



YEAR 12 Summer 2 TERM

‘An ambitious curriculum that meets the needs of all’

Medium Term Planning - Topic: Attachment

Curriculum Intent	Pupils will be taught, following National Curriculum guidelines, the following this term: Attachment
Skills/Assessment Objective Links	<p>Why do we teach this to students? This topic explores a more behaviourist component of behaviour in how early attachment impacts on later life. It is engaging and provides another building block used to develop student understanding.</p> <p>Why do we teach this now? Memory & Attachment could be taught in either order during year 12 as they are both relatively accessible topics and provide another context to see psychology in action. They take place after the core building blocks of Approaches, Psychopathology, Social Influence & Research Methods, but before Advanced Methods and the complex year 13 topics.</p> <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. Ainsworth’s ‘Strange Situation’. Types of attachment: secure, insecure-avoidant and 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>The exams will measure how students have achieved the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures :in a theoretical context, in a practical context, when handling qualitative and quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: PSHE:</p> <ol style="list-style-type: none"> There are different types of committed stable relationships The benefits of relationships and their importance in bringing up children What marriage is (including legal status and comparison to cohabiting) Why couples choose to marry Why marriage must be entered into freely How to recognise the characteristics and positive aspects of a healthy intimate relationship. <p>The characteristics of a healthy friendship</p> <p>British Values: Individual liberty – through understanding that childhood outcomes can be affected if parenting styles differ. Tolerance of different culture & religion – through understanding how parenting styles differ across cultures & religions & how this influences attachment type.</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p>Relationships: relationships within families, especially caregiver and infant attachments, types of attachment and how some can be secure or insecure relationships. How this can develop into insecure relationships in later life (this discussion has to be done sensitively). Research to show that the effects of deprivation can be reversed and how to ensure relationships are healthy in the future. Different types of relationships across different cultures.</p>
Numeracy	<p>Numeracy: Research methods is taught throughout the specification and is tested on all papers. eg Findings of research into attachment</p>
Literacy	<p>Vocabulary Tier 2: Reciprocity, multiple attachments, critical period, cultural variation, maternal deprivation, orphan.</p>

	<p>Vocabulary Tier 3: Caregiver-infant interaction, interactional synchrony, reciprocity, stages of attachment, learning theory, monotropy, internal working models, cultural difference & bias, maternal deprivation, institutionalization, interactional synchrony, multiple attachments, ethology, operant, reinforcer, internal working model, critical period, secure, insecure-avoidant, insecure-resistant, cultural variation, maternal deprivation, institutionalisation, orphan.</p> <p>Reading: reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p>Writing: As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 8/ 16 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and an critical analysis and discussion when evaluating.</p> <p>Oracy: group work in the majority of lessons, think pair share activities eg a debate on whether we can apply the research into attachment cross-culturally.</p>
Becoming future ready	<p>Personal Skills: As a Psychology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p>Careers/Employability: As well as the above personal skills leading to employability, Psychology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of the human mind and behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support, psychology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	To be able to:
Learning Outcomes (Most powerful knowledge)	Describe the caregiver-infant interactions in humans: reciprocity and interactional synchrony
	Explain the stages of attachment identified by Schaffer. Multiple attachments and the role of the father
	Discuss the animal studies of attachment: Lorenz and Harlow
	Know the explanations of attachment: learning theory and Bowlby's monotropic theory
	Discuss the concepts of a critical period and an internal working model
	Describe Ainsworth's 'Strange Situation'
	Types of attachment: secure, insecure-avoidant and insecure resistant
	Discuss the cultural variations in attachment, including van Ijzendoorn



	<div>Explain Bowlby’s theory of maternal deprivation.</div> <div>Discuss the Romanian orphan studies: effects of institutionalisation</div> <div>Discuss the influence of early attachment on childhood and adult relationships, including the role of an internal working mode</div> <div>Red denotes interleaving; aspects of knowledge covered previously.</div>
Current learning to be developed in the future within:	Learning theory will be discussed in more detail in comparison of approaches in year 2.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.