Edexcel GCSE Learning Intentions – Year 11 (completing the part of the course not delivered in Year 10)

Autumn Term 1			
What? When? Why?	**Lesson 1 Learning Intentions**	**Lesson 2 Learning Intentions**	**Lesson 3 Learning Intentions**
1	The foetal brain. Students to understand the stages of brain development and the associated functions including the development of the hemispheres.	The foetal brain 2. Students to understand the role and function of the forebrain, mid-brain and hind-brain.	The foetal brain 3. Students will be able to outline and identify the different lobes and areas of the forebrain, explaining the associated cognitive functions for each lobe/area.
2	Piaget's theory of cognitive development. Students to understand the four stages of cognitive development according to Piaget and the behaviours associated with each.	Piaget's theory of cognitive development 2. Students to understand the factors that enable a child to successfully pass through the stages of cognitive development.	Piaget's theory of cognitive development 3. Students must be able to explain what is meant by a schema, how schemas develop and how schemas influence a child's cognitive development. Retrieval opp: Memory – Schemas - Nurture
3	Piaget's Three Mountains study. Students must be able to explain how Piaget conducted his study to demonstrate cognitive development, including the age in which a child develops decentration.	Evaluating Piaget's Three Mountains study. Students will apply their knowledge of experiments to Piaget and start to evaluate the study's methodology. Retrieval opp: Types of experiments, reliability and validity.	Evaluating Piaget's Three Mountains study 2. Students will be able to outline the replications of Piaget's study and explain how the findings challenge Piaget's original theory. Students will be able to explain the importance of replication for theory construction.
4	Mindset Theory. Students must be able to explain the concept of Mindset theory and the difference between an incremental mindset and a fixed mindset.	Mindset Theory 2. Students will consider the strengths and limitations of Dweck's Mindset theory, including applications and limitations relating to reductionism.	Observational Methods. Students must be able to explain the difference between a natural and controlled observation, including overt and covert.
5	Observational Methods 2. Students will be able to identify strengths and limitations with the different types of	Gunderson's Observational Study. Students to be able to outline how Gunderson conducted her research and how her findings both	Gunderson's Observational Study 2.

	observational research carried out, offering potential solutions to the problems they identify. (Links to the concept of Reliability and Validity)	support and challenge Dweck's Mindset theory. Students will be able to explain what is meant by a longitudinal study and why this is important in this context.	Students will be able to identify strengths and limitations of Gunderson's observational study, linking specifically to the issue of validity.
6	Design your own observational study. Students will be able to design their own observational research to be conducted around school to analyse the type of Mindsets being promoted through teacher praise. Students must be explicit when justifying their choice with reference to validity and reliability.	Willingham's Learning Theory. Students to explain the concept of short-term memory and practice in the context of learning and educational settings. Students must be able to explain the concept of learning theory in the context of motor and social development. Retrieval opp: Schemas, multistore memory model	Willingham's Learning Theory 2. Students can offer advice to teachers and parents about how best to support the learners in their care by using Willingham's learning theory. Key term: Schemas
7	Kohlberg's Moral Development Students to outline and evaluate Kohlberg's theory of moral development in contrast to Piaget's. Students must be able to identify the three stages of development, associated cognitive features associated with each stage and explain what is meant by the Heinz dilemma.	Kohlberg's Moral Development Students can outline the research links that have associated stages of moral development with criminal behaviour, including the weaknesses of making such correlations.	End of topic reflection / review. Students should be able to demonstrate knowledge of all theories and research studies covered in this topic of the paper by achieving marks on exam paper questions and through multiple-choice quizzes.

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Autumn Term 2			
What? When? Why?	**Lesson 1 Learning Intentions**	**Lesson 2 Learning Intentions**	**Lesson 3 Learning Intentions**
1	Students to be introduced to mental health issue of depression (description of symptoms for bipolar and unipolar depression), including the diagnosis using the International Classification of Diseases (ICD).	Genetic explanations of depression – students to explain the role of genotype and phenotypes in the development of behavioural characteristics and explain the difference between heterozygous and homozygous alleles.	Students to be able to explain the role of the SERT gene and how concordance rates are used to identify genetic influence of behaviour and characteristics.

2	Key Study: Caspi (2003) – Students to be able to outline the research by Caspi and outline the alleles associated with depression on the 5HTT gene.	Key Study: Caspi (2003) – students will be able to evaluate the research by Caspi including the potential applications of the findings.	Introduction to anti-depressants. Students to recap the structure of a neuron and synaptic transmission, including the role of neurotransmitters and summation.
3	Antidepressants: Students to explain how Tricyclics, SSRI's, SNRI's and MAOI's work to treat depression.	Antidepressants: Students can evaluate the usefulness of antidepressants by comparing the drugs to non-biological treatments and consider the practical strengths of using drug treatments for depression.	Students can explain the cognitive method of treating depression developed by Ellis (ABC model), evaluating by contrasting to drug treatments.
4	Students to be introduced to mental health issue of addiction (description of symptoms for substance and psychological addiction), including the diagnosis using the International Classification of Diseases (ICD).	Genetic explanations of addiction – Students to be able to explain the role of the DDR2 gene and how concordance rates are used to identify genetic influence of behaviour and characteristics. Students to be able to explain the use of drugs to tackle substance abuse.	Students to be able to explain the environmental and behavioural influences of addiction, including Social Learning Theory and operant conditioning.
5	Students to explain how Cognitive Behavioural Therapy is used to treat addiction (functional analysis and skill acquisition).	Key Study: Young (2007) – Students to be able to outline the research by Young in relation to the treatment of internet addiction including the conclusion.	Key Study: Young (2007) – Students to be able to evaluate the treatment used by Young (2007) for internet addiction, including potential applications.
6	Students to be introduced to the Nature/Nurture debate when considering behaviours like addiction and depression. (Students should be able to explain the concept of diathesis-stress)	Students to practice writing extended essay/answers surrounding the topic of the nature/nurture debate in psychology.	Revision and reflection of the past topic.
7	**Research Methods:** The use of self-report methods when researching mental health. Students to explain how questionnaires are used to study mental health and the possible strengths and limitations of using questionnaires for the purpose of research.	**Research Methods:** The use of self-report methods when researching mental health. Students to explain how interviews are used to study mental health and the possible strengths and limitations of using interviews for the purpose of research.	**Research Methods:** Student to explain the role of an ethics committee when conducting research or using self-report methods in research. Students should be able to explain the issues surrounding consent, protection and confidentiality.