

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

September - June	Half term 1	Half term 2	Half term 3	Half term 4	Half term 5	Half term 6
Year 11						
Learning	<p>Social Influence</p> <p>To understand the concept of conformity, including reasons why we conform.</p> <p>To explain the situational factors that affect conformity, including the research by Asch.</p> <p>To assess the personality factors that could explain conformity (locus of control).</p> <p>To explain the concept of obedience, including the situational factors that increase obedience.</p> <p>To assess the authoritarian personality and how it correlates with obedience levels. (Adorno)</p> <p>To apply the knowledge of obedience and conformity to historical contexts like the holocaust.</p>	<p>To outline deindividuation and conformity to social roles.</p> <p>To outline and evaluate the research by Zimbardo, including the strengths and limitations of the study.</p> <p>To understand the concept of demand characteristics, and how demand characteristics can reduce the internal validity of a study.</p> <p>To be able to define the concept of the bystander effect, including bystander apathy and a diffusion of responsibility.</p> <p>Research by Piliavin into the bystander effects and factors that affect bystander intervention, including strengths and limitations.</p> <p>To recap the use of field experiments and population validity in the context of psychological research.</p>	<p>The Self</p> <p>The self-concept, development and the rouge test (Lewis & Brookes-Gunn) to chart emergence.</p> <p>Rogers' view of the selfconcept and its relationship to parental attitudes.</p> <p>Maslow's hierarchy of needs and the relationship to the self.</p> <p>Research by Van Houtte and Jarvis (1995): The role of pets in development and the strengths and weaknesses of the study.</p> <p>Erikson's theory of the stages of identity development</p> <p>Baumeister's theory of self: the need to belong and self-defeating behaviour.</p> <p>Vohs and Schooler (2008) study: The value of free-will and evaluation using strengths and weaknesses.</p> <p>How external and internal factors mediate the development of self.</p> <p>Measuring personality from a nomothetic and idiographic perspective (including Thematic Apperception Test / Rorschach / Eysenck Personality Inventory and OCEAN traits.</p>	<p>Forensic Psychology</p> <p>The theory of conditioning as an explanation of criminal behaviour, including the role of operant conditioning and punishment.</p> <p>To explain the environmental influences of crime, including social learning.</p> <p>Research by Bandura to explain aggressive behaviour amongst children.</p> <p>Research by Charlton analysing the effects of media on a child's playground behaviour.</p> <p>To understand the biological cause of crime, including Eysenck's personality types.</p> <p>To explain the purpose of punishment and understand the concepts of recidivism and rehabilitation.</p> <p>To understand how token economy programmes are used in prisons to control and manage behaviour.</p> <p>To understand how anger management maybe used to help deal with offender behaviour and rehabilitation.</p>	<p>Summer exams - preparation and revision.</p>	
Concepts	<p>The key features of science</p> <p>Reliability</p> <p>Validity</p> <p>Non-experimental methods in research</p> <p>The purpose of psychological research</p> <p>Ethics</p>	<p>The key features of science.</p> <p>Reliability</p> <p>Validity</p> <p>Non-experimental methods in research</p> <p>The purpose of psychological research</p> <p>Reductionism and Holism</p> <p>Ethics</p>	<p>The key features of science.</p> <p>Reliability</p> <p>Validity</p> <p>Nature and Nurture</p> <p>Approaches in Psychology</p> <p>Non-experimental methods in research</p> <p>The purpose of psychological research</p> <p>Reductionism and Holism</p> <p>Ethics</p>	<p>The key features of science.</p> <p>Reliability</p> <p>Validity</p> <p>Nature and Nurture</p> <p>Approaches in Psychology</p> <p>Non-experimental methods in research</p> <p>The purpose of psychological research</p> <p>Reductionism and Holism</p> <p>Ethics</p>		
What is needed to master the knowledge	<p>To understand why people may conform and how this may result in negative behaviours.</p> <p>To explain the ethical issues surrounding the protection of participants and use of humans in research.</p> <p>To explain the importance of social roles when understanding the structure of society and the impact on other's behaviour.</p> <p>To recognise the importance of objectivity and controls when conducting research, including the use of a double-blind technique.</p>	<p>To understand why deindividuation may explain incidents of antisocial behaviour (such as a riot).</p> <p>To understand how culture can affect behaviour and the limitations with conducting research using participants from only one culture.</p> <p>To recognise the importance of reliability (test-retest) when using different participants from different societies.</p>	<p>To explain the difference between the existential self and the categorical self.</p> <p>To understand the interaction between self-image and ideal-self and the state of incongruence.</p> <p>To understand the hierarchy of needs and concept of self-actualisation.</p> <p>To outline the eight stages of development proposed by Erikson.</p> <p>To understand how a belief in free-will can impact choice (Vohrs and Schooler).</p> <p>To look at the role of a therapist in providing unconditional positive regard and the relevance of Client Centred Therapy.</p> <p>To explain the difference between temperament and personality.</p> <p>To outline the benefit of pets for growth and development in adolescence.</p> <p>To outline and evaluate the use of personality tests in psychology.</p>	<p>To be able to explain the nature/nurture debate in the context of explaining criminal behaviour.</p> <p>To be able to discuss the potential ethical implications surrounding a genetic/biological cause of criminal behaviour.</p> <p>To understand the role of the media and social media in influencing criminal behaviour.</p> <p>To understand the debate surrounding prison abolitionism.</p> <p>To recognise how personality is linked to our nervous system.</p>	<p>Summer exams - preparation and revision.</p>	
AOs	AO1 / AO2 / AO3	AO1 / AO2 / AO3	AO1 / AO2 / AO3	AO1 / AO2 / AO3	AO1 / AO2 / AO3	AO1 / AO2 / AO3
Common Misconceptions	<p>Consent must be gained before conducting research into social influence.</p> <p>Personality factors are 50/50 (you are one or the other).</p> <p>Authoritarian Personality develops through choice/free-will.</p> <p>Milgram did not have the consent of the participants.</p> <p>Milgram did not allow participants to withdraw from the study.</p>	<p>The presence of other people has little/no effect on us.</p> <p>Conducting observational research is easy.</p> <p>Cultural differences only occur between people from different societies or races.</p> <p>Zimbardo's research breaks ethical guidelines for consent and withdrawal.</p>	<p>Personality is fixed or determined by nature.</p> <p>Humanistic psychology wants to be considered a science.</p> <p>Personality testing is 100% accurate or validated.</p>	<p>Prisons are the only form of punishment used for criminal behaviour.</p> <p>Personality is based upon free-will and our likes and dislikes.</p> <p>Life imprisonment means life imprisonment.</p> <p>Children will imitate everything that they see.</p> <p>Prisons/custodial sentences are soft or easy.</p>		

