

## What are the aims and intentions of this curriculum?

The purpose of this year is to widen student's understanding in Psychology whilst focusing on neuropsychology within the topics they're looking at:

- An introduction to Development, Psychological Problems, Social Influence and Memory
- To enhance their awareness of the freewill/determinism debate, reductionism/holism debate and nature/nurture debate
- The ability to broaden their understanding of psychological concepts
- To enhance their knowledge of subject terminology in Psychology
- To be able to apply key mathematical procedures and processes when doing psychological research

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	Development	<p>Stages of development:</p> <ul style="list-style-type: none"> <li>- Pre-natal</li> <li>- Childhood</li> <li>- Adolescence</li> <li>- Adulthood</li> </ul> <p>The nervous system, neurons and synapses Brain development:</p> <ul style="list-style-type: none"> <li>- Pre-natal</li> <li>- Childhood</li> <li>- Adolescence</li> <li>- Adulthood</li> </ul> <p>IQ tests as a measure of intelligence: - Psychological testing as a form of social control</p> <p>Theories of development:</p>	<ul style="list-style-type: none"> <li>• Develop an awareness of the stages of development, from pre-natal to adulthood, including brain development, with reference to the nervous system, neurons and synapse</li> <li>• Understand IQ tests as a measure of intelligence</li> <li>• Be able to explain and evaluate Piaget's Theory of Cognitive Development, with reference to the four invariant stages of development, assimilation and accommodation, the concepts of object permanence, animism and egocentrism, the processes of decentration, reversibility and conservation, and the</li> </ul>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul>

		<ul style="list-style-type: none"> <li>- Piaget's theory of cognitive development</li> <li>- Reductionism vs Holism</li> <li>- Piaget's research study into the conservation of number</li> </ul>	<p>reductionism/ holism debate as part of criticisms of the theory</p> <ul style="list-style-type: none"> <li>• Describe and evaluate Piaget's (1952) study into the conservation of number</li> <li>• <b>Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement, Teaching, Academia)</b></li> <li>• <b>Link to PSHE: Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</b></li> </ul>	
Autumn 2	<ul style="list-style-type: none"> <li>• Development</li> </ul>	<p>Learning theories of development:</p> <ul style="list-style-type: none"> <li>- Dweck's ideas on fixed and growth mindsets</li> <li>- Dweck's ideas on praise for effort</li> <li>- Willingham's ideas on the myth of learning styles</li> <li>- Willingham's ideas on the importance of meaning for learning</li> <li>- Blackwell et al longitudinal study and intervention</li> </ul> <p>The changing role of education:</p> <ul style="list-style-type: none"> <li>- How Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence</li> </ul> <p>The concept of intelligence</p> <ul style="list-style-type: none"> <li>- How learning theories apply to the development of education intelligence through growth mindsets and teaching through meaning not learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and evaluate learning theories of development with reference to Dweck's ideas about Fixed and Growth Mindsets and Praise for Effort, and Willingham's ideas about the Myth of Learning Styles and the Importance of Meaning for Learning, and the Nature/Nurture Debate as part of the criticisms of the theories</li> <li>• Describe and evaluate Blackwell et al. (2007) study into fixed and growth mindsets</li> <li>• Explain how Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence</li> <li>• Explain how learning theories apply to the development of intelligence through growth mindsets and teaching through meaning.</li> <li>• <b>Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market</b></li> </ul>	<p>FORMATIVE:</p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul> <p>SUMMATIVE:</p> <ul style="list-style-type: none"> <li>• End of term assessment focusing on development</li> </ul>

			<p>Researcher, Law Enforcement, Teaching, Academia)</p> <ul style="list-style-type: none"> <li>Link to PSHE: Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> </ul>	
Spring 1	<ul style="list-style-type: none"> <li>Psychological Problems</li> </ul>	<p><b>An introduction to mental health:</b></p> <ul style="list-style-type: none"> <li>Ways of defining mental health</li> <li>The current prevalence of mental health problems</li> <li>The incidence of significant mental health problems over time</li> <li>Changes in attitudes towards mental health</li> <li>The effects of significant mental health problems on the individual and society</li> </ul> <p><b>The effects of stigma on individuals before and after diagnosis:</b></p> <ul style="list-style-type: none"> <li>Before diagnosis</li> <li>After diagnosis</li> </ul> <p><b>The effects of discrimination on individuals:</b></p> <ul style="list-style-type: none"> <li>Before diagnosis</li> <li>After diagnosis</li> </ul> <p><b>The effects of significant mental health problems on the wider society</b></p> <ul style="list-style-type: none"> <li>Effects on public services</li> <li>Effects on the law</li> <li>Effects on society's attitudes</li> </ul>	<ul style="list-style-type: none"> <li>Develop awareness of ways of defining mental health (including the mental health continuum), the current prevalence of mental health problems (referring to age, gender and sexual orientation), the incidence of significant mental health problems over time, and changes in attitudes towards mental health</li> <li>Develop understanding of the effects of significant mental health problems on the individual and wider society, including the effects of stigma and discrimination, and impact on community care</li> <li>Understand the development of neuropsychology for studying schizophrenia including neuropsychological tests and brain imaging techniques.</li> <li>Know the clinical characteristics of schizophrenia and key statistics associated with this disorder</li> <li>Be able to explain and evaluate the social drift theory of schizophrenia, with specific reference to rejection by society, disengagement of individuals, and problems establishing cause and effect</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Discussions</li> <li>Pair/group assessments</li> <li>Worksheets</li> <li>Homework</li> </ul>

