Psychology

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| KEVI HWGA Curriculum Map 2024-25 | | |
| **Curriculum Purpose:** | | |
| *Context* | Beyond KEVI HWGA: | A psychology degree is a great starting point for a career in both science and the arts, as it equips you with a range of skills and opens up opportunities with a variety of employers, it can lead to further education through courses, where a variety of approaches in specialist areas such as Criminology and can be explored. Psychology could lead to a wide range of career opportunities such as:  criminal justice, education, business, and mental health.  Postgraduate study and training are essential if you want to become a chartered psychologist and to register as a practitioner psychologist with the Health & Care Professionals Council (HCPC). Postgraduate study is available in areas such as clinical, counselling, educational, occupational, sport and exercise or forensic psychology. |
| KS5 | Studying A-level Psychology at KS5 will help you develop a range of skills that will benefit you, whether you decide to go on to further study or the working world, including; analytical thinking, improved communication, problem solving, planning and conducting scientific investigations, analysing and interpreting data and critical reasoning skills.  The aim is to promote Psychology, it’s theories and assumptions, within the academy as it will complement just about any other subject. Students who study psychology often also study biology, sociology, business, English or physical education. Also, students, who want a career in any of the caring services, or in marketing or human resources, will find an understanding of psychology useful.  Students will require a good standard of English, Math and Science at GCSE to access the AQA A course and gain the best qualifications possible. |
| KS4- KS5 Transition | AQA GCSE Psychology represents a good basis from which to study the A-level course. The content, skills and methods presented in the GCSE course are developed in both breadth and depth through the A-level specification. A number of topics, such as 'Memory', 'Psychological problems', 'Social Influence', 'Brain & Neuropsychology' and 'Research Methods' are found in both courses. The A-level course includes a wider range of mathematical skills, a more detailed involvement of biological ideas, a more comprehensive and critical study of the different approaches in Psychology and a wider range of contemporary implications and applications of psychological theory and research. The significance of scientific method to Psychology is critically considered and practical experience of a range of research methods is expected. |
| KS4 | GCSE Psychology introduces KS4 students to the fundamentals of psychology, developing critical analysis, independent thinking and research skills. The aims and learning outcomes of this course encourages students to: use specialist vocabulary, psychological concepts, terminology and convention to engage in the process of psychological enquiry. Acquire knowledge and understanding of psychology, developing an understanding of self and others, and how psychological understanding can help to explain everyday social phenomena. To understand how psychological research is conducted, including the role of scientific method and data analysis present information. Develop arguments and draw conclusions through a critical approach to psychological evidence, developing as reflective thinkers. Develop an understanding of the relationship between psychology and personal, moral, social and cultural issues, and develop an understanding of ethical issues in psychology and draw on an understanding of psychological issues, the contribution of psychology to individual, social and cultural diversity, and how psychology contributes to society. |

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| KEVI HWGA Curriculum Map 2023-24 | | | | | | |
| ***Timeline Y13*** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| ***Big Qs***  ***Linked to NC* Year 13**  **Q’s embedded in class ppts** | ***ISSUES AND DEBATES paper 3***  ***To what extent do the findings from psychological studies have ethical implications? Are the theories gender or culture biased?***  ***Is human behaviour the product of genetic inheritance or the environment? Are our thoughts and behaviour freely chosen or determined by factors that we cannot control?*** | **SCHIZOPHRENIA- Paper 3**  ***Why do individuals develop Schizophrenia? What are the key triggers and symptoms?***  ***How would the biological and cognitive explanations describe how Schizophrenia occurred?***  ***How is Schizophrenia treated using both the cognitive and biological approach?*** | **RELATIONSHIPS Paper 3**  ***Is reproductive fitness central to evolutionary fitness? I there an issue with cross cultural relationship research? Are economic theories cynical? How has modern day virtual and computer mediated communication affected romantic relations? Are parasocial relationships a global concept?*** | **Aggression- Paper 3**  ***What is aggression? How could we explain aggression? How would the Biological/SLT describe how aggression occurs?*** | **A LEVEL EXAMINATION PREPARATION**  Seneca  Microsoft teams forms  Timed essay questions  Timed practice questions using Exampro  Paper 3 mock  Review Paper Paper 2 mock  Review Paper Paper 1 Mock Review Paper 1 |  |
| **Paper 2/ 3**  **Spec content** | Resit Paper 1 mock  Review research methods  Review Paper 2 topics- Biospsych and Approaches  Paper 2 mock.  **Gender and Culture bias in psychology**  **Sexism**  Gender bias  Culture bias  **Freewill and determinism Nature Nurture debate**  **Holism and reductionism**  **Idiographic and nomothetic approaches Ethical implications of research studies and theories** | **Physiology of stress**  **Role of stress in illness**  **Sources of stress-**  Life changes  Daily hassles  Workplace stress  **Measuring stress Individual differences**  Personality types  Hardiness  **Managing and coping with stress**  Drug therapy  Stress inoculation therapy  Biofeedback  **Gender differences**  **Role of social support** | **Sexual selection and human reproductive behaviour**  **Factors effecting attraction-**  Self -disclosure  Physical attractiveness  Filter theory  **Theories of romantic relationships-**  SET  Equity theory  Rusbult’s investment model  **Virtual relationships in social media**  **Para social Relationships** | **Defining and measuring crime**  **Offender profiling**  Top down  Bottom up  **Biological explanations-**  Atavistic form  Genetic and neural  **Psychological explanations-**  Eysenck’s theory  Cognitive explanations  Differential association  Psychodynamic explanations  **Dealing with offender behaviour-**  Custodial sentencing  Behaviour modification  Anger management  Restorative justice |  |  |
| **HPL**  **ACP’s**  **VAA’s** | Application  Consolidation  Enquiring  Evolutionary and Revolutionary thinking  Confidence | **Consolidation**  **Evaluation**  **Connection finding**  **Speed and Accuracy**  **Collaborative** | **Consolidation**  **Research**  **Evaluation**  **Creative and enterprising**  **Concerned for society** | **Application**  **Evaluation**  **Open minded**  **Creative and enterprising** |  |  |
| **Research methods Paper 2** | **Application of stats test to independent research project from Term 3**  **Features of Science**  **Reporting psychological investigations** | **Questionnaires**  **Correlations**  **Validity and Reliability** | Stats test review- tests for difference, parametric tests, association and correlation | **Case studies**  **Content analysis** |  |  |
| **Key Knowledge, Concepts and skills** | ***Application***  ***Consolidation***  ***Evaluation***  ***Idea***  ***Revision strategies***  ***SYNOPCICITY***  ***Focus on links to approaches, assumptions and theories from Paper 1.***  ***Application and comparison***  ***Review of revision strategies*** | ***Application***  ***Practical research activity***  ***Statistical test***  ***Consolidation***  ***Evaluation***  ***Questionnaires***  ***Revision strategies***  ***SYNOPCICITY***  ***Home study- student choice- 1 essay 1 essay plan***  ***Focus on depth and argument in essays AO3***  ***Timed class essays***  ***Model plans for all questions***  ***GRAVEE GRENADE*** | **Flipped research activity**  **Idea**  **Applications**  **Practical’s**  **Research methods**  **Consolidation**  **Evaluation**  **SYNOPCICITY**  **Home study- student choice- 1 essay 1 essay plan**  **Focus on depth and argument in essays AO3**  **Timed class essays**  **Model plans for all questions** | **Application**  **Practical research activities Evaluation**  **Think/Pair/Share**  **Serial Killer presentation**  **Role play**  **Research methods**  **SYNOPCICITY**  **Written timed essay practice**  **Depth of PEEL AO3**  **Gravee and Grenade**  **Focus on depth and argument in essays AO3**  **Timed class essays**  **Model plans for all questions**  **Revision and past paper exam practice of Paper3/2/1** |  | **PAPER 1 MOCK**  Revision strategies  Student Paper1 revision  Past topic paper analysis  Past paper practice timed conditions + Mark schemes  Social Influence  Memory  Attachment  Psychopathology  Research methods Y1  AQA past papers and mark schemes  Exampro timed and department desipned exam questions  SENECA revision groups |
| **Feedback & Assessment**  **Link to exampro q’s ms**  **Students choose 2/3 essays** | Outline and evaluate one or more ways of studying the brain.  (Total 8 marks)  Robert suffered a stroke at the age of 55. After the stroke he was paralysed down his right side,  though he could move his left arm and leg easily. Robert could clearly understand what was said  to him, but was unable to produce any speech.  Discuss how knowledge of hemispheric lateralisation and language centres in the brain has  helped our understanding of cases such as Robert’s. Refer to Robert’s case in your answer.  (Total 16 marks)  Identify two glands that form part of the endocrinal system and outline their functions. (Total 4marks)  Discuss research into Circadian and Infradian rhythms. Refer to evidence in your answer 16 marks  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | ‘The best way to understand and explain behaviour is to reduce it to the simplest component parts.’  In the context of the holism-reductionism debate, discuss this view. Refer to at least one topic in your answer.  (Total 16 marks)  Discuss the nature-nurture debate in psychology. Refer to at least two topics you have studied in your answer.  (Total 16 marks)  Dancho is a talented and famous musician. He was taught to play the piano by his father who was a concert pianist. From the age of four years Dancho attended a specialist music school where he spent many hours each day practising the piano.  In a recent TV interview Dancho said, ‘My earliest memories are of notes and melodies, so music is a part of me. To hear the applause in the concert hall is what I live for. Even if I wanted to stop playing, I could not.’  Discuss two or more types of determinism. Refer to the case of Dancho as part of your discussion.  (Total 16 marks)  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Discuss the Biological explanations in schizophrenia  (Total 16 marks)  Discuss the cognitive explanations for schizophrenia  (Total 16 marks)  ‘There are several methods used to manage the negative effects of stress. These methods can  be biological or psychological.’  Discuss two or more treatments for Schizophrenia.  (Total 16 marks)  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Discuss evolutionary explanations for partner preferences.  (Total 16 marks)  Outline and evaluate one theory of the maintenance of romantic relationships.  (Total 16 marks)  Discuss what psychological research has told us about virtual relationships in social media.  (Total 16 marks)  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Describe and evaluate cognitive explanations for agggressions.  (Total 16 marks)  Outline and compare two explanations for aggression Refer to evidence in your answer.  (Total 16 marks)  Experts have different views about how to deal with recidivism. Some believe that custodial  sentencing is the best way of reducing re-offending; others think that prison may not be the  solution and that there are better alternatives. There is also much debate about whether  treatment programmes reduce re-offending.  Discuss ways of dealing with the problem of dealing with aggression in prison  (Total 16 marks)  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme |  |
