

PSYCHOLOGY

PSYCHOLOGY

	Year 9	Year 10	Year 11
Autumn 1	<p><u>TOPIC 2 MEMORY- How does your memory work?</u></p> <p><i>How do the structure and process of memory and information processing work?</i> Consider what happens in terms of Input, Processing, including levels of processing, Output, Encoding, Storage and Retrieval.</p> <p><i>What is the Multi-store Model of Memory?</i> Consider the work of Atkinson & Shiffrin, 1968 including; Capacity and duration of short-term and long-term memory, Sensory register, Role of attention and rehearsal in memory recall and strengths and weaknesses of the theory.</p> <p><i>What evidence is there to support the MSM theory?</i> Explore the Key Study –Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items, including; Background, Aims, Procedures, results, conclusions, and strengths and weaknesses. Look at Primacy and recency, chunking.</p>	<p><u>TOPIC 11 RESEARCH METHODS (1) How do you carry out Psychological research?</u></p> <p><i>How to you design psychological research?</i> Consider how to identify the independent, dependent and extraneous variables of an investigation. The influence of extraneous variables and possible ways to control them</p> <p><i>What are Hypotheses?</i> Explore the meaning of a null hypothesis and how to write one. The meaning of alternative hypothesis and how to write different ones</p> <p><i>What is sampling?</i> Investigate the purpose of target population and samples Techniques to gather a sample of participants: random, stratified, volunteer and opportunity The strengths and weaknesses of these sampling methods</p> <p><i>What are research and experimental designs?</i> Consider the different research and experimental designs The strengths and weaknesses of these designs</p> <p><i>What do we mean by reliability and validity?</i> Explore issues of reliability and validity in sampling, experimental design, and quantitative and qualitative methods</p> <p><i>What are Ethical Issues?</i> Look at ethical issues in psychological research and how they are dealt with, links to BPS.</p>	<p><u>TOPIC 6 CRIMINAL PSYCHOLOGY Why do people become criminals?</u></p> <p><i>How might our biology lead us to criminality?</i> Investigate personality types (Eysenck, 1964), to include strengths and weaknesses of the theory: extraversion, introversion, neuroticism, psychoticism. Personality scales. Genetics- evidence from Twin studies and adoption studies.</p> <p><i>How can learning theories explain criminality?</i> Explore Operant Conditioning (Skinner, 1948), to include, positive and negative reinforcement, positive and negative punishment, primary and secondary reinforcers. Social Learning Theory (Bandura, 1977), to include role models, modelling, identification, observational learning, vicarious reinforcement</p> <p><i>What evidence is there that we learn criminality?</i> Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models. Charlton et al (2000) Children’s Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a Remote Community Aims, procedures, results and conclusions of key studies. Strengths and weaknesses of key studies.</p>

