**PSYCHOLOGY**

**IMPLEMENTATION PLAN**

**KEY STAGE 4**

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| **YEAR 9** |
| **When** | **Topic and Approach** | **Key Learning** | **Research Methods** | **Prior Learning** | **Assessment** |
| Autumn Term 1 | Cognitive psychology – How does your memory work? | Information processing approachMulti-store model of memory – Atkinson and SchiffrinSTM duration – Peterson and PetersonSTM capacity - MillerLTM – accessibility and availabilityamnesia | Aims and hypothesesExperimentsVariables |  | Exam-style questions in classHomework booklet – questions from SAMSEnd of Module tests |
| Autumn Term 2 | SchemasElizabeth Loftus – Language and memory Carmichael – Language and memoryReconstructive memory – BartlettWar of the ghosts – BartlettHolism vs reductionism | Averages and distributions | KS3 maths |
| Spring Term 1 | Developmental psychology – How did you develop? | Early brain developmentPiaget’s stages of developmentPiaget, schemas and the development of intelligencePiaget and educationPiaget – three mountains experiment |  | ExperimentsAimsHypotheses(Y9 AT1) |
| Spring Term 2 | Dweck’s mindset theoryGunderson - Parent praise and motivationWillingham – Effects of learning on developmentPiaget, Kohlberg, Damon – Development of morality | Longitudinal / case studiesCorrelationsInterviews | KS3 maths |
| Summer Term 1 | Social psychology – How do others affect you? | Bystander intervention – situational and personal factorsPiliavin – Good Samaritan studyConformity, compliance, internalisation, identificationNormative social influence / informational social influence / locus of controlConformity – situational and personal factors - Asch | Observations – Covert and overt |  |
| Summer Term 2 | Obedience – situational and personal factors - Milgram authoritarian personality – Adorno / F-scaleCrowd behaviour – obedience, conformitydeindividuationHaney, Banks and Zimbardo – Stanford prison experimentPreventing blind obedienceSocial and cultural issues in psychology | QuestionnairesOpen / closed questionsEthical issues | Experiments(Y9 AT1) |

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| **YEAR 10** |
| **When** | **Topic and Approach** | **Key Learning** | **Research Methods** | **Prior Learning** | **Assessment** |
| Autumn Term 1 | Biological psychology – How would psychological problems affect you? | History of mental health treatment, Bedlam, unipolar depression – symptoms, features, Incidence, influence on individuals and societyUnipolar depression – genetic explanation: Caspi et alUnipolar depression – cognitive explanation:Ellis’ ABC model / Beck’s cognitive triadtreatments – CBT, drugs | Sampling methods | Mental health issues through tutor programExperiments(Y9 AT1)Longitudinal studies(Y9 SpT2) | Exam-style questions in classHomework booklet – questions from SAMSEnd of Module testsSummer holiday revision booklet |
| Autumn Term 2 | Addiction – symptoms, features, incidence, influence on individuals and societyAddiction – genetic explanation: DDR2 gene, D2 receptors + dopamineAddiction – learning theory: operant conditioning (Skinner) / classical conditioning(Pavlov) / SLTtreatments – CBT, drugsYoung – CBT and internet addictionnature vs nurture | Twin studiesAdoption studies | Genes KS ¾ biology Interviews(Y9 SpT2)Questionnaires(Y9 SuT2) |
| Spring Term1 | Biological psychology – How does your brain affect you? | Structure of the human brainLobes of the brain and their functionsLateralisation of brain function – asymmetry, gender, corpus callosumSperry – split brain and brain function |  | Early brain developmentKS ¾ biology Experiments(Y9 AT1) |
| Spring Term 2 | CNS / PNS Synaptic functioningNeurological damage – agnosis / prosopagnosiaDamage to pre-frontal cortex – Raine |  | KS ¾ biology lessons  |
| Summer Term 1 | Damasio et al –Rreturn of Phineas GageHow psychology has changed over timeAutopsy / anecdotes / MRI / PET scans / EEG | ReliabilityValidity | Experiments(Y9 AT1) |
| Summer Term 2 | Criