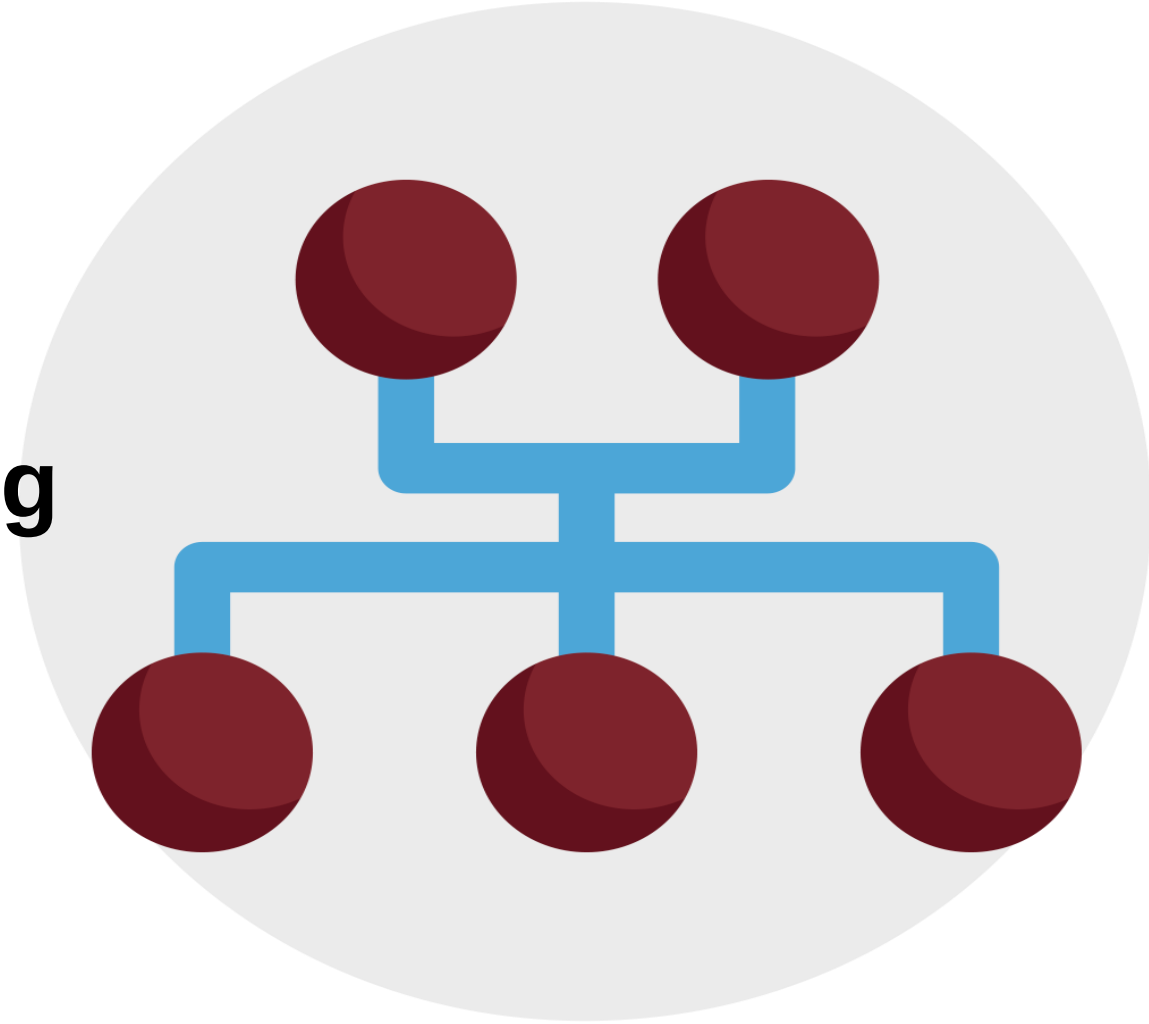
The Holy Family Catholic School

Psychology

Curriculum Mapping

2021



Concept	Explanation of concept
The key features of science.	Students must understand the systematic method of acquiring new knowledge and the importance of each one of the key features (Hypothesis Testing, Variable Manipulation, Control of EV's, Validity, Reliability, Objectivity and Theory Construction). Students need to be able to understand what makes research scientific, including the importance of empirical evidence and publication. **(A Level: Students must recognise psedoscience and why pseudoscience is potentially dangerous/harmful)**
Reliability	Students must understand the importance of reliability as a feature of science, including assessing and improving reliability in research. **(A level: Students must understand the difference between internal and external reliability, including how to assess and improve).**
Validity	Students must understand the importance of validity as a feature of science, including assessing and improving validity in research. The concept of validity not only applies to how the research was conducted but also if the results can be applied to other situations, contexts or populations.