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<p>Autumn 2</p>	<p><u>TOPIC 2 MEMORY- How does your memory work?</u></p> <p><i>Why do we forget?</i> Understand retrograde and anterograde amnesia, including; the terms and the symptoms.</p> <p><i>What is the Theory of Reconstructive memory?</i> Understand the active process of memory including; How schemas are formed, How schemas influence memory.</p> <p><i>Where does this theory come from?</i> Key Study – Bartlett (1932) War of the Ghosts; Background, Aims, Procedures, results, conclusions, and strengths and weaknesses</p> <p><i>Which is better? Peterson & Peterson or Bartlett?</i> Issues and Debates: understand the terms reductionism and holism, the use of content and theories drawn from human memory to explain the reductionism and holism debate.</p>	<p><u>TOPIC 1 DEVELOPMENT- How did you develop?</u></p> <p><i>How does our brain develop physically?</i> Consider how the forebrain, midbrain and hindbrain develop in the foetus. The development of the cerebellum and medulla</p> <p><i>How does our brain develop Cognitively?</i> Analysis of Piaget’s stages of development and theory of cognitive development Piaget’s four stages of development The role of the stages of development in education How children develop mental processes for learning, so that children develop intelligence The strengths and weaknesses of Piaget’s cognitive development theory</p> <p><i>Where does Piaget get his evidence?</i> Explore the key Study: Piaget and Inhelder (1956) ‘Three Mountains’ task looking at, Background to the study. The main aims, procedure, results and conclusion The strengths and weaknesses of the study</p> <p><i>Does practice make perfect?</i> Understand Willingham’s learning theory-Factual knowledge has to come first before skills can be developed and Learning relies on practice and effort. Strategies to support cognitive, physical and social development The strengths and weaknesses of Willingham’s learning theory</p>	<p><u>TOPIC6 CRIMINAL PSYCHOLOGY</u></p> <p><u>Why do people become criminals?</u></p> <p><i>What is recidivism?</i> Understand the effects of punishments on recidivism, including strengths and weaknesses of each punishment: a. prison b. community sentencing c. restorative justice</p> <p><i>How can we help rehabilitate people?</i> Understand two treatments to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour, including strengths and weaknesses of each treatment: a. token economy programmes, b. anger-management programmes</p> <p><i>What techniques do I need for paper 2?</i> Practice of 1, 2 and 4 mark short questions. Development of 9 mark essay skills for paper 2.</p>
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<p>Spring 1</p>	<p><u>TOPIC 4-BRAIN AND NEUROPSYCHOLOGY</u> <u>How does your brain affect you?</u></p> <p><i>What do our brains look like, and how does it work?</i></p> <ul style="list-style-type: none"> • The location of the temporal, occipital, frontal and parietal lobes of the brain, and their functions. • The location and function of the cerebellum. <p><i>What evidence is there for this?</i> -study by Damasio et al. 1994 Damasio et al. (1994) The Return of Phineas Gage: Clues About the Brain from the Skull of a Famous Patient Background to the study. Aims, procedures, results and conclusions. Strengths and weaknesses of the study.</p> <p><i>What are hemispheres?</i></p> <ul style="list-style-type: none"> • The role of the left and right hemispheres. • The role of the corpus callosum. • The strengths and weaknesses of lateralisation as an explanation of sex differences between males and females. <p><i>What evidence is there for this?</i> - study by Sperry (1968) Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness Background to the study. Aims, procedures, results and conclusions. Strengths and weaknesses of the study.</p>	<p><u>TOPIC 1 DEVELOPMENT- How did you develop?</u></p> <p><i>Do I have a growth mindset?</i> The meaning of mindset, ability and effort How mindset affects the development of abilities and whether they are seen as fixed or changeable through effort The strengths and weaknesses of Dweck’s mindset theory</p> <p><i>What evidence is there for this?</i> Case Study: Gunderson et al (2013) Parent Praise to 1-3 Year Olds Predicts Children’s Motivational Framework 5 Years Later Background to the study The main aims, procedure, results and conclusion The strengths and weaknesses of the study</p> <p><i>How do I know what is right or wrong?</i> The meanings of the terms ‘morals’ and ‘morality’ The meaning of pre-conventional, conventional and post-conventional stages of morality Theories used to explain the development of morality in human</p>	<p><u>TOPIC 11 SLEEP AND DREAMING-</u> <u>Why do you need to sleep and dream?</u></p> <p><i>Why and how do we sleep?</i> Understand the functions, features and benefits of sleep, including: the four sleep stages, rapid eye movement (REM) sleep and the sleep cycle. Understand the internal and external influences on sleep, including strengths and weaknesses, bodily rhythms, to include circadian and ultradian rhythms, hormones, to include pineal gland and melatonin and zeitgebers, to include light.</p> <p><i>What evidence is there that sleep of internal and external factors?</i> Key Study –Siffre (1975) Six months alone in a cave, including; Background, Aims, Procedures, results, conclusions, and strengths and weaknesses.</p> <p><i>What are sleep disorders?</i> Understand symptoms and explanations of sleep disorders, including: insomnia and narcolepsy</p> <p><i>What are dreams? Are they biological?</i> Understand activation synthesis theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory: random activation, sensory blockade and movement inhibition</p> <p><i>What are dreams? Are they psychological?</i> Understand the Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: manifest content, latent content and dream work</p> <p>Key Study –Freud (1909) Little Hans: analysis of a phobia in a five-year-old boy, including; Background, Aims, Procedures, results, conclusions, and strengths and weaknesses.</p>