| **Careers link Y13** | Cognitive neuroscience and brain function research and relate career pathways  Pixel futures ppt- careers and university courses <https://www.unitasterdays.com/>  ondemand/webinar/135/psychology | Unitaster day psychology at university webanair on philosophy | Unitaster session on stress in the workplace, counselling in failing to function | Unitaster for counselling and human relations webnar | Unitaster on criminology at university |  |
| ***Timeline Y12*** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| ***Discussion Q’s*** | **SOCIAL INFLUENCE Paper 1**  **Is society independent or are we manipulated by social influences and forces? How much does ambiguity affect conformity? Discuss the ethical considerations in social influence research?**  **Is there an obedience personality type? How has the obedience alibi been used in real world applications? Dispositional vrs situational? Consider minority influence through Hitler and Rosa Parks? Do you think methodological criticisms undermine the link between social influence and social change?** | **MEMORY Paper 1**  **In which terms should we consider LTM and STM? Does an abstract linear concept represent memory? What are the similarities between Episodic and Semantic**  **Memory? Why is the WWM more representative of memory than the MSM? Explain- forgetting is the other side of the coin to remembering? Does the retrieval failure explanation have real life applications? Should we believe our own eyes? What ethical issues are involved in factors affecting EWT?** | **ATTACHMENT Paper 1**  **Is attachment research socially sensitive? Multiple vrs Specific attachment, which is more supported? Is extrapolation an issue in animal studies? Is there an alternative to OC and CC? Monotrophy vrs Temperament discuss? Is the Strange situation a culture bound test? What are the real implications of research on cultural variations for theories of attachment? Could maternal deprivation be a legal defence? Problems with long term effects of institutionalisation?** | **PSYCHOPATHOLOGY Paper 1**  **Can some people can be statistically unusual or deviate from social norms without being thought of as abnormal? Are Phobias and OCD just anxiety disorders? What is the comparison between the two explanations of the mood disorder Depressions?**  **Behavioural or evolutionary explanation for Phobias? What is the link between attachment and depression? Difference between MZ/DZ twins?Should OCD trauma be treated with drugs?** | **APPROACHES Paper 2**  **What are the origins of Psychology- Science and introspection?What are the ethical and environmental determinism issues associated with Behaviourism? Methodological issues involved with the BOBO doll study? Real life benefits for cognitive neuroscience? Nature vrs Nurture debate in Biological approach? How does Psychic determinism compare with other approaches? What would be a behaviourist view of humanistic psychology be?What issues and problems might the Eclectic approach present?** | **RESEARCH METHODS Paper 2**  **What is science?**  **Key word terminology meaning- Objectivity, systematic, replication?**  **What are Ethics and how do they link to modern society?**  Case studies. Content analysis and cding. Thematic analysis  Reliability  Validity  Choice of Statistical test  Statistical tests  Correlation  Probabability and significance  Psychological invesitigation reports  Features of science  Probability & Significance  Ways of investigating the brain  Reporting psychological investigation  Features of science  Reliability and validity  Choosing a stats test  Tests for difference and correlation  Tests of association  Parametric test Correlations  Case studies and content analysis |
| **Year 12**  **link to NC**  **Paper 1/2 Spec Content**  **RM links and embedded in blue** | **Conformity-** types and explanations  **Conformity-** Asch’s research  Ethics issues and how to deal with them Hypotheses  Sampling methods Designing research  **Conformity to Social roles-** Zimbardo research  **Obedience-** Milgram’s  Research  Experimental method  Control of variables Planning and conducting research  **Obedience-** Situational variables  **Obedience-** Social Psychological factors  **Obedience-** Dispositional explanations  Types of experiment Quantitative and Qualitative data  Primary and Secondary data  Normal Distributions  Pilot studies  Interpretation and display of quantitative data  **Resistance to social**  **influence**  **Minority Influence**  **Social influence and social change**  Observational and self- report techniques and design | **Coding Capacity and duration**  **Multistore model of memory**  Correlation  Data Analysis- kinds of data  **Working memory model**  **Explanations of forgetting-** Interference and retrieval failure.  Data Analysis- Descriptive statistics  **Factors effecting he accuracy of EWT-** Misleading information  Anxiety  Real life application  Data Analysis- Graphs  **Improving the accuracy of EWT-** Cog Interview.  Mathematical content  Statistical testing  **Revision strategies- dual coding and cognitive load- flash cards and retrieval practice** | **Introduction to Attachment**  **Schaffer’s stages of attachment**  Peer review of research projects from T1  **Animal studies**  **Explanations of attachement-**Learning Theory and  Bowlby theory  Updates to research projects  **Ainsworth strange situation**  **Cultural variations in attachment**  Psychology and the economy  **Bowlby theory of maternal deprivation**  **Romanian Orphans studies**  **Influence of early attachment on later relationships.**  Economic implications | **Definitions of Abnormality**  **Phobias**  **Depression**  **OCD**  Computation  Intro to Descriptive statistics and  statistical testing  **The behavioural approarch to explaining phobias**  **The behavioural approach to treating phobias**  Gender differences in fear practical research- measures of central tendency  **The Cognitive approach to explaining depression The Cognitive approach to treating depression**  Mental health in the media practical research- tally charts  **The Biological approach to explaining OCD**  **The Biological approach to treat OCD**  Twin study and nature nurture debate | **Origins of psychology**  timeline  **Learning approach-** Behaviourism and SLT  Student research project  **Cognitive approach**  **Biological approach**  **Psychodynamic approach**  **Humanistic approach**  Student research project  Biopsychology NS ad ES  Neurons and synaptic transmission  Student research project  Comparison of all approaches | Develop the Y12 Psychology mentoring team with Y11 researchers to do whole school ethical quantitative research based on school council objectives.  