

Holy Family Catholic School – Faculty of Science & Physiology

Psychology

Autumn Half Term 2

Year 10

Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge Question	Red Zone
Week 9 Lesson 1 Willingham's Learning Theory. Students to outline Willingham's theory of learning, referring to importance of factual knowledge, effort and practice.	Effort Practice Working memory	Practical applications Reductionism	Development	I can outline Willingham's main claims about learning and memory. I can explain the importance of practice and factual knowledge.	Q: According to Willingham's theory, why is practice essential for mastering a skill? A. It strengthens working memory so you can store more information B. It moves knowledge from working memory to long-term memory, freeing up space for problem-solving C. It reduces the need for factual knowledge by focusing on repetition D. It eliminates the role of effort in learning	Explain why Willingham believes practice is essential for mastering a skill. Use an example from school to support your explanation.
Week 9 Lesson 2 Willingham's Learning Theory 2. Students to apply knowledge of Willingham's theory to education, offering guidance about how best to support the learners, with	Social, cognitive and physical development	Practical applications	Scenario sorting activity: which advice comes from Willingham? Compare to Piaget/Dweck advice.	I can apply Willingham's theory to real-life classroom practice. I can explain strategies to support learning based on the theory. I can evaluate the theory	Q: A teacher wants students to solve complex maths problems quickly. Based on Willingham's theory, which classroom strategy would be most effective? A. Encourage students to guess answers to develop problem-solving skills B. Focus on memorising key formulas and practising their use until automatic C. Reduce factual learning	A PE teacher wants to help a student struggling with a new technique. Use Willingham's theory to explain what the teacher should do. Explain one weakness of the teacher using this theory.

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consideration of motor and social development. Evaluate the theory.					and focus only on creative thinking tasks D. Avoid repetition to keep lessons engaging	
Week 9 Lesson 3 Kohlberg's Moral Development. Students to outline Kohlberg's theory of moral development. 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	Pre-conventional Conventional Post-conventional Dilemma	Nature and nurture Practical applications	Development Nature and nurture Cognitive development	I can describe Kohlberg's three levels of moral development. I can explain what the Heinz dilemma shows.	Q: What does the Heinz dilemma primarily demonstrate in Kohlberg's theory of moral development? A. People make decisions based only on avoiding punishment B. Moral reasoning develops through stages, moving from obedience to universal ethical principles C. Individuals always act based on self-interest D. Moral development is fixed and does not change with age	A 12-year-old says Heinz should not steal the drug because stealing is against the law. Which stage of moral development is this? Explain your answer using Kohlberg's theory.

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Kohlberg 2 Evaluate the theory	Moral stages Cultural bias Gender bias	Reductionism Validity	Recap criticisms from other theories.	I can evaluate Kohlberg's theory. I can explain issues with cultural/gender bias.	Q: Which criticism best explains why Kohlberg's theory may show cultural and gender bias? A. It assumes moral reasoning is universal and based on abstract justice, which may not apply in all cultures B. It focuses too much on biological factors rather than social influences C. It ignores the role of punishment and reinforcement in shaping morality D. It suggests moral development stops after adolescence	Discuss one strength and one weakness of Kohlberg's theory. Explain how cultural or gender bias might affect how we understand moral development.
Week 10 Lesson 1 To introduce the topic of psychological problems and consider the incidence and effects of mental health issues on individuals and society.	Mental health, Incidence, Stigma, Wellbeing, Diagnosis, Prevalence.	Practical Applications, Validity, Reductionism.	Recall previous understanding of abnormal behaviour and psychological definitions.	I can define mental health and psychological problems. I can describe the effects of mental health problems on individuals and society. I can explain why awareness and diagnosis of mental health are important.	Q: Why is early awareness and diagnosis of mental health problems important for individuals and society? A. It prevents all mental health conditions from developing B. It reduces stigma, enables timely treatment, and lowers long-term social	Red Zone: Describe how mental health problems affect both individuals and society. STRETCH: Evaluate whether the increase in reported mental health issues reflects a true rise or improved awareness and diagnosis.