Nature and Nurture	Students must demonstrate and understanding of how behaviour is influence through a combination and nature and nurturing factors. They must understand the role of genetics and predisposition, including the purpose of twin research. Students must also understand the explanations of learnt behaviour, reinforcement and schemas.
Approaches in Psychology	Students must display an understanding of the various approaches in psychology and different methods of studying and explaianing human behaviour. They should recognise that psychologists often have differing opinions about the cause/influence/treatment of behaviour and that there is often inconsistency within the discipline. **(A Level: Students must understand the historical developments of psychology and why various approaches have developed alongside social, economic and cultural influences)**
Non-experimental methods in research	Students need to recognise the usefulness of non-experimental methods when studying human behaviour and constrast the collection of qualitative data with quantitative data.
The purpose of psychological research	Students need to be able to demonstrate an understanding of the applications of psychological research and how research findings can be used to develop specific treatments and programme to help modify behaviour. Students should not only focus on the applications surrounding mental health, but consider everyday contexts such as education, criminal justice and child development.
Reductionism and Holism	Students will understand the debates surrounding reductionism and holism, being able to describe the features of a reductionist and holisitc approach. Students must recognise that no theory/concept is entirely reductionist or holisitc and avoid considering the concepts as either/or.
Ethics	Students must understand the importance of ethics when conducting research. Ethical guidelines not only influence how research is conducted but must be taken into consideration in the context of the wider implications of psychological research. Students will consider the development of the ethical guidelines and consider the ethical guidelines in relation to the application of psychological research. Students must also understand the ethical implications surrounding the use of animals in research and treatment of patients with a mental illness. **(A level: Students must understand the role of the BPS and ethics committees).**

September 2021- July 2022	**Half term 1**	**Half term 2**	**Half term 3**	**Half term 4**	**Half term 5**	**Half term 6**
Year 10						
Learning	Psychology as a science: The key features of science such as hypothesis testing, variable manipulation and the importance of controlled conditions. The development of the forebrain, midbrain and hindbrain including medulla oblongata. The structure and function of the brain including brain development). The nervous system, neural structure and synaptic transmission. Hemispheric Lateralisation (including the role of the corpus callosum) . Types of experiment (laboratory, field and natural) including strengths and limitations. Research by **Sperry** into brain lateralisation.	Brain Damage - including prosopagnosia, visual agnosia, Broca Aphasia and Wernicke Aphasia. Research by **Damasio** assessing damage to the prefrontal cortex and changes in behaviour. Case studies in research and the strengths and limitations. Brain Measuring Techniques (post-mortem, fMRI and EEG's) including the strengths and limitations. **Developmental Psychology** Piaget's theory of cognitive development (sensorimotor, pre-operational, concrete operational, formal operational). Research by **Piaget** into child development including the strengths and limitations. Non-experimental research methods (questionnaires and observations).	**Dweck's** Mindset Theory, including the key terms Growth and Fixed mindsets. Research by **Gunderson** into mindset developments in children, including the strengths and limitations. Non-experimental research methods (observations and questionnaires). The benefits and limitations of conducting longitudinal research in the context of child development. Willingham's Learning Theory, including the role of schemas and factual knowledge. Theories of moral development in cluding Kohlberg's theory. The different types of experimental design, including the strengths and limitations of each design.	**Memory** Concepts of memory; encoding, duration, capacity and storage. The Multistore Memory Model, explaining concepts of encoding, duration and capacity. Research by **Peterson and Peterson** including the strengths and limitations. Sampling methods in psychology, including the ealuation of each method. The role of schemas and the theory of reconstructive memory. Research by **Bartlett** into the theory of reconstrucive memory, including the strengths and limitations. Factors that affect eye-witness testimony, including leading questions and anxiety. To be able to explain the difference between retrograde amnesia and anterograde amnesia.	**Psychological Problems** The characterisitcis and methods of diagnosing depression. The biological explanations of depression, including the role of serotonin and the 5-HTT gene. Research by **Caspi** looking at the genetic variations of the 5-HTT gene and depression. The psychological explanations of depression from a cognitive persepective including cognitive errors and the cognitive triad. The biological methods of treating depression, including the types of anti-depressants and the strengths and limitations of each. The psychological methods of treating depression, including CBT and Ellis' Rational Emotive Behavioural Therapy. The characteristics and methods of diagnosing addiction.	The biological explanations of addicition including the role dopamine (the dopamine reward pathway). The biological treatments of addicition, including replacement therapy and anti-depressant, including the strengths and limitations. The psychologial explanations of addicition, including the theory of conditioning and social learning. The psychological treatments of addiction (CBT), including the strengths and limitations. The research by **Young** into the effectiveness of CBT to treat internet addiction, including the strengths and limitations of online CBT sessions. Ethics in research - consent and the use of drugs as a form of treatment.
Concepts	**The key features of science** **Reliability** **Reductionism and Holism** **Nature and Nurture** **Approaches in Psychology (biological approach)**	**The key features of science** **Reliability** **Reductionism and Holism** **Nature and Nurture** **Non-experimental methods** **Validity**	**The key features of science** **Nature and Nurture** **Non-experimental methods** **Validity**	**The key features of science** **Nature and Nurture** **Non-experimental methods** **Validity** **Approaches in Psychology (cognitive approach)**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**
What is needed to master the knowledge	Recognising how to conduct an experiment (IV manipulation, conditions), including explaining the difference between a lab/field experiment and a natural experiment. How to write a hypothesis (experimental and null hypothesis), including the purpose of a null hypothesis. Understand that different parts/lobes of the brain are responsible for different functions. To explain the nervous system and how messages are passed throughout our bodies.	Recognise the various forms of brain measuring and how computers are now used in research. To understand the development of how the brain works, including the historical developments and comparisons. To understand that all children pass through the same developmental stages but at different paces, depending on their genetics and environments. To explain the use of questionnaires and observations in research, including concepts surrounding the validity of their use.	To understand the theory of a growth and fixed mindset, applying to the context of their own education. To understand the role of non-experimental methods in psychology (observational studies and interviews), including the strengths and limitation of using each. To understand the concept of morals and the stages of moral development according to psychologists, including how to assess morality. To be able to explain the concept of working memory and the importance of attention, linking to their own experiences in education. To explain the three experimental designs used in research, including the strengths and limitations.	To be able to draw and label the multistore memory model. To explain the concept of encoding, including the encoding of the three memory stores. Schematic memories can affect our behaviour in many situations. To able able to explain the factors that can affect the accuracy of eye-witness testimonies. To be able to identify the characteristics of retrograde and anterograde amnesia in a scenario. To understand the concept of mundane realism and ecological validity as a limitation of memory research.	Students can explain how mental health problems are diagnosed by professionals. Students can identify the characteristics of depression and addiction. Students can explain the role of genetics in the development of behavioural characteristics. Students can explain the difference between monozygotic and dizygotic twins. Students can explain the difference between homozygous and heterozygous zygosity. Students can explain the role of learning in mental illness. (Conditioning and Social Learining) Students can explain how anti-depressants work, including the developments from tricyclics to SSRIs. Students can eplain the concept of reductionism in the conctext of psychological problems. Students will be able to explain the potential benefits and limitations of adopting a reductionist apporach when explaining mental health.	Students will be able to explain the ethical considerations regarding the treatment of psychological problems, incldung the amount of control a patient has. Students will be able to explain the role of nurture in the development of psychological problems, including the role of celebrities and the media. Students can explain how CBT can be used to treat addiction in the context of internet addiction and gambling. Students will be able to explain the practical advanatges of completing a CBT programme remotely.
AOs	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**
Common Misconceptions	How the brain develops. Damage to the brain causes permenant damage. Significant damage to the forebrain results in death. Neurons only fire electrically. Neurotransmitters can be artificially increased. Neurotransmitters are only found in our brains. All brains are the same. All research is a 'case study' or conducted in a laboratory.	Computers cannot be used to detect chemical and electrical firing within a neuron. Questionnaires can only be sent out via the post or online. Questionnaires are only closed question or multiple choice (quantitative data). Brain damage refers to a physical injury or trauma. Brain damage means a learning difficulty. Everyone in the world has access to healthcare like the NHS. Children cannot give consent to participate in research. All Dr's or researchers are male.	People can multitask, ie: listen to music whilst reading a book. Intelligence is a fixed characteristics and some people are born smart. Intelligence is only measured through education or IQ tests. Random allocation in experimental designs are only used in independent groups design. Participant variables only exist in independent groups designs. Self-report methods are always low in validity due to social desirability bias.	Human memories are a direct recording of the event that has occurred. Memories just disappear from our brains. Reading through classnotes over and over is a good method of revision.	Family history of disorders or problems means a genetic/biological cause. Drugs are the only way to treat mental illness. Anti-depressants contain neurotransmitters. Synaptic transmission only involves one type of neurotransmitter. There are no ethical issues when using CBT. There is only one single criteria for diagnosing depression/addiction. Our understanding of mental health and what consists a psychological problem is consistent throughout the world.	Addiction can be behavioural and not just substance. Only certain people can develop and addiction. Addiction is not a real mental illness and is easy to stop. A patient will only be given CBT or drugs to treat mental illness. There is more stigma surrounding the use of drugs to treat mental illness compared to CBT.

September - June	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11						
Learning	**Social Influence** To understand the concept of conformity, including reasons why we conform. To explain the situational factors that affect conformity, including the research by Asch. To assess the personality factors that could explain conformity (locus of control). To explain the concept of obedience, including the situational factors that increase obedience. To assess the authoritarian personality and how it correlates with obedience levels. (Adorno) To apply the knowledge of obedience and conformity to historical contexts like the holocaust.	To outline deindividuation and conformity to social roles. To outline and evaluate the research by Zimabrdo, including the strengths and limitations of the study. To understand the concept of demand characteristics, and how demand characteristics can reduce the internal validity of a study. To be able to define the concept of the bystander effect, including bystander apathy and a diffusion of responsibility. Research by **Piliavin** into the bystander effects and factors that affect bystander intervention, including strengths and limitations. To recp the use of field experiments and population validity in the context of psychological research.	**Sleep and Dreaming** The stages of sleep, including the purpose of NREM and REM sleep. The difference between circadian and ultradian rhtyms. The role of exogenous zeitgebers and the endogenous pacemaker, including the pineal gland and melatonin. Research by **Siffre** demonstrating the importance of the endogenous pacemaker in the circadian rhytym of sleep. Research **Hobson and McCarley** outlining the benefits of sleep in the context of brain plasticity and neural regenration. Psychodynamic psychology, the role of the unconscious mind and the ID, Ego and Superego. Freud's theory of dreams, including the case study of **Little Hans**. The usefulness and limitations of using case studies in psychological research. Sleep disorders, including insomnia and narcolepsy.	**Forensic Psychology** The theory of conditioning as an explanation of criminal behaviour, including the role of operant conditioning and punishment. To explain the envrionmental influences of crime, including social learning. Research by **Bandura** to explain agressive behaviour amongst children. Research by **Charlton** analysing the effects of media on a child's playground behaviour. To understand the biological casuse of crime, including Eysenck's personality types. To explain the purpose of punishment and understand the concepts of recidivism and rehabilitation. To understand how token economy programmes are used in prisons to control and manage behaviour. To undertsnad how anger management maybe used to help deal with offender behaviour and rehabilitation.	**Summer exams - preparation and revision.**	
Concepts	**The key features of science** **Reliability** **Validity** **Non-experimental methods in research** **The purpose of psychological research** **Ethics**	**The key features of science.** **Reliability** **Validity** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**	**The key features of science.** **Reliability** **Validity** **Nature and Nurture** **Approaches in Psychology** **Non-experimental methods in research** **The purpose of psychological research** **Reductionism and Holism** **Ethics**		
What is needed to master the knowledge	**To understand why people may conform and how this may result in negative behaviours.** **To explain the ethical issues surrounding the protection of participants and use of humans in research.** **To explain the importance of social roles when understanding the structure of society and the impact on other's behaviour.** **To recognise the importance of objectivity and controls when conducting research, including the use of a double-blind technique.**	To understand why deindividuation may explain incidents of antisocial behaviour (such as a riot). To understand how culture can affect behaviour and the limitations with conducting research using participants from only one culture. To recognise the importance of reliability (test-retest) when using different participants from different societies.	To understand the benefits and importance of sleep. To understand that the endogenous pacemaker is not a single part of the brain or body. To understand the various environmental influences that can affect our sleep/wake cycle, including the use of technology, daylight and caffeine consumption. To discuss the role of objectivity when conducting a participant observation, including the limitations surrounding controls. To recognisie and explain the link between sleep and cognitive funcioning (memory). To understand the development of psychologiy as a science, following the development of the psychodynamic approach. To accept that absence of evidence is not evidence of absence when studying human behaviour.	To be able to explain the nature/nurture debate in the context of explaining criminal behaviour. To be able to discuss the poetential ethical implications surrounding a genetic/biological cause of criminal behaviour. To understand the role of the media and social media in influencing criminal behaviour. To understand the debate surrounding prison abolitionism. To recognise how personality is linked to our nervous system.	**Summer exams - preparation and revision.**	
AOs	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**	**AO1 / AO2 / AO3**
Common Misconceptions	Consent must be gained before conducting research into social influence. Personality factors are 50/50 (you are one or the other). Authroitarian Personality develops through choice/free-will. Milgram did not have the consent of the participants. Milgram did not allow participants to withdraw from the study.	The presence of other people has little/no effect on us. Conducting observational research is easy. Cultural differences only occur between people from different societies or races. Zimbardo's research breaks ethical guidelines for consent and withdrawal.	Sleep is like an on/off switch. All humans need around 7 hours of sleep per day. Feeling tired is normal. We only dream once during the night. Neural activity decreases suring sleep.	Prisons are the only form of punishment used for criminal behaviour. Personality is based upon free-will and our likes and dislikes. Life inmprisonment means life imprisonment. Children will imitate everything that they see. Prisons/custodial sentences are soft or easy.		