

Teacher 1 and Teacher 2

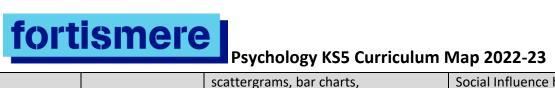
Yr12 (KS5)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	What does good look like?	Resources/support at home
Autumn 1	Intro lessons + 4.2.1 Approaches in Psychology excluding A2 content shown in bold	Introductory lessons on biopsychology, psychopathology, social influence and research methods +	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited.	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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. 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.	Resources to support students independent learning are all shared via the google classroom platform under the module: Essential links. These include: The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website
Autumn 2	4.2.1 Approaches in Psychology 4.2.2 Biopsychology excluding A2 content shown in bold 4.1.4 Psychopathology	Origins of Psychology: Wundt, introspection and the emergence of Psychology as a science. The basic assumptions of the following approaches: • Learning approaches: i) the behaviourist approach, including classical conditioning and Pavlov's research, operant conditioning, types of reinforcement and Skinner's	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Knowledge of approaches is explicitly revisited when	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. Having answered questions from past papers on modules	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website

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		receased, ii) social learning the are	looking at avalanations and	completed or topics within	
		research; ii) social learning theory	looking at explanations and	completed or topics within a	
		including imitation, identification,	treatments for phobias,	module from the <u>tables of past</u>	
		modelling, vicarious reinforcement,	depression and OCD.	<u>questions</u> .	
		the role of mediational processes and			
		Bandura's research. • The cognitive		Understanding how all modules	
		approach: the study of internal mental		of study link the issues and	
		processes, the role of schema, the use		debates between approaches and	
		of theoretical and computer models		being able to critically evaluate	
		to explain and make inferences about		the supporting research for a	
		mental processes. The emergence of		theory using research methods	
		cognitive neuroscience. • The		knowledge.	
		biological approach: the influence of			
		genes, biological structures and			
		neurochemistry on behaviour.			
		Genotype and phenotype, genetic			
		basis of behaviour, evolution and			
		behaviour.			
Spring 1	4.2.3 Research	Experimental method. Types of	Knowledge of the Research	Being able to mindmap	The specification
	methods	experiment, laboratory and field	Methods terminology plus	specification content from	The Year 2 digital
	excluding year 2	experiments; natural and	Behaviourist, Biological and	memory with at least one	textbook
	content shown in	quasi-experiments.	Cognitive approaches are	strength and weakness for each	The year 1 digital
	bold	Observational techniques. Types of	fundamental to the course and	bullet point and ideally a second	textbook
		observation: naturalistic and	constantly revisited.	strength and weakness.	Past Papers Resources
		controlled observation;	, , , , , , , , , , , , , , , , , , , ,	3	Model Answers
		covert and overt observation;	Knowledge of key studies from	Having answered questions from	Tutor2U Website
		participant and non-participant	the Approaches,	past papers on modules	
		observation.	Psychopathology and Memory	completed or topics within a	
		Self-report techniques.	sections will be revisited when	module from the tables of past	
		Questionnaires; interviews, structured	examining the relevant	questions.	
		and unstructured.	research methods that were	questions .	
		Correlations. Analysis of the	used in the named and extra	Understanding how all modules	
		relationship between co-variables.	studies used to evaluate in	of study link the issues and	
		The difference between	these modules.	*	
			these modules.	debates between approaches and	
		correlations and experiments.		being able to critically evaluate	



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		 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. Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. 	Viap 2022-23	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	 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. Presentation and display of quantitative data: graphs, tables, 	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Knowledge of key studies from the Approaches, 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.	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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website



Summor 1	Pavisian & Evams	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.	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.	the supporting research for a theory using research methods knowledge.	
Summer 1 Summer 2	4.3.5 Schizophrenia	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.	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.	As above 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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. 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.	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website



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	• 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.	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.	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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. 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.	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website
Autumn 2	4.3.5 Schizophrenia 4.2.3 Research methods only A2 content	Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are	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

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	shown in bold	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-observed improving reliability. • Types of validity across all methods of investigation: face validity, concurrent validity, ecological validity and temporal validity. Assessment of validity. Improving	fundamental to the course and constantly revisited. Knowledge of approaches is explicitly revisited when looking at explanations and treatments for schizophrenia from the biological and cognitive approaches.	bullet point and ideally a second strength and weakness. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. 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	textbook Past Papers Resources Model Answers Tutor2U Website
		validity. • Features of science: objectivit and the empirical method; replicability and falsifiability; theory construction an hypothesis testing; paradigms and paradigm shifts. • Reporting psychological investigations. Sections of a scientific report: abstract, introduction, method, results, discussion and referencing		knowledge.	
Spring 1	4.2.1 Approaches in Psychology only A2 content shown in bold + 4.3.1 Issues & Debates in Psychology	• The psychodynamic approach: the role of the unconscious, the structure of personality, that is Id, Ego and Superegord 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	Methods terminology plus	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. Having answered questions from past papers on modules completed or topics within a	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website

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		counselling Psychology. • Comparison of	year 1 and year 2 as well as	module from the tables of past	
		approaches.	the evaluatory difference	questions.	
			between them.		
		 Gender and culture in Psychology – 		Understanding how all modules	
		universality and bias. Gender bias		of study link the issues and	
		including androcentrism and alpha and		debates between approaches and	
		beta bias; cultural bias, including		being able to critically evaluate	
		ethnocentrism and cultural relativism.	•	the supporting research for a	
		Free will and determinism: hard		theory using research methods	
		determinism and soft determinism;		knowledge.	
		biological, environmental and psychic			
		determinism. The scientific emphasis o	r		
		causal explanations. • The nature-			
		nurture debate: the relative importance	e		
		of heredity and environment in			
		determining behaviour; the			
		interactionist approach. • Holism and			
		reductionism: levels of explanation in			
		Psychology. Biological reductionism and	d		
		environmental (stimulus-response)			
		reductionism. • Idiographic and			
		nomothetic approaches to psychological	а		
		investigation. • Ethical implications of			
		research studies and theory, including			
		reference to social sensitivity.			
Spring 2	4.2.2 Biopsychology		Knowledge of the Research	Being able to mindmap	The specification
	only A2 content	and hemispheric lateralisation: motor,	Methods terminology plus	specification content from	The Year 2 digital
	shown in bold	somatosensory, visual, auditory and	Behaviourist, Biological and	memory with at least one	textbook
		language centres; Broca's and	Cognitive approaches are	strength and weakness for each	The year 1 digital
		Wernicke's areas, split brain research.	fundamental to the course and	bullet point and ideally a second	<u>textbook</u>
		Plasticity and functional recovery of the	constantly revisited.	strength and weakness.	Past Papers Resources
		brain after trauma. • Ways of studying	Diagonal alaman de la companya de la	Having a superior of	Model Answers
		the brain: scanning techniques,	Biopsychology revisits all	Having answered questions from	<u>Tutor2U Website</u>
		including functional magnetic	biopsychology knowledge learnt	past papers on modules	

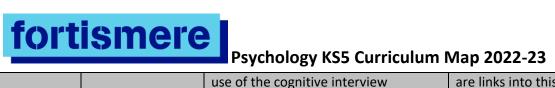


		resonance imaging (fMRI);	in year 1 whilst adding more	completed or topics within a	
		electroencephalogram (EEGs) and	material in which we consider the	module from the tables of past	
		event-related potentials (ERPs);	biological approach as well as	questions.	
		postmortem examinations. • Biologica	cognitive neuroscience which are		
		rhythms: circadian, infradian and	links back to the year 1	Understanding how all modules	
		ultradian and the difference between	approaches and the supporting	of study link the issues and	
		these rhythms. The effect of	evidence for each.	debates between approaches and	
		endogenous pacemakers and		being able to critically evaluate	
		exogenous zeitgebers on the sleep/		the supporting research for a	
		wake cycle.		theory using research methods	
				knowledge.	
Summer 1	Revision & Exams	Revision & Exams			
Summer 2	Exams	Exams			