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<p>Spring 2</p>	<p><u>TOPIC 4-BRAIN AND NEUROPSYCHOLOGY</u> <u>How does your brain affect you?</u></p> <p><i>What happens if the brain gets damaged?</i></p> <ul style="list-style-type: none"> • Signs and symptoms of two disorders linked to brain damage known as ‘visual agnosia’ and ‘prosopagnosia’. • How damage in the pre-frontal cortex of the brain might affect a person’s behaviour. <p><i>How does my brain tell my feet what to do?!</i></p> <ul style="list-style-type: none"> • How neurotransmitters (chemicals) pass messages around the body. • How synapses work to pass on the messages. • How neurons and synapses interact. <p><i>How has psychology changed over time?</i></p> <ul style="list-style-type: none"> • Concepts, theories and research drawn from studying the brain to explain how psychology has changed over time. 	<p><u>TOPIC 11 RESEARCH METHODS (2)</u> <u>How do you carry out Psychological research?</u></p> <p><i>How else might Psychologists do their work?</i></p> <p>Different types of research methods used by psychologists They types of research for which they are suitable. The strength and weakness of each method</p> <p><i>How do Psychologists use data?</i></p> <p>The use of arithmetic and numerical computation, using standard form and decimal form, estimates and significant figures. The use of maths skills(percentages, ratios, fractions) descriptive statistics (range, mean, median and mode) and how to calculate them</p> <p><i>And how do they represent data?</i></p> <p>The characteristics of normal distribution. How to construct and interpret tables, diagrams, charts and graphs. How to identify a correlation between two variables. How to translate information between graphical and numerical forms, plot variables and interpret graphs</p> <p><i>What types of data are there?</i></p> <p>The difference between primary and secondary data. The difference between qualitative and quantitative data</p> <p><i>Is that an ethical issue?</i></p> <p>Understand what is meant by ‘ethical issues’. Use content, theories and research from Topics 1 to 5 to explain ethical issues in psychological research.</p>	<p><u>REVISION</u></p> <p><u>Dependent on the class/ individual students.</u></p> <p>Power points with Audio Knowledge organisers Low stakes checklists Master classes Exam Technique</p>
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<p>Summer 1</p>	<p><u>TOPIC 5 SOCIAL INFLUENCE- How do others affect you?</u></p> <p><i>Why do we sometimes not help people in need?</i> Personal factors that affect bystander behaviour; mood competence, similarity. Situational factors that affect bystander behaviour; diffusion of responsibility, noticing the event, cost of helping, pluralistic ignorance. Key study - Piliavin: Good Samaritanism?</p> <p><i>Why do we follow the crowd?</i> Conformity; compliance, internalisation, identification. Reasons for conformity; normative and informational social influence. Factors that affect conformity; unanimity, task difficulty, size of majority. Studies by Asch & Sherif Personality factors that affect conformity - internal & external locus of control.</p>	<p><u>TOPIC 3 PSYCHOLOGICAL PROBLEMS- How would psychological problems affect you?</u></p> <p><i>Am I depressed?</i> Depression - symptoms, features, incidence and influence. How has depression changed over time? Who is most likely to be diagnosed? Why? How does depression affect us all- costs to society in time lost and NHS.</p> <p><i>Was I born to be depressed?</i> Genetic explanation of depression - genes and biochemistry .Twin studies and research.</p> <p><i>What evidence is there of this?</i> Caspi et al (2003). Influence of life stress on depression. Aims, procedure, results, conclusion. Strengths and weaknesses.</p> <p><i>Am I thinking clearly?</i> Cognitive explanation of depression – Beck, cognitive triad and Ellis ABC model. Faulty thinking and magnification. Nature and nurture. Strengths and weaknesses.</p> <p><i>Will a prescription help me?</i> Drug therapy for depression. Types of anti-depressants. Strengths and weaknesses.</p> <p><i>Will therapy help me?</i> CBT. How it works including stages. Strengths and weaknesses.</p>	
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<p>Summer 2</p>	<p><u>TOPIC 5 SOCIAL INFLUENCE- How do others affect you?</u></p> <p><i>Why do we lose ourselves in a crowd?</i> Deindividuation: What is deindividuation and how it affects obedience, conformity & bystander behaviour. Zimbardo, Haney and Banks: A study of prisoners & guards in a simulated prison</p> <p><i>Why do we follow orders?</i> Obedience: Situational factors that affect obedience; proximity, legitimacy of power, location, personal responsibility, support of others. Personality factors that affect obedience; Milgram’s Agency Theory, authoritarian personality. Milgram’s study of obedience. Blind obedience; preventing blind obedience - education, familiarity of the situation, distance. Preventing blind obedience - promoting pro-social behaviour, social support</p> <p><i>How does my culture affect my behaviour?</i> Society and culture. Social issues like Nazism, anti-social behaviour. Individualistic and collectivist cultures. Features of each. How they affect our behaviour in terms of the bystander effect, conformity, obedience and deindividuation.</p>	<p><u>TOPIC 3 PSYCHOLOGICAL PROBLEMS- How would psychological problems affect you?</u></p> <p><i>What is an addict?</i> Addiction - symptoms, features, incidence and influence (individual and society) Addiction - how has it changed over time? Why?</p> <p><i>Are people born addicts?</i> Genetic explanation of addiction - genes and biochemistry. Adoption studies and research.</p> <p><i>Do we learn to be addicts?</i> Learning theories of addiction - classical, conditioning, operant conditioning and social learning theory. Reinforcement.</p> <p><i>Can medication help addicts?</i> Biological treatments - drug therapy to treat addiction. Strengths and weaknesses.</p> <p><i>Can therapy help addicts?</i> Cognitive therapy to treat addiction. Functional analysis and skills training. Young 2007- Cognitive Behaviour Therapy with Internet addicts. Aims, procedure, results, conclusion, Strengths and weaknesses.</p> <p><i>So, are we born this way or do we learn it?</i> Nature and Nurture. Outline the contributions both have made to explaining behaviour - link to depression and addiction. Link to diathesis stress model. Nature vs nurture - apply to other topics (crime etc)</p>	
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The Importance of Nurture for the Development of Wellbeing

