

Sociology Year 12

<p>Cycle 1: Education</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Key concepts and theories in sociology • Education and differential educational attainment (class, ethnicity and gender) • Sociological theories of education (Functionalism, Marxism, New Right) <p>Assessment:</p> <p>→ AP1: Initial Assessment - short answer questions</p> <p>Curriculum sequence: This is a new qualification with brand new content</p> <p>Link to AQA specification</p>	<p>Cycle 2: Families, Methods</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Sociological Research Methods • Education and Social Policy • Families: Couples • Families Childhood • Families: Sociological Theories <p>Assessment:</p> <p>→ AP2: Adapted Paper 1 (Education with Theories)</p> <p>Curriculum sequence: Previously learnt content and skills regularly revisited in 'Power Hour'. Securing knowledge of research methods is crucial preparation for Paper 3 in Year 13.</p> <p>Link to AQA specification</p>	<p>Cycle 3: Families, Methods</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Methods in Context • Families: changing family patterns • Families: Family Diversity • Families and Social Policy <p>Assessment:</p> <p>→ AP3: Full Paper 1, Adapted Paper 2 (Families only)</p> <p>Curriculum sequence: Previously learnt content and skills strategically revisited in 'Power Hour'.</p> <p>Link to AQA specification</p>
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Sociology Year 13

<p>Cycle 1: Beliefs in Society and Crime and Deviance</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Beliefs: Theories of Religion, Religion and Social Change • Beliefs: Secularisation and renewal and choice and in a global context • Crime: Theories of crime, The social distribution of crime. • Crime: Globalisation and crime, The media and crime; Green crime; Human rights and state crimes. <p>Assessment:</p> <p>→ AP4: Full Paper 1, Full Paper 2 (Adapted)</p> <p>Curriculum sequence: Previously learnt content and skills strategically revisited in 'Power Hour'.</p> <p>Link to AQA specification</p>	<p>Cycle 2: Beliefs in Society and Crime and Deviance</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Beliefs: Organisations, Movements and Members • Beliefs: Ideology and Science • Crime: Crime control, surveillance, prevention and punishment. • Crime: Victims and the role of the criminal justice system and other agencies. <p>Assessment:</p> <p>→ AP5: Full Paper 1, 2, 3</p> <p>Curriculum sequence: Previously learnt content and skills strategically revisited in 'Power Hour'.</p> <p>Link to AQA specification</p>	<p>Cycle 3: Theories, Revision</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Key Sociological Theories: Functionalism, Marxism, Feminism, Interactionism, Post-Modernism <p>Assessment:</p> <p>→ Final A Level Papers</p> <p>Curriculum sequence: Previously learnt content and skills strategically revisited in 'Power Hour'. The curriculum plan allows time for 'revision' which will be topics that are carefully selected to address learning gaps identified through assessment.</p> <p>Link to AQA specification</p>
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Psychology Year 12

<p>Cycle 1: Memory, Approaches, Biopsychology, Social Influence</p> <p>Psychology In Context</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Memory: Nature of memory, types of memory, forgetting, eyewitness testimony • Approaches: Origins of psychology, approaches, comparison of approaches • Biopsychology 1: Nervous system, neurons and synaptic transmission • Social Influence: conformity, obedience <p>Assessment:</p> <p>→ AP1 Initial Assessment: Factual recall questions and short answer questions for Research methods and Approaches</p> <p>Curriculum sequence:</p> <p>Link to AQA specification</p>	<p>Cycle 2: Social Influence (continued), Biopsychology, Research Methods, Attachment</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Social Influence: minority influence, resistance to social influence, social change • Biopsychology 2: localisation of function, biorhythms • Research Methods: Experimental design, data analysis, peer review • Attachment: Animal studies, stages, explanations of attachment <p>Assessment:</p> <p>→ AP2 Assessment: Exam paper 1: Memory, Social influence</p> <p>→ Paper 2: Approaches, Research Methods, Biopsychology</p> <p>Curriculum sequence: Revisiting key skills, practising application of content through exam style essays in 'Power Hour.'</p> <p>Link to AQA specification</p>	<p>Cycle 3: Research Methods (continued), Attachment (continued), Psychopathology</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Psychopathology: Phobias, depression, OCD • Research Methods: Reliability and validity, statistical tests, reporting psychological investigations, features of science • Attachment: Cultural variations, key studies and influence on later relationships <p>Assessment:</p> <p>→ AP3 Assessment: Full Paper 1, 2</p> <p>Curriculum sequence: Previously learnt content and skills revisited in 'Power Hour' providing opportunities for revision.</p> <p>Link to AQA specification</p>
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Psychology Year 13