		<p><b>Schizophrenia:</b></p> <ul style="list-style-type: none"> <li>• The clinical characteristics of schizophrenia</li> <li>• Key statistics of schizophrenia</li> </ul> <p><b>Theories of schizophrenia:</b></p> <ul style="list-style-type: none"> <li>• The Social Drift theory</li> <li>• The biological theory of schizophrenia</li> <li>• Daniel et al research study</li> </ul> <p><b>The development of treatments:</b></p> <ul style="list-style-type: none"> <li>• The use of anti-psychotics to treat schizophrenia and they improve mental health</li> <li>• Types of anti-psychotics and which symptoms of schizophrenia they can help with</li> <li>• The use of psychotherapy for treating schizophrenia and how it improves mental health</li> <li>• How therapy works</li> <li>• CBT and schizophrenia</li> <li>• The development of neuropsychology for studying schizophrenia</li> <li>• Neuropsychological tests</li> <li>• Brain imaging techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain and evaluate the biological theory of schizophrenia with specific reference to the Dopamine hypothesis, brain dysfunction in relation to brain volume and the frontal lobes, temporal lobes and hippocampus, and the nature vs nurture debate</li> <li>• Be able to describe and evaluate the Daniel, Weinberger, Jones et al.'s (1991) study into the effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia</li> <li>• Understand the use of anti-psychotics to treat schizophrenia respectively through changing the actions of the brain and how they improve mental health</li> <li>• Understand the use of psychotherapy for treating schizophrenia and how it improves mental health</li> <li>• Understand the development of neuropsychology for studying schizophrenia, including neuropsychological tests and brain imaging techniques.</li> <li>• <b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement)</li> <li>• <b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>• <b>Psychological Problems</b></li> </ul>	<p><b>Clinical Depression:</b></p> <ul style="list-style-type: none"> <li>• The clinical characteristics of clinical depression</li> <li>• Diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>• Know the clinical characteristics of clinical depression and key statistics associated with this disorder</li> <li>• Be able to explain and evaluate the social rank theory of clinical depression with specific reference to the evolutionary function of depression, the role</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul>

- Key statistics of clinical depression

**Theories of clinical depression:**

- A psychological theory – the ABC Model of clinical depression
- The ABC Model
- The freewill/determinism debate
- The biological theory – Social rank theory of clinical depression
- Tandoc et al's research study

**The development of treatments:**

- The use of anti-depressants to treat depression
- The use of psychotherapy for treating clinical depression and how it improves mental health
- CBT and depression
- The development of neuropsychology for studying depression
- Neuropsychological tests
- Brain imaging techniques

of a lower rank in reducing conflict, and the reductionism/holism debate

- Be able to describe and evaluate Tandoc et al.'s (2015) study into Facebook use, envy, and depression among college students
- Be able to explain and evaluate the ABC model of clinical depression, with specific reference to rational vs irrational beliefs, the roles of activating events, beliefs and consequences, and the free will/determinism debate
- Understand the use of anti-depressants to treat depression respectively through changing the actions of the brain and how they improve mental health
- Understand the use of psychotherapy for treating clinical depression and how it improves mental health
- Understand the development of neuropsychology for studying clinical depression, including neuropsychological tests and brain imaging techniques.
- Develop knowledge and understanding of key features involved in planning psychological research, including formulating hypotheses, setting up and controlling variables, using experimental designs, sampling and considering ethics
- Demonstrate the range of methods and techniques available for doing psychological research – experiments, interviews, questionnaires, observations, case studies, correlations – including their associated strengths, weaknesses and objectives

SUMMATIVE:  
Assessment focusing on Psychological Problems

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|  |  |  | <ul style="list-style-type: none"><li>• Understand the use of anti-psychotics to treat schizophrenia respectively through changing the actions of the brain and how they improve mental health</li><li>• Understand the use of psychotherapy for treating schizophrenia and how it improves mental health</li><li>• <b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement)</li><li>• <b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li></ul> |  |
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Summer 1