The principles of Nurture are important in supporting a student to feel that they are safe, their basic needs are met (pastoral support - food, drink, emotional, physical support) . Therefore, the student is ready to learn (Maslow's Hierarchy of Need). Psychology is a subject that not only recognises the importance of Nurture, but actively teaches aspects of Nurture enabling students to also recognise the importance of these principles for themselves, and for others.

All Behaviour is Communication

As part of Scalby School behaviour policy C3's and C4's are recorded. This information is monitored and followed up via the Pastoral Protocol. In the classroom teaching staff and assistant teachers are aware of the wellbeing of students. Teachers understand that behaviour can be an indicator that a student is in need of additional support. Behaviours which are a cause for concern are raised with Pastoral or SEND teams so the correct intervention and support can be put in place. These include learning concerns which are raised as an SEN short note which trigger investigation into the need for exam access arrangements. Teachers in Psychology Model behaviour, and students are taught Social Learning theory so they understand the concept of learned behaviour. They also understand Conformity and Compliance and how these concepts form our behaviours.

The Importance of Transitions in Children's Lives

Psychology is a new subject to all students in KS4. To help this Transition, the Memory topic provides opportunities for playing memory games as a gentle way to engage with a totally new discipline. Students are initially allowed to sit with whom they choose in order to access peer support in settling into this new discipline. The timetable rollover gives students a couple of weeks in which to get a feel for the new subject they have chosen.

Opportunities are taken throughout the course to link with post 16 studies and careers in psychology. In the Brain and Neuropsychology Topic the work of Cardiff University is discussed and explored, as one example.