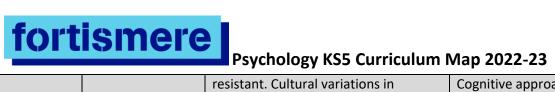


Teacher 3 and Teacher 4

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	• The multi-store model of memory:	Knowledge of the Research	Being able to mindmap	Resources to support
		sensory register, short-term memory	Methods terminology plus	specification content from	students independent
		and long-term memory. Features of	Behaviourist, Biological and	memory with at least one	learning are all shared
		each store: coding, capacity and	Cognitive approaches are	strength and weakness for each	via the google
		duration. • Types of long-term	fundamental to the course and	bullet point and ideally a second	classroom platform
		memory: episodic, semantic,	constantly revisited.	strength and weakness.	under the module:
		procedural. • The working memory			Essential links.
		model: central executive,	The memory unit is a cognitive	Having answered questions from	
		phonological loop, visuo-spatial	psychological module so there	past papers on modules	These include:
		sketchpad and episodic buffer.	are links into this approach	completed or topics within a	The specification
		Features of the model: coding and	and the methods used to	module from the <u>tables of past</u>	The Year 2 digital
		capacity. • Explanations for forgetting:	evaluate cognitive psychology.	<u>questions</u> .	<u>textbook</u>
		proactive and retroactive interference			The year 1 digital
		and retrieval failure due to absence of		Understanding how all modules	<u>textbook</u>
		cues. • Factors affecting the accuracy		of study link the issues and	Past Papers Resources
		of eyewitness testimony: misleading		debates between approaches and	<u>Model Answers</u>
		information, including leading		being able to critically evaluate	<u>Tutor2U Website</u>
		questions and post-event discussion;		the supporting research for a	
		anxiety. • Improving the accuracy of		theory using research methods	
		eyewitness testimony, including the		knowledge.	
		use of the cognitive interview			
Autumn 2	<u>4.1.2 Memory</u>	Explanations for forgetting:	Knowledge of the Research	Being able to mindmap	The specification
		proactive and retroactive interference	Methods terminology plus	specification content from	The Year 2 digital
		and retrieval failure due to absence of	Behaviourist, Biological and	memory with at least one	<u>textbook</u>
		cues. • Factors affecting the accuracy	Cognitive approaches are	strength and weakness for each	The year 1 digital
		of eyewitness testimony: misleading	fundamental to the course and	bullet point and ideally a second	<u>textbook</u>
		information, including leading	constantly revisited.	strength and weakness.	<u>Past Papers Resources</u>
		questions and post-event discussion;			<u>Model Answers</u>
		anxiety. • Improving the accuracy of	The memory unit is a cognitive	Having answered questions from	Tutor2U Website
		eyewitness testimony, including the	psychological module so there	past papers on modules	



		use of the cognitive interview	are links into this approach and the methods used to evaluate cognitive psychology.	completed or topics within a module from the tables of past questions. 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 1	4.1.3 Attachment	• 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.	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. 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 the infant and caregiver.	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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. Understanding how all modules of study link the issues and debates between approaches and being able to critically evaluate the supporting research methods knowledge.	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website
Spring 2	4.1.3 Attachment	• Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant and insecure-	Knowledge of the Research Methods terminology plus Behaviourist, Biological and	Being able to mindmap specification content from memory with at least one	



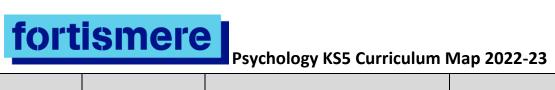
		resistant. Cultural variations in attachment, including van Ijzendoorn. • Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation. • The influence of early attachment on childhood and adult relationships, including the role of an internal working model.	Cognitive approaches are fundamental to the course and constantly revisited. 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 the infant and caregiver.	strength and weakness for each bullet point and ideally a second strength and weakness. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions. 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.	
Summer 1	4.2.3 Research methods excluding year 2 content shown in bold	Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. + Revision	Links the rest of reach methods module	As above	
Summer 2	4.3.2 Relationships	• 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.	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.	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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website