Practical brain investigation- photos uploaded firefly  ***BIOPSYCHOLOGY Paper 2***  ***Is there a link between illness and stress? Can we generalise Split brain research from specific samples? Is there evidence that the brain can recover after trauma? Is fMRI a viable method of lie detection? What are the issues applying findings from animal studies to human behaviour in pheromone research and psychology in general?***  **The nervous/ endocrine system.**  **Neurons and synaptic transmission**  **Localisation of function in the brain.Plasticity and functional recovery of the brain after trauma.**  **Split brain research into hemispheric lateralisation**  **Ways of investigating the brain**  **Biological rhythms-**  Circadian rythms  Infradian and Ultradian rythms  **Endogenous pacemakers and exogenous zeitgebers** |
| **HPL- ACP’s VAA’s** | **Strategy planning**  **Seeing Alternative perspectives**  **Hard working** | **Abstract concepts**  **Intellectual confidence**  **Open minded** | **Analysing**  **Generalisation**  **Connection finding**  **Perseverance** | **Flexible thinking**  **Critical thinking**  **Risk taking** | **Automacy**  **Fluent thinking**  Confidence | **Connection finding**  **Meta cognition**  Collaborative |
| **Key Knowledge, Concepts and skills** | KNOWLEDGE APFC AO1  EVALUATION AO3  PEEL GRAVEE APPLICATION AO2 Mathematical focus-  baseline assessment  Literacy Focus-  Assessment of summer work/ written English  Cornell note taking method  ICT Focus-  Digital bundle introduction  Psychology Blog  At A level they will have a designated reading activity using Classos. reading around the topics. Also incorporating external trips and speakers from local universities  Practical brain investigation- photos uploaded firefly  SENECA sign up Y12/Y13 group Google scholar for research projects.  Marginal learning gains wheel  Rag rating topic  Careers link  TOK HOTS | Past paper Q’s  Real life application  Revision strategies  SCOUT  Mathematical focus-  Data Analysis  Literacy focus-  Terminology  Keyword Glossary  Cornell note taking  ICT focus-  Digital bundle activities  Research project presentations | Research methods  Theory of Knowledge/ thinking hats  Mathematical focus-  Data application from analysis in T1  Literacy focus- AO3 Connectives and signposts  Command words  ICT focus- Prezi presentation of the research paper | Research Methods  Mathematical focus-  Statistics- Descriptive and Inferential, tally chart  Literacy focus- Reading and research  ICT focus- student ppt presentations for psychopathology- video, AO1/2/3 activity | Mock exam Paper 1  UCAS references  Individual research project  Exam techniques  Timing key words  Knowledge organisers  Revision strategies  Learning styles  Carousel review sessions | Focus- Introduction of Issues and Debates  Links to Paper 1  GRAVEE  GRENADE  ***Application***  ***Flipped classroom***  ***Assessment***  ***Idea***  ***Consolidation***  ***Revision strategies***  ***SYNOPCICITY***  ***Mathematical focus-***  ***Statistics test***  ***Significance***  ***Correlation***  ***Literacy focus- Key words from Biology, links to GCSE learning***  ***Reading and research***  ***Shorter questions and model answers***  ***ICT focus- End of topic presentation pf the contemporary practical research*** |
| **Feedback & Assessment** | Outline and evaluate research into conformity.  (Total 16 marks)  Read the item and then answer the question that follows.  Two psychology students were discussing the topic of social influence.  ‘I find it fascinating how some people are able to resist social influence’, said Jack. ‘It must be the result of having a confident personality.’  ‘I disagree’, replied Sarah. ‘I think resisting social influence depends much more on the presence of others.’  Discuss two explanations of resistance to social influence. As part of your discussion, refer to the views expressed by Jack and Sarah in the conversation above.  (Total 16 marks)  Practical applications AO2  Research project Susceptibility to social influence or Social influence and lifestyle choices- introduction of research posters  Multi choice questions AO1 END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme A01,2,3 | Describe and evaluate the working memory model of memory.  (Total 16 marks)  Outline and evaluate research (theories and/or studies) into the effects of misleading information on eyewitness testimony.  (Total 16 marks)  Contempory practical research research project- Dual task performance. EWT and leading questions- students to conduct the research in class  Multi choice questions AO1  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Outline and evaluate research into cultural variations in attachment.  (Total 16 marks)  Discuss research into the influence of childhood on adult relationships.  (Total 16 marks)  Research project- Observing synchronous interactions in adult conversations.  Attachment to mobile phones  Multi choice questions AO1  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Rob is a sixth form student who has started hearing voices in his head. The voices come often, are usually threatening and make Rob feel frightened. The voices are making it difficult for Rob to  complete his homework properly and he is worried about how this may affect his chances of going to university. Rob has not told anyone about his experiences, but his parents and teachers have noticed that he appears distracted, anxious and untidy.  Outline and evaluate failure to function adequately and deviation from ideal mental health as  definitions of abnormality. Refer to the experiences of Rob in your answer.  (Total 16 marks)  Outline and evaluate one biological explanation for obsessive compulsive disorder (OCD).  (Total 16 marks)  Behavioural Implications of research- Media archives presentation AO2  Gender differences in fears  Mental health in the media  Multi choice questions AO1  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Selection of past paper research method questions from Paper 2 booklet with mark schemes.  