Language is a vital form of communication

In line with our whole school focus on vocab in Psychology we teach topic specific keywords at the start of a new topic and revisit the terms throughout. Psychology is a topic filled with Specialist Vocabulary and we regularly practice this vocabulary with retrieval quizzes. We look to cover the etymology of scientific words, and make reference to prefixes and suffixes as often as possible. We always try to introduce an everyday example alongside the psychology example to help give these difficult words some everyday reality.

The classroom offers a safe base

In the Psychology department we have high level of expectations with regards to behaviour and engagement in lessons. We follow the Scalby school behaviour for learning system (outline d on P8 of student planner), have a recognised Matrix and seek support from Active Patrol SLT. Pupils feel safe in the predictability of whole school standards being upheld by all staff across the department. Psychology is part of the LIFE department and students are supported well by the wider department if students have any issues that are impacting on learning.

Children's Learning is understood developmentally

Teachers have completed SEN Provision Maps for each class that they teach. This is saved on Pedagogy platform for all teachers in the department to access. Links to SEN register, My Profiles.

Students are supported using seating plans which are always student determined in the first instance. This develops confidence through peer support for a new discipline. Regular, routine, low stakes retrieval tasks help embed specialist vocabulary and new concepts over time. Exam technique is vital in Psychology. It is taught using a modelling process of I do- you do. Over time, the technique becomes habitual for all students.

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PSYCHOLOGY KEY VOCABULARY

	Year 9	Year 10	Year 11
Autumn 1	<p><u>TOPIC 2 MEMORY- How does your memory work?</u></p> <p>Storage, Retrieval, Encoding, Acoustic, Visual, Semantic, Short-term/ Long-term memory, Duration, Capacity, Rehearsal, Interference, Displacement, Trigram, Sensory register, Primacy effect, Recency effect, mundane realism, Procedure.</p>	<p><u>TOPIC 11 RESEARCH METHODS (1) How do you carry out Psychological research?</u></p> <p>Variables(IV), (DV), Extraneous variable, Confounding variable, Order effects, Demand characteristics, Investigator effects, Standardised procedure, Counterbalancing, Randomisation, Single-blind / Double-blind technique, Hypotheses- Null, Alternative (experimental) Directional, Non-directional, Target population, Sample- Random Stratified, Sample error, Volunteer, Biased sample, Opportunity, Generalisability</p> <p>Experimental design- Independent measures , Repeated measures, Matched pairs , Reliability, Validity, Qualitative methods, Researcher bias, Triangulation, Objective, Quantitative methods, Ethical issues, Right to withdraw, Informed consent, Deception, Debrief, Confidentiality, Laboratory, Field, Natural experiment.</p>	<p><u>TOPIC 6 CRIMINAL PSYCHOLOGY</u></p> <p><u>Why do people become criminals?</u></p> <p>Positive/ negative punishment, Reinforcers- Primary, secondary, vicarious, Operant conditioning, modelling, motivation, identification, extraversion, Introversion, neuroticism, psychoticism, recidivism.</p>



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<p>Autumn 2</p>	<p><u>TOPIC 2 MEMORY-</u> <u>How does your memory work?</u></p> <p>Amnesia, Retrograde/ anterograde. Active reconstruction, Schema, Serial reproduction, Repeated reproduction, ecological validity, Reductionism, Holism.</p>	<p><u>TOPIC 1 DEVELOPMENT-</u> <u>How did you develop?</u></p> <p>Forebrain, Midbrain, Hindbrain, Anterior, Posterior, Medulla oblongata, Involuntary response, Neural connections, Cognitive, Operations, Object permanence, Symbolic play, pre-operational, Egocentrism, Decentration, Animism, Centration, Irreversibility, Morality, Schema/Schemata(s), Adaptation, Assimilation, Accommodation, Equilibrium, Subjective, Working memory, Motor skills.</p>	<p><u>TOPIC 6 CRIMINAL PSYCHOLOGY</u> <u>Why do people become criminals?</u></p> <p>Recidivism, rehabilitate, community sentence, curfew, restorative justice, Token economy, observation schedule.</p>
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Curriculum Progression Maps