V#12 (var)	Topic Area	Knowledge/Skills that are taught	Knowledge/Skills revisited	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. What does good look like?	Resources/support
Yr13 (KS5)	Topic Area	knowledge/ skins that are taught	Kilowieuge/ Skilis Tevisiteu	What does good look like:	at home
Autumn 1	4.3.2 Relationships	• 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.	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Theories in relationships tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.	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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website
				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	
Autum 2	422	a Theories of rementic relationships	Knowledge of the Bessersh	knowledge.	The specification
Autumn 2	4.3.2 Relationships	• Theories of romantic relationships: social exchange theory, equity theory	Knowledge of the Research Methods terminology plus	Being able to mindmap specification content from	The specification The Year 2 digital
	relationships	and Rusbult's investment model of	Behaviourist, Biological and	memory with at least one	textbook



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		commitment, satisfaction, comparison	Cognitive approaches are	strength and weakness for each	The year 1 digital
		with alternatives and investment.	fundamental to the course and	bullet point and ideally a second	<u>textbook</u>
		Duck's phase model of relationship	constantly revisited.	strength and weakness.	<u>Past Papers Resources</u>
		breakdown: intra-psychic, dyadic,			<u>Model Answers</u>
		social and grave dressing phases. •	Theories in relationships tend	Having answered questions from	<u>Tutor2U Website</u>
		Virtual relationships in social media:	to come from either the	past papers on modules	
		self-disclosure in virtual relationships;	cognitive or biological	completed or topics within a	
		effects of absence of gating on the	perspectives and can be	module from the <u>tables of past</u>	
		nature of virtual relationships. •	evaluated accordingly.	questions.	
		Parasocial relationships: levels of			
		parasocial relationships, the		Understanding how all modules	
		absorption addiction model and the		of study link the issues and	
		attachment theory explanation.		debates between approaches and	
				being able to critically evaluate	
				the supporting research for a	
				theory using research methods	
				knowledge.	
Spring 1	4.3.8 Aggression	Neural and hormonal mechanisms in	Knowledge of the Research	Being able to mindmap	The specification
		aggression, including the roles of the	Methods terminology plus	specification content from	The Year 2 digital
		limbic system,	Behaviourist, Biological and	memory with at least one	<u>textbook</u>
		serotonin and testosterone. Genetic	Cognitive approaches are	strength and weakness for each	The year 1 digital
		factors in aggression, including the	fundamental to the course and	bullet point and ideally a second	<u>textbook</u>
		MAOA gene.	constantly revisited.	strength and weakness.	Past Papers Resources
		The ethological explanation of			Model Answers
		aggression, including reference to	Theories in aggression tend to	Having answered questions from	Tutor2U Website
		innate releasing	come from either the cognitive	past papers on modules	
		mechanisms and fixed action	or biological perspectives and	completed or topics within a	
		patterns. Evolutionary explanations of	can be evaluated accordingly.	module from the <u>tables of past</u>	
		human aggression.		<u>questions</u> .	
				Understanding how all modules	
				of study link the issues and	
				debates between approaches and	



Spring 2	4.3.8 Aggression	 Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation. Institutional aggression in the context of prisons: dispositional and situational explanations. Media influences on aggression, including the effects of computer games. The role of 	Knowledge of the Research Methods terminology plus Behaviourist, Biological and Cognitive approaches are fundamental to the course and constantly revisited. Theories in aggression tend to come from either the cognitive or biological perspectives and can be evaluated accordingly.	the supporting research for a theory using research methods knowledge. 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. Having answered questions from past papers on modules completed or topics within a module from the tables of past questions.	The specification The Year 2 digital textbook The year 1 digital textbook Past Papers Resources Model Answers Tutor2U Website
Summer 1	Dovision	desensitisation, disinhibition and cognitive priming.	As above	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.	
Summer 1	Revision		As above	As above As above	
Summer 2	Exams		As above	AS above	