- Social Influence

Key concepts of social influence:

- Conformity including majority influence
- Collective and crowd behavior
- Obedience

The effect of situational factors on behaviours:

- Majority influence on conformity
- Collective and crowd behavior
- Culture on pro-social and anti-social behavior
- Authority figures on obedience
- Criticisms of the effect of situational factors

Situational factors research study:

- Bickman study into the social power of uniform

The effect of dispositional factors on behaviours:

- Self-esteem on conformity
- Locus of control in crowds
- The influence of the brain in dispositional factors
- Effect of the authoritarian personality on obedience
- Criticisms

Dispositional factors research study:

- NatCen et al study into the August riots in England

Changing attitudes:

- Develop an awareness of conformity and obedience
- Develop an awareness of collective and crowd behavior, including pro-social and anti-social behavior
- Explain and evaluate the theories of situational factors with reference to the effect of majority influence on conformity, crowd behavior including deindividuation, culture on pro-social and anti-social behavior, authority figures on obedience and the freewill/determinism debate
- Describe and evaluate Bickman's study of obedience and the power of a uniform
- Explain and evaluate theories on dispositional factors, with reference to the effect of self-esteem on conformity, locus of control in crowd behavior, morality or pro-social and anti-social behavior, authoritarian personality on obedience and issues of generalizability, as well as the effect of morality on pro-social and anti-social behavior
- Understand the influence of the brain in dispositional factors, including hippocampal volume in self-esteem, and regions of the prefrontal cortex in morality
- Describe and evaluate the NatCen study into the 2011 riots in Tottenham, London
- Explain how minority and majority influence affects social change in relation to changing attitudes and behavior towards, increasing awareness of, and reducing mental health stigma and discrimination
- **Links to Careers:** All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement)
- **Link to PSHE:** Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)

FORMATIVE:

- Discussions
- Pair/group assessments
- Worksheets
- Homework

FORMATIVE:

- Discussions
- Pair/group assessments

		<ul style="list-style-type: none"> <li>• How minority influence affects social change in relation to mental health stigma and discrimination</li> <li>• How majority influence affects social change in relation to mental health stigma and discrimination</li> </ul>		<ul style="list-style-type: none"> <li>• Worksheets</li> <li>- Homework</li> </ul>
<p>Summer 2</p>	<ul style="list-style-type: none"> <li>• Transition</li> <li>• Alliance Challenge</li> <li>• Memory</li> <li>• Maths Matters</li> </ul>	<p>Students learn how to socialise with their new school and classmates.</p> <p>Students will undertake Team Building activities and Sports Day.</p> <p>Mathematical fundamentals for Psychology:</p> <ul style="list-style-type: none"> <li>• Maths Matters</li> </ul> <p>Key concepts of memory:</p> <ul style="list-style-type: none"> <li>- Information Processing</li> <li>- Structure and functions of the brain</li> </ul> <p>Theories and explanations of memory:</p> <ul style="list-style-type: none"> <li>- The multi store model of memory</li> <li>- Wilson et al research study into Clive Wearing</li> </ul> <p>Types of forgetting:</p> <ul style="list-style-type: none"> <li>- Decay</li> <li>- Displacement</li> <li>- Retrieval failure (lack of cues)</li> </ul> <p>The structure and process of the theory of reconstructive memory:</p> <ul style="list-style-type: none"> <li>- The concept of schemas</li> </ul>	<ul style="list-style-type: none"> <li>• To understand the mathematical concepts needed for psychology</li> <li>• Develop an awareness of how our thought processes can be compared to a computer, how and why we forget and the different parts of the brain involved in memory.</li> <li>• Be able to explain and criticise the structure and process of the multi-store model of memory including sensory store, short term memory, long term memory and the differences between the stores in terms of duration, capacity, encoding and rehearsal versus meaning.</li> <li>• Develop an understanding of different types of forgetting including decay, displacement and retrieval failure.</li> <li>• Describe and criticise the Wilson et al, Clive Wearing study.</li> <li>• Explain and criticise the structure and process of the theory of reconstructive memory with reference to schemas, the role of experience and expectation on memory, the effect of leading questions, confabulation, distortion and the reductionism/holism debate.</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul> <p><b>SUMMATIVE:</b></p> <p>End of year assessment</p>



- The role of experience and expectation on memory
- The process of confabulation
- Distortion and the effect of leading questions
- Braun et al research study into reconstructive memory

The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising:

- Cues
- Repetition
- Avoiding overload
  
- The use of autobiographical advertising

The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale

- Describe and criticise the Braun et al study into how advertising can change our memories of the past.
- Demonstrate an understanding of memory research into techniques used for recall, including measuring different memory functions.
- **Links to Careers:** All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher)
- **Link to PSHE:** Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)