<p>Cycle 1: Schizophrenia, Relationships</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Schizophrenia: Explanations (e.g. biological, psychological) and therapies • Relationships: Factors affecting attraction, theories of romantic relationships <p>Assessment:</p> <p>→ AP4: Full paper 1, adapted paper 3 (only Schizophrenia and Relationships - attraction and theories)</p> <p>Curriculum sequence: Assessment objectives taught in Year 12 practised in 'Power Hour'. Retrieval practice of current topics and Year 12 topics at the start of lessons. Research Methods retrieval practice woven into evaluating research in lessons.</p> <p>Link to AQA specification</p>	<p>Cycle 2: Relationships (continued), Forensic Psychology, Issues and Debates, Research Methods</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Relationships: Virtual and parasocial relationships • Forensic: Profiling, explanations for criminality, dealing with offenders (e.g. sentencing) • Issues and debates: Bias in research, debates in psychology <p>Assessment:</p> <p>→ AP5: Full paper 1, adapted paper 2 (no Research Methods), adapted paper 3 (no Forensic)</p> <p>Curriculum sequence: Previously learnt content in Year 12 strategically revisited in 'Power Hour' and retrieval practice at the start of lessons. Research Methods retrieval practice woven into evaluating research in lessons.</p> <p>Link to AQA specification</p>	<p>Cycle 3: Research Methods (continued) and revision</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Research Methods: Reliability and validity, statistical tests, reporting psychological investigations, features of science <p>Assessment:</p> <p>→ Final A level papers</p> <p>Curriculum sequence: Previously learnt content and skills strategically revisited in 'Power Hour'. The curriculum plan allows time for 'revision' which will be topics that are carefully selected to address learning gaps identified through assessment.</p> <p>Links to AQA specification (1, 2),</p>
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Psychology Year 11

<p>Cycle 1: Cognition and behaviour and social context and behaviour</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • The Brain and Neuropsychology: The structure and function of the nervous system, neurons and the brain, An introduction to neuropsychology. • Psychological problems: An introduction to mental health, effects of mental health problems, characteristics, theories and treatments of depression and addiction • Social influence: Conformity and Obedience. <p>Assessment:</p> <p>→ Mini mocks adapted to include taught topics</p> <p>Curriculum sequence: Sequencing according to threshold concepts to structure learning so pupils can build knowledge securely.</p> <p>Link to AQA can be found here</p>	<p>Cycle 2: Cognition and behaviour and social context and behaviour</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Social influence: Pro-social behaviour, crowd and collective behaviour • Development: Early brain development, Piaget's theory of intelligence, The effects of learning on development. • Language, thought and communication: The relationship between language and thought, The effect of language and thought on our view of the world, Differences between human and animal communication, Non-verbal communication. • Research methods <p>Assessment:</p> <p>→ Mock examinations adapted to include taught topic areas</p> <p>Curriculum sequence: Previously learnt content in cycle 1 strategically revisited. Research Methods retrieval practice woven into evaluating research from other topic areas.</p> <p>Link to AQA can be found here</p>	<p>Cycle 1: Cognition and behaviour and social context and behaviour and revision</p> <p>Core knowledge:</p> <ul style="list-style-type: none"> • Perception: Sensation and perception, Visual cues and constancies, Gibson's direct theory, Visual illusions, Gregory's constructivist theory, Factors affecting perception <p>Assessment:</p> <p>→ GCSE examination.</p> <p>Curriculum sequence: The curriculum plan allows time for 'revision' which will be topics that are carefully selected to address learning gaps identified through assessment.</p> <p>Link to AQA can be found here</p>
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