Student own research project, inclusive of all components Y1 knowlwde and Paper 2 requirement.  Multi choice questions AO1  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme | Tatiana’s parents are concerned about her mobile phone use. She is an anxious child and has low self-esteem. Tatiana only feels good about herself when she receives messages or positive comments on social media. She feels safe when she has her phone and socially isolated without it. Tatiana’s parents worry that her dependence on her mobile phone is starting to affect her  well-being and achievement at school.  Outline and evaluate the humanistic approach. Refer to Tatiana’s behaviour in your answer. (Total 16 marks)  Outline and evaluate social learning theory. In your answer, make comparisons with at least one other approach in psychology. (Total 16 marks)  Outline the behaviourist approach. Compare the behaviourist approach with the biological approach.  (Total 16 marks)  Student research project- The effect of arousal on performance  Gender differences in adult –child play  Multi choice questions AO1  END OF TOPIC ASSESSMENT standardised 35 marks using exampro past paper and mark scheme |
| ***Timeline Y11*** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Year 11**  **NC** **Q’s embedded in class ppts**  **Paper 1/2 Spec Content**  **RM links and embedded in blue** | Brain and Neuropsychology Paper 2  **How could the fight or flight response impact your long term future? Does understanding synaptic connections have real world applications? Is Deja vue an hallucination? Which area of the brain realtes to sensory pain? What an the scientific study of the influence of brain structess on mental processes tell us?**  **Structure and function of the nervous system**  The structure of the NS.  The function of the NS.  The autonomic nervous system.  James Lange theory of emotion.  Mini practical of James Lange study  **Neuron structure and function**  Neuron and Electrical transmission  Synapses and chemical transmission  Hebbs theory of learning.  Flow chart of synaptic transmission  **Structure and function of the brain**  Structure and function in the brain  Localisation of function in the brain  Penfield’s study of the interpretive cortex  Bob the brain activity  Brain damage activity  **An introduction to neuropsychology**  Cognitive neuroscience  Neurological damage  Scanning techniques  Tulving’s gold memory study  Tulving research method practical | Psychological problems Paper 2  **Why is it important that we understand what mental health problems are and how they affect individuals and society? Is the ICD-10 a valid measurement for depressions an addiction? Which is the stronger argument the biological or psychological explanation of depression? Is Addiction caused by peer influence or is it genectic vunerabiity? Should depression be treated with drugs or CBT? Argue for either the reductionist approach or holistic approach to addiction therapy?**  **An introduction to mental health**  Effects of significant mental health problems on individuals and society  De-stigmatising mental health letter to government  **Depression**  Types and diagnosis  Biological and psychological explanation  Therapies for depression Antidepressant medication and CBT  Wile’s study  Drug therapy leaflet  **Addiction**  Characteristics of addiction and diagnosis  Biological / Psychological explanation.  Therapies for addiction  Aversion therapy and Self management  Kaji twin questionnaire design  Student presentations on Depression and Addiction  Including recent research and creating a campaign of awareness in school | Paper 1 Revision  **Memory**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords  **Perception**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords  **Development**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords  **Research methods**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords | Paper 2 Revision  **Social Influence**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  **Language Thought and Communication**  Keywords  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords  **Brain and Neuropsychology**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords  **Psychological problems**  AO1 knowledge  AO2 application practice  AO3 evaluation PEE depth  Keywords | GCSE LEVEL EXAMINATION PREPARATION  Timed essay questions  Timed practice questions using Exampro  PiXL unlock, knowledge, therapy and testing.  Assessment rag rating in student induction folders/ spec/terminology/ keyword/ command words/ external websites and reading list.  Knowledge organisers,  PiXL knowledge mats, specific vocabulary and command words form AQA  PP flash cards and PP revision books | Prepare and review for next year. |
| **Key Knowledge, Concepts and skills** | **Mathematical focus-**  Correlation Statistics and data  **Literacy Focus-**  Glossary  Terminology  **ICT Focus-**  MBTI and Learning style computer programmes  Psychology Blog- Edmodo  **Careers focus-**  **Emotional intelligence**- classroom and course expectations  **Assessment focus-**  **Week 1-2** Consolidation Application  **Week 3-4** AO1 AO3 Intro Evaluation PEC Practical JL theory Essay on JL Scaffold  **Week 4-5** AO3Haribo/ smarties neuron Evaluatio  **Week 5-6** Review of AO1/3 Resaerch methods- math Tulving Gold  Revision strategies  **Week 6**-**7** Assessment  Reflection and review Marginal learning gains wheel Rag rating topic | **Mathematical focus-**  Correlations Statistics and data  **Literacy Focus-**  Glossary  Terminology  Command words  **ICT Focus-**  Power point presentations  Psychology Blog- Firefly  **Careers focus**-  **Creativity and Innovation**- Visual illusion ideas  **Assessment focus**-  **Week 1-2** AO2 Application  Consolidation  Idea- letter to Health Minister. ECT ethics  **Week 3-4** AO3 Research methods - questionnaire  **Week 4-5** AO2 Idea- Drug therapy letter.  Research methods questionnaire  **Week 5-6** Evaluation AO3  Revision Strategies. Examination skills  **Week 6-7**  Assessment focus Reflection and review Marginal learning gains wheel Rag rating topic | Mathamatic Focus-  Revision skills  APFC  Evaluation connectives  Key word terminology  AO1/2/3  Review using self- rag rating system  AAQ website  Exampro for GCSE past paper questions  ICT skills- ppt presentations  Creation of kahoots  Revision skills and strategies  Past paper questions  Kahoots  Stretch and challenge activities  Student share presentation on their revision strategies |  |  |  |