Concept	Explanation of concept
Research Methods	Know the features of different types of experiments and non experimental methods so that you can understand and evaluate research. Consider what makes research scientific. Understand variable manipulation, control of EVs, validity, reliability, objectivity and ethical issues in psychology.
Reliability	Reliability (consistency) is a feature of science, so we need to be able to say whether findings or a measure are reliable, and also how to improve reliability (e.g. use standardised procedures). If our findings are reliable (and consistent) we can use them to make predictions and theories (a key feature of science).
Validity	Validity is a feature of science, so we need to be able to say whether findings have validity or not, and how to improve validity (e.g. controlling EVs). 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. Essentially with validity we are asking ourselves – did the researchers measure what they intended to? Is the research accurate? Or did they accidentally end up measuring something else?
Nature and Nurture	We need to understand how behaviour is influenced through a combination of nature and nurturing factors. Of course there is the role of biology, genetics and predisposition (nature) which we can study through twin research. We must also understand the explanations of learnt behaviour, reinforcement and schemas, how we build our understanding of the world through our experiences and interactions (environment; nurture) and we do more of what we are rewarded for, and less of what we are punished for.
Practical Applications	We know there are many applications of psychological research and our research findings can be used to develop specific treatments and programmes to help improve behaviour and essentially change lives. Our studies and theories can make a difference to things like mental health, but also consider everyday contexts such as education, criminal justice and child development.
Reductionism and Holism	We need to understand the debate surrounding reductionism and holism. Some psychologists try to reduce things down and study on one small element of something at a time (reductionism), others prefer to look at everything all at once to fully understand it and all of its complexities (holism). No one theory/concept is entirely reductionist or holistic though.