt in both year 1 and year 2 as well as the evaluatory difference between them.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification</p> <p>The Year 2 digital textbook</p> <p>The year 1 digital textbook</p> <p>Past Papers Resources</p> <p>Model Answers</p> <p>Tutor2U Website</p>

		Psychology. Biological reductionism and environmental (stimulus-response) reductionism. • Idiographic and nomothetic approaches to psychological investigation. • Ethical implications of research studies and theory, including reference to social sensitivity.			
Spring 2	4.2.2 Biopsychology only A2 content shown in bold	<ul style="list-style-type: none"> 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. • Ways of studying the brain: scanning techniques, including functional magnetic resonance imaging (fMRI); electroencephalogram (EEGs) and event-related potentials (ERPs); postmortem examinations. • Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep/wake cycle. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Biopsychology revisits all biopsychology knowledge learnt in year 1 whilst adding more material in which we consider the biological approach as well as cognitive neuroscience which are links back to the year 1 approaches and the supporting evidence for each.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Summer 1	Revision & Exams	Revision & Exams			
Summer 2	Exams	Exams			

Ms Greany

Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	4.1.2 Memory	<ul style="list-style-type: none"> The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. Types of long-term memory: episodic, semantic, procedural. The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>The memory unit is a cognitive psychological module so there are links into this approach and the methods used to evaluate cognitive psychology.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>Resources to support students independent learning are all shared via the google classroom platform under the module: Essential links.</p> <p>These include: The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Autumn 2	4.1.2 Memory	<ul style="list-style-type: none"> Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. Improving the accuracy of eyewitness testimony, including the use of the cognitive interview 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

			<p>The memory unit is a cognitive psychological module so there are links into this approach and the methods used to evaluate cognitive psychology.</p>	<p>module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	
Spring 1	4.1.3 Attachment	<ul style="list-style-type: none"> Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. 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. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>The attachment unit contains elements of cognitive psychology, specifically the role of schema and how biologists would argue that attachment style is also related and influenced by the biological temperament of the infant and caregiver.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Spring 2	4.1.3 Attachment	<ul style="list-style-type: none"> Ainsworth's 'Strange Situation'. <p>Types of attachment: secure, insecure-avoidant and</p>	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and</p>	<p>Being able to mindmap specification content from memory with at least one</p>	

		<p>insecure-resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</p>	<p>Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>The attachment unit contains elements of cognitive psychology, specifically the role of schema and how biologists would argue that attachment style is as also related and influenced by the biological temperament of the infant and caregiver.</p>	<p>strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	
Summer 1	<p>4.2.3 Research methods excluding year 2 content shown in bold</p>	<p>• Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test.</p> <p>+ Revision</p>	<p>Links the rest of research methods module</p>	<p>As above</p>	
Summer 2	<p>4.3.2 Relationships</p>	<p>• The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. • Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity.</p>	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

Yr13 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	4.3.2 Relationships	<ul style="list-style-type: none"> The evolutionary explanations for partner preferences, including the relationship between sexual selection and human reproductive behaviour. Factors affecting attraction in romantic relationships: self-disclosure; physical attractiveness, including the matching hypothesis; filter theory, including social demography, similarity in attitudes and complementarity. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

Autumn 2	4.3.2 Relationships	<ul style="list-style-type: none"> • Theories of romantic relationships: social exchange theory, equity theory and Rusbult's 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. • Virtual relationships in social media: self-disclosure in virtual relationships; effects of absence of gating on the nature of virtual relationships. • Parasocial relationships: levels of parasocial relationships, the absorption addiction model and the attachment theory explanation. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Spring 1	4.3.8 Aggression	<ul style="list-style-type: none"> • Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene. • The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Theories in aggression tend to come from either the cognitive</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>

			or biological perspectives and can be evaluated accordingly.	Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.	
Spring 2	4.3.8 Aggression	<ul style="list-style-type: none"> • Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and deindividuation. • Institutional aggression in the context of prisons: dispositional and situational explanations. • Media influences on aggression, including the effects of computer games. The role of desensitisation, disinhibition and cognitive priming. 	<p>Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Model essays demonstrate good quality scientific writing and we consistently revisit PEEL paragraphing techniques.</p> <p>Theories in aggression tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.</p>	<p>Being able to mindmap specification content from memory with at least one strength and weakness for each bullet point and ideally a second strength and weakness.</p> <p>Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.</p> <p>Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research for a theory using research methods knowledge.</p>	<p>The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website</p>
Summer 1	Revision		As above	As above	
Summer 2	Exams		As above	As above	