| **HPL- VAA’s and ACP’s** | **Hardworking-**  **Perserverance**  **Resilience** | **Self regulation**  **Critical logical thinking** | **Automaticity**  **Speed accuracy** |  |  |  |
| **Careers** | [**https://www.unitasterdays.com/**](https://www.unitasterdays.com/)  **ondemand/webinar/135/psychology** | [**https://www.unitasterdays.com/**](https://www.unitasterdays.com/)  **events/event/63616/subject-talks-school-of-sciences** |  |  |  |  |
| **Feedback & Assessment** | Read the item and then answer the question that follows.  Sam was walking home at night alone. Suddenly, he heard a sound behind him. His heart started to beat faster and he began to run to the bus stop. He then heard a voice shouting,  ‘Wait for me Sam!’ Sam turned to see his friend Neil running along the street, trying to catch up with him. Sam stopped and his breathing slowed as he waited for Neil. ‘I am glad  to see it’s you, Neil,’ said Sam.  Use your knowledge of the actions of both the central nervous system and the autonomic nervous system to explain Sam’s experience Total 6 marks. Two psychology students were discussing a case study they had been learning about:  Yasmin: I can’t believe what happened to that that poor man who had a metal rod go  through his skull!  Maya: I know, it’s amazing that he could still do so many things – like speak and walk.  Yasmin: That’s true. It can’t have been very nice for his friends when his personality  changed so much. He was also laughing when he should have been upset, so his emotions were affected too. A neuropsychologist wants to investigate the damage the metal rod caused to the brain of the man in the case study using scanning techniques.  Referring to the case study above, choose two scanning techniques and identify the damage that those scans could show. Evaluate both scanning techniques Total 6 marks  Contemporary practical implications of Brain and Neuropsychology studies and group research Revision summary.  Multi choice question  End of topic test-  past paper | Alice is talking to her doctor about her relationship with alcohol.  Alice: I know it’s not good for me to drink so much, so I have been trying not to drink  anything, but the desire is just so strong. I can’t seem to focus on anything else until I have  a drink. I think it has become my main priority.  Doctor: Are you drinking the same amount each day?  Alice: No, I seem to need more and more to feel the same effect I used to get from just a few glasses.  Doctor: Do you want to stop?  Alice: Yes, but I worry I don’t have the motivation or the time to address my drinking  problem.  (a) According to the International Classification of Diseases, which symptoms of Dependence  Syndrome is Alice experiencing? 3 marks  (b) Identify one intervention or therapy that the doctor might recommend for Alice if she is diagnosed with Dependence Syndrome.  Justify your choice by referring to the conversation above.  Recommended intervention / therapy2 Marks  Outline one weakness of the intervention / therapy you have recommended in part (b). 2 marks (Total 7 mark)  You have been asked to conduct a study to investigate the effects of cognitive behaviour therapy (CBT) on people who have been diagnosed with depression.  You need to include:  • a description of the conditions in the study  • the sampling method you would use  •an example of one standardised procedure that you will use.  Explain your answer Total 6 marks  Multi choice questions AO1  End of topic test- past paper AO1/2/3  Review Paper 2  Mock and review Paper 2  Review Paper 1 Mock and review Paper 1. | Paper 1 assessment using past papers and mark scheme  Review with mark scheme for WWW and EBI  Focus for next paper 2 |  |  |  |
| ***Timeline Y10*** | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Year 10**  NC **Q’s embedded in class ppts** | Memory +Experiments Research methods Paper 1  **How are memories stored? What do the memories actually look like in the brain?**  **Why do you think you remember some things and not others?**  **Are memories accurate?**  **What factors could affect their accuracy?** | Perception + Practical classroom Research methods Paper 1  **Which is is it a duck or rabbit? Why are we fooled by visual illusions? Should we believe our eyes? Is perception innate or learnt?What is cross culutural research? What fators affect our perceptual set?** | Development+ Application of research methods Paper 1  **What role does nature or nurthure play in early brain development? How many ways are there to think about the same thing? Ethical issues working with children? Understanding individual, social and cultural diversity? How can failure be positive?Learning or sensory modes?** | Research methods and ethics Paper 1  **Why do researchers aim to design research that is valid, reliable and ethical? What is the difference between Quantitatibe and Qualitative research methods? Why is the aim of research to produce and then anayse data?** | Conformity Paper 2  **What is the effect or real or unseen group pressure? Do we all respond to a direct order from an authority figure? Why would society be prosocial if they had no personal benefit? Do we act differently in a crowd than on our own, if so why?** | Language Thought and Commmunication Paper 2  **How is our way of communicating changing? Will the way we communicate change the way we think? How do animals and himans communicate differently? Is non verbal behaviour innate or learnt? Are text speak and emoticons replacing everyday communication?** |
| **Paper 1/2 Spec Content**  **RM links and embedded in blue** | **Introduction – digital bundle, course, expectations. MLG and Cornell notes. Summer work review- written assessment**  **Processes of memory.**  storage and retrieval.  Ethical issues and how to deal with them.  Study of encoding. Episodic, Sematic and Procedural memory  Class experiment Primacy and recency effect  **Structures of memory.**  MSM, reconstruction and levels of processing.  Case studies Clive Wearing  Primacy and Recency effect.  Class experiment  Model making  Hypotheses and variables  Extraneous variables  **Memory as an Active process.**  Bartlett’s war of ghost study.  Theory of reconstructive memory  Class experiment  Bartlett story recreated  Types of experiments  Lab experiments  Sampling methods  **Memory as an Active process**.  Factors affecting the accuracy of memory. Interference, Context, False memories  Class experiment Gihurst and Nesbuit research  Interviews and questionnaires  Create ppt presentations on the different factors of memory and a crib sheet  Student independent research article regarding the Practical Application for memory AO1/3 | **Sensation and perception**  Visual cues and constancies  Visual illusions  Pencil experiment class create an visual illusion  Observation studies  Correlations  **Theories of perception**  Gibson’s direct theory  Gregory’s constructivist theory  - influence of nature  Nature nurture debate  Reliability and Validity  **Factors affecting perception**  Culture  Emotion  Mc Ginnie’s class experiment  Types of data  Descriptive statistics **Factors affecting perception**  Motivation  Expectation  Bruner and Minturn class experiment  Quantitative data display and interpretation  Computation | **Early brain development**  Learning Styles in books  Time line of development  Diagnosed learning styles from T1 first activity- application to Development topic.  **Piaget’s theory**  The theory  Conservation  Egocentrism  Model making for Policeman study  **Piaget’s theory**  Stages of cognitive development  Application in education  Student application creative activity for stages  **The effects of learning** **on development.**  The role of praise and self -efficacy  Dweck’s mindset theory of learning  Willingham’s Learning theory  Class experiment mindset difference between males and females- graph/hypothese | **Review of-**  Hypotheses Variables  Extraneous Variables  Types of experiment  Sampling methods  Experimental design  Reliability and Validity  Standardised procedures  **Review of**-Observation studies Correlation  Case studies  Ethical considerations  Interviews and questionnaires  Psychological experiment rating attractiveness  **Review of-**  Computation  Descriptive statistics  Types of data  Class experiment on classical and rock music  Individual research projects  HypothesesEthics letter  Informed consent letter  Background research  Methodology write up Experimental design  SamplingConducting the experiment  Data collection  Result display  Measures of central tendencyGraph  Result and Findings  write up Contemporary practical implications of social influence studies and group research  Conclusion of project-  Weakness and strengths- evaluation  Suggestions for improvement and further research  Links to practical implications for society | **Conformity**  Asch study  Social and dispositional factors  Asch’s experiment class practical  **Obedience**  Milgram’s study  Milgram’s agency theory  How far would you go classroom practical  Adorno’s theory  Personality and obedience experiment classroom practical  I want the parachute activity  **Prosocial Behaviour**  Piliavin’s subway study  Social and dispositional factors  Gender and bystander effect class experiment  **Crowd and collective behaviour**  Deindividuation  Case study  Social and Dispositional factors | **Relationship between Thought and Language**  Piaget’s theory  The sapir-whorf hypothesis  The effect of language and thought on our view of the world  Language and recall class experiment  **Differences between Human and Animal behaviour**  Von Frisch’s bee study  Human versus animal communication  Cartoon-making sites such as http://www.toondoo.com  or http://www.storyboardthat.com – search for ‘free  cartoon’ or ‘free storyboard’ **Non- verbal communication**  Eye contact  Body language  Personal space  Class practical gender and personal space  **Explanations of non -verbal behaviour**  Evaluation of theories  Evidence of nature- Darwin  Non verbal Innate or learnt  Evidence of Nurture- Yuki’s study  Sing mime draw |
| **Careers link** | **Pixel futures ppt** |  |  |  |  |  |
| **HPL VAA and ACP’s** | Imagination  Confidence | Creative enterprise  Open minded | Meta cognition  Collaborative | Stategy planning  Risk taking | Intellectual confidence  Concern for society |  |
| **Key Knowledge, Concepts and skills**  **Prior knowledge-**  **Summer project prior to start of course.** | **Mathematical focus-**  Baseline assessment  Measures of Central tendency. Graphs  **Literacy Focus-**  Baseline assessment of summer work/ written English.  Terminology Glossary KO’s  **ICT Focus-**  Digital bundle introduction  Psychology Blog- Seneca Classos Kahoot Google scholar sign up  **Careers focus-**  **Emotional intelligence**- classroom and course expectations  **Assessment focus-**  **Week 1-2** AO1 Knowledge  APFC Consolidation Practical  **Week 3-4** AO1 AO3 Intro Evaluation PEE Scaffold  **Week 4-5** AO3 Connectives and Signpost. Application  **Week 5-6** Review of AO1/3 Revision strategies Acrostics  Research methods  Examination technique  **Week 6**-**7** Reflection and review. Marginal learning gains wheel. Rag rating topic | **Mathematical focus-**  Correlations Statistics and data  **Literacy Focus-**  Glossary  Terminology  Command words  **ICT Focus-**  Power point presentations  Psychology Blog- Firefly  **Careers focus**-  **Creativity and Innovation**- Visual illusion ideas  **Assessment focus**-  **Week 1-2** AO1 Knowledge APFC. Consolidation Application  **Week 3-4** AO1 AO3 Intro Evaluation PEE Scaffold  **Week 4-5** AO3 Connectives and Signpost Research methods  **Week 5-6** Review of AO1/3 AO2 application assessment Practical  **Week 6-7** AO1/AO3  Revision strategies Acrostics Examination skills | **Mathematical focus-**  Correlations Statistics and data  **Literacy Focus-**  Glossary  Terminology  **ICT Focus-**  MBTI and Learning style computer programmes  **Careers focus-**  **Problem solving-** Piaget’s stages, classroom strategies  **Assessment focus-**  W**eek 1-2** AO1 Idea- independent research activity  **Week 3-4** AO2 Consolidation Application. Idea- creation task  **Week 4-5** AO3 Revision Practical questionnaire  **Week 5-6** Practical learning styles. Research methods – bar chart Measures CT  Positive mind set letter to self for end of Y11 | **Mathematical focus-**  Correlations Statistics and data Data Handling  **Literacy Focus-**  Glossary  Terminology  AO3 signposts  **ICT Focus-**  Psychology Blog- Edmodo  **Careers Focus-**  **Data literacy-** how to use data effectively  **Assessment focus**  **Week 1-2** AO3  Consolidation Idea- paper 1 studies  **Week 3-4** Practical- Halo effect experiment  **Week 4-5** AO3 Evaluation Venn diagram. Practical music- concentration  **Week 5-6** AO3 AO2  M&M sampling Unethical paper 1 studies  Assessment | **Mathematical focus-**  Percentages/ Data  **Literacy Focus-**  Glossary  Terminology  **ICT Focus-**  MBTI and Learning style computer programmes  Psychology Blog- Edmodo  **Careers focus-**  **Enterprise-** ideas for social change, implications for society  **Assessment focus-**  **Week 1-2** AO1 AO3  Practical – Asch study  Consolidation  **Week 3-4** AO1 AO3 Evaluation PEE Application AO2 Practical -personality  **Week 4-5** AO1/2/3  Revision and assessment paper using past paper exampro Q&A | **Mathematical focus-**  Correlations Statistics and data  **Literacy Focus-**  Glossary  Terminology  **ICT Focus-**  MBTI and Learning style computer programmes  Psychology Blog- Edmodo  TOK HOTS  **Careers focus-**  **Flexiblity/ Adaptability-** transferable skills- different ways to communicate  **Assessment focus-**  **Week 1-2** Consolidation Evaluation AO3  **Week 3-4** Practical Carmicheal et al study Application AO2  **Week 4-5** AO1 AO3Essay scaffolding – Personal space  **Week 5-6**  Review of AO1/3 AO2 Application assessment  Revision Sing Mine Draw  **Week 6-7**  Assessment focus-AO1/AO3  Revision strategies Examination skills |
| **Feedback & Assessment**  **HS in Yellow**  **Command words in red**  **Assessent and Review in red** | You have been asked to conduct an experiment to investigate the effects of serial position when  learning a list of words. Describe how you would conduct this experiment.  You need to include:  •the experimental design you would choose, and why this would be suitable  •the task participants would be required to do and the data that you would collect  •the results you would expect to find from your experiment. Total 6 marks.  Briefly discuss two criticisms of research into factors that affect the accuracy of memory. Total 4 marks.  Student independent research article regarding the Practical Application for memory AO1/3  Multi choice AO1 text book quiz, interactive quizzes, Kahoot  End of topic test- past paper questions from exampro AO1/AO3  Introduction of mark scheme, peer marking and assessment grid  Marginal learning gain reflection tool.  Rag rating in folder. | Describe Gregory’s constructivist theory of perception. Total 4 marks  Gregory’s constructivist theory of perception has been criticised. Use your knowledge of  psychology to evaluate Gregory’s theory. Total 5 marks  Practical RM exam question to work through in class. Student independent research article regarding the Practical Application for Perception. AO1/3  Multi choice AO1 text book quiz, interactive quizzes, Kahoot  End of topic test- past paper questions from exampro AO1/2/3  Mark scheme, peer marking and assessment grid  Marginal learnig gain reflection tool.  Rag rating in folder. | Give two ways in which Piaget’s theory of cognitive development could be applied to education and support each way you have given with an example that could be used in the classroom. Total 4 marks  Identify and explain one criticism of Piaget’s theory of cognitive development Total 4 marks  Research booklet  Research project individual-  Learning for staff  Multi choice AO1 text book quiz, interactive quizzes, Kahoot  End of topic test- past paper questions from exampro AO1/2/3  Mark scheme, peer marking and assessment grid  Marginal learnig gain reflection tool.  Rag rating in folder. | Completion of research methods booklets  Book 1-Data handling  Book 2- Arithmetic  QA and MS  Review of paper1 assessment using mark scheme and feedback. Discussion of general misconceptions  PPt presentations regarding any topic linked to psychology of their own interest, does not have to link to the specification  Review of research and ppt classroom research in paper1/ own presentations- precis of independent research project.  Projects are graded  Multi choice AO1 text book quiz, interactive quizzes, Kahoot  End of topic test- past paper questions from exampro AO1/2/3  Mark scheme, peer marking and assessment grid  Marginal learning gain reflection tool.  Rag rating in folder. | Describe and evaluate one study in which conformity was investigated. Include in your answer  the method used, the results obtained and the conclusion drawn. Evaluate the study that you  have described.  (Answer in continuous prose.) Total 6 marks  Two friends were walking through the school playground towards the canteen, when the Head  Teacher appeared and told them to pick up litter. Gareth started picking up litter straight away, but  Harry waited for the Head Teacher to look away and then he walked towards the canteen.  Evaluate Milgram’s Agency theory of factors affecting obedience. In your answer, refer to the  behaviour of both Gareth and Harry. Total 6 marks  Use your knowledge of psychology to identify and explain two factors which affect pro-social  Behaviour Total 6 marks  Ethics review and presentation in social influence research  Multi choice AO1 text book quiz, interactive quizzes, Kahoot  End of topic test- past paper questions from exampro AO1/2/3  Mark scheme, peer marking and assessment grid  Marginal learning gain reflection tool.  Rag rating in folder. | Tim came home from school and said to his Mum:  ‘In our lesson today, the teacher read out a story called the War of the Ghosts. Then we all had to  write down what we could remember of the story. It was very difficult. I wrote that the two boys  went fishing in a fishing boat, but really one of them went to a battle in a canoe!!’  Discuss what Bartlett’s theory and research into reconstructive memory and at least one theory  of language and thought tell us about the possible relationship between language and thought.  Refer to Tim’s conversation with his mother as part of your answer.  (Total 9 marks)  Describe and evaluate Yuki’s study of emoticons Total 6 marks  Contemporary practical implication research of Language Thought and  Communications studies and group research    Multi choice AO1 text book quiz, interactive quizzes, Kahoot  End of topic test- past paper questions from exampro AO1/2/3  Mark scheme, peer marking and assessment grid  Marginal learning gain reflection tool.  Rag rating in folder. |