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<p>Spring 1</p>	<p><u>TOPIC 4-BRAIN AND NEUROPSYCHOLOGY</u> <u>How does your brain affect you?</u></p> <p>Cerebrum, cortex, lobes- parietal, occipital, temporal, frontal. Cerebellum, Gyri, Sulci, lateralisation, asymmetrical, corpus callosum, hemispheres, Broca's area, spatial awareness. Ventromedial, dorsolateral.</p>	<p><u>TOPIC 1 DEVELOPMENT- How did you develop?</u></p> <p>Mindset- Fixed/ Growth Social learning, Self-regulation, Nature, Nurture, Framework, Person praise, Process praise, Entity theory/motivational framework, morals, heteronomous, Autonomous</p>	<p><u>TOPIC 11 SLEEP AND DREAMING-</u> <u>Why do you need to sleep and dream?</u></p> <p>Sleep cycle, REM sleep, sensory blockade, movement inhibition, sleep deprivation, circadian rhythm, ultradian rhythm, sleep-wake cycle, hormones, pineal gland, melatonin, zeitgebers, entrainment, Endogenous, Exogenous, insomnia, narcolepsy, hallucination, cataplexy, unconscious mind, id, ego, superego, manifest content, latent content, dream work, activation synthesis, psychosexual stages, phallic stage, Oedipus complex.</p>
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Curriculum Progression Maps



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Spring 2	<p><u>TOPIC 4-BRAIN AND NEUROPSYCHOLOGY</u> <u>How does your brain affect you?</u></p> <p>Central/ peripheral nervous system, neurotransmitters, neuron, dopamine, serotonin, GABA, synapse, axon, vesicles, receptors, synapse, transmission, neurological, visual Agnosia, Prosopagnosia, Fusiform face area, post-mortem/ Autopsy, dissection, EEG, Scans- MRI, PT, CT, EMR</p>	<p><u>TOPIC 11 RESEARCH METHODS (2)</u> <u>How do you carry out Psychological research?</u></p> <p>Interview- Structured, Semi-structured, Unstructured , Social desirability bias, Interviewer effect, Questionnaires, Closed/Open ended questions, Correlation, Co-variables, Positive /Negative correlation, Case study, Observation- Naturalistic ,Controlled or structured , Overt/ Covert observation, Participant/, Non-participant observation, Inter-rater reliability, Observer bias, Data analysis, Primary data, Secondary data, Qualitative data, Quantitative data, Participation rights, Protection rights, Risk-benefit.</p>	

Curriculum Progression Maps



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Summer 1	<p><u>TOPIC 5 SOCIAL INFLUENCE-</u> <u>How do others affect you?</u></p> <p>Bystander effect, apathy, intervention, Situational Factors, Personal Factors, Diffusion of responsibility, Pluralistic ignorance, Competence, conformity, majority, ambiguity, locus of control, normative/informational, internalisation, identification, field experiment.</p>	<p><u>TOPIC 3 PSYCHOLOGICAL PROBLEMS-</u> <u>How would psychological problems affect you?</u></p> <p>Unipolar, features, incidence, influence, Monozygotic, Dizygotic, genetic predisposition, diathesis-stress model, deterministic, cognitive, negative triad, magnification, activating event, nature/nurture, CBT, Noradrenaline, Reuptake, Placebo, Relapse. Longitudinal.</p>	
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Curriculum Progression Maps



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Summer 2	<p><u>TOPIC 5 SOCIAL INFLUENCE-</u> <u>How do others affect you?</u></p> <p>Deindividuation, pro-social/anti-social behaviour, obedience, blind obedience, proximity, legitimacy of context, momentum of compliance, Authoritarian, Fascism, ambiguity, social, culture- collectivist, individualistic.</p>	<p><u>TOPIC 3 PSYCHOLOGICAL PROBLEMS-</u> <u>How would psychological problems affect you?</u></p> <p>Addiction, withdrawal, adoption studies, Learning theories- classical, operant, social learning. Reinforcement, functional analysis, skills training, detoxification, cravings, Likert-type scale.</p>	
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Curriculum Progression Maps

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