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					and economic costs C. It guarantees complete recovery without professional support D. It ensures mental health problems only affect individuals, not society	
Week 10 Lesson 2 To describe symptoms and diagnosis of unipolar and bipolar depression using the ICD.	Depression, Bipolar, Unipolar, ICD, Symptoms, Diagnosis.	Validity, Research Methods.	Recall what diagnosis means and how conditions are classified in psychology.	- I can describe the symptoms of unipolar and bipolar depression. - I can explain how depression is diagnosed using the ICD.	Q: According to the ICD criteria, which feature best distinguishes bipolar depression from unipolar depression? A. Persistent low mood for at least two weeks B. Alternating episodes of depression and mania or hypomania C. Loss of interest and pleasure in most activities D. Physical symptoms such as fatigue and sleep disturbance	Red Zone: Outline the symptoms of unipolar and bipolar depression and explain how they are diagnosed. STRETCH: Evaluate the usefulness and limitations of classification systems such as the ICD for diagnosing depression.
Week 11 Lesson 1 To introduce the nature and nurture debate in the context of depression and explain the stress-diathesis model.	Nature, Nurture, Diathesis, Stress, Interaction, Gene.	nature/Nurture, Reductionism, Holism.	Recall what "nature" and "nurture" mean in psychology.	- I can define the stress-diathesis model. - I can explain how biological and environmental factors interact to cause depression.	Q: According to the stress-diathesis model, which statement best explains how depression develops? A. Depression is caused only by stressful life events B. A genetic vulnerability	Red Zone: Explain how both nature and nurture contribute to depression using the stress-diathesis model. STRETCH: Evaluate whether the stress-diathesis model provides a

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					interacts with environmental stressors to trigger depression C. Biological factors alone determine whether someone becomes depressed D. Stressful experiences prevent genetic factors from influencing mental health	holistic explanation of depression.
Week 11 Lesson 2 To understand evidence supporting genetic inheritance of depression (twin and adoption studies).	Concordance rate, Twin study, Adoption study, Heritability, Gene.	Nature/Nurture, Reliability, Validity.	Recall what genes are and their function.	□ I can describe twin and adoption studies. □ I can explain how these studies provide evidence for a genetic influence on depression.	Q: Why do twin and adoption studies provide evidence for a genetic influence on depression? A. They show that depression only occurs in identical twins B. They compare concordance rates between identical and fraternal twins, and between biological and adoptive relatives C. They prove that environment has no role in depression D. They measure how stressful life events affect adopted children	Red Zone: Describe one study that supports the genetic explanation of depression. STRETCH: Evaluate the reliability and validity of using twin studies to research depression.

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Week 11 Lesson 3 To outline the research by Caspi et al. (2003) into the 5HTT gene and depression.	Caspi, Allele, 5HTT gene, Serotonin, Genotype, Phenotype.	Research Methods, Reliability, Nature/Nurture.	Recall previous genetic evidence and 5HTT gene links.	- I can describe Caspi's procedure and findings. - I can explain the link between alleles on the 5HTT gene and depression.	Q: What did Caspi et al. (2003) find about the link between the 5HTT gene and depression? A. People with two long alleles were most likely to develop depression after stressful life events B. People with one or two short alleles were more likely to develop depression when exposed to stress C. The presence of short alleles caused depression regardless of environment D. The 5HTT gene had no influence on depression risk	Red Zone: Outline the procedure and findings of Caspi et al.'s study. STRETCH: Explain how Caspi's study supports an interaction between genes and environment (stress-diathesis model).
Week 12 Lesson 1 To evaluate the research by Caspi et al. (2003) including its applications.	Reliability, Validity, Ethics, Application, Reductionism.	Validity, Practical Applications, Research Methods.	Recall Caspi's key findings and methods.	- I can identify strengths and weaknesses of Caspi's study. - I can explain how findings can be applied in mental health contexts.	Q: Which of the following is both a strength of Caspi's study and a reason it can be applied in mental health contexts? A. It proves that genes alone cause depression, so treatment should focus only on medication B. It shows a clear interaction between genetic vulnerability and stress, supporting targeted	Red Zone: Evaluate Caspi et al.'s study with reference to strengths, weaknesses, and applications. STRETCH: Suggest one follow-up study that could improve upon Caspi's limitations and explain why.

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					prevention strategies C. It eliminates the role of environmental factors, making diagnosis easier D. It uses only self-report data, which improves reliability	
Week 12 Lesson 2 Spacing lesson - long weekend etc						
Week 13 Lesson 1 To understand the structure of a neuron and the process of synaptic transmission.	Neuron, Synapse, Neurotransmitter, Dendrite, Axon, Serotonin, Summation.	Biological Approach, Reductionism.	Recall the structure of a brain cell and communication process.	- I can label parts of a neuron. - I can describe how messages are transmitted across a synapse.	Q: When a nerve impulse reaches the end of a neuron, how is the message transmitted across the synapse? A. The electrical impulse jumps directly to the next neuron B. Neurotransmitters are released from vesicles, cross the synaptic gap, and bind to receptors on the next neuron C. Ions move through the synaptic cleft to carry the signal D. The axon physically	Red Zone: Describe how neurons communicate using neurotransmitters. STRETCH: Explain how disruption in serotonin transmission could contribute to depression.

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					connects to the dendrite of the next neuron	
Week 13 Lesson 2 To understand how antidepressants work to treat depression.	SSRI, Serotonin, Synapse, Reuptake, Neurotransmission.	Practical Applications, Reductionism.	Recall the role of serotonin in mood regulation.	- I can explain how SSRIs increase serotonin levels. - I can describe how antidepressants improve mood and symptoms.	Q: How do SSRIs help improve mood in people with depression? A. They block dopamine receptors, increasing serotonin release B. They prevent serotonin from being reabsorbed into the presynaptic neuron, keeping more serotonin available in the synapse C. They increase the production of serotonin in the brain D. They replace serotonin with artificial neurotransmitters	Red Zone: Explain how SSRIs treat symptoms of depression. STRETCH: Evaluate the effectiveness of antidepressants compared with talking therapies.
Week 13 Lesson 3 To evaluate the effectiveness and limitations of using drugs to treat depression.	Side effects, Placebo, Ethics, Dependency, Relapse.	Validity, Practical Applications, Reductionism.	Recall how SSRIs work.	- I can identify strengths and weaknesses of drug treatments. - I can evaluate ethical and practical issues in using medication.	Q: Which statement is both a weakness of drug treatments for depression and an ethical concern? A. They are quick to act and improve symptoms within hours B. They can cause side effects such as nausea or dependency, raising issues of informed consent	Red Zone: Evaluate the use of antidepressants as a treatment for depression. STRETCH: Discuss whether biological treatments are too reductionist when explaining complex human emotions.

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					C. They completely eliminate the need for psychological therapy D. They are inexpensive and widely available	
Week 14 Lesson 1 To outline the cognitive explanation of depression and Ellis' ABC model.	Cognitive, ABC model, Irrational belief, Activating event, Consequence.	Reductionism, Practical Applications.	Recall previous models explaining depression.	- I can describe the ABC model. - I can explain how irrational thoughts cause depression.	Q: According to Ellis's ABC model, how do irrational thoughts contribute to depression? A. They directly cause negative activating events B. They lead to unhealthy beliefs about events, which trigger negative emotional consequences C. They prevent activating events from occurring D. They eliminate the role of consequences in emotional responses	Red Zone: Explain Ellis' ABC model as an explanation of depression. STRETCH: Apply the ABC model to a real-life scenario of someone experiencing depression.
Week 14 Lesson 2 To evaluate cognitive explanations and treatments of depression. Vocab: Validity, Holism, CBT, Evidence, Effectiveness.	Validity, Practical Applications, Holism.	Recall features of cognitive approaches.	Recall features of cognitive approaches.	- I can evaluate strengths and weaknesses of Ellis' model. - I can link cognitive theory to therapy (CBT).	Q: Why is Ellis' ABC model considered useful for developing Cognitive Behavioural Therapy (CBT)? A. It focuses only on biological causes of depression B. It shows that changing irrational beliefs can alter emotional consequences,	Red Zone: Evaluate the cognitive explanation of depression. STRETCH: Compare cognitive and biological explanations in terms of nature and nurture.

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					forming the basis of CBT interventions C. It eliminates the need for identifying activating events D. It suggests depression is caused by neurotransmitter imbalance	
Week 15 Lesson 1 To introduce the mental health issue of addiction and describe symptoms for substance and behavioural addiction using ICD.	Addiction, Dependence, Tolerance, Withdrawal, ICD, Substance, Behavioural addiction.	Research Methods, Validity, Practical Applications.	Recall how the ICD is used in diagnosing depression.	- I can define addiction and identify its symptoms. - I can explain how addiction is classified using the ICD.	Q: According to the ICD, which feature is essential for diagnosing addiction rather than occasional substance use? A. Experiencing withdrawal symptoms only after long-term use B. A strong compulsion to use the substance despite harmful consequences C. Using the substance only in social situations D. Complete absence of tolerance to the substance	Red Zone: Describe how addiction is diagnosed using the ICD and distinguish between substance and behavioural addiction. STRETCH: Evaluate whether addiction should be viewed as a disease or a choice, linking to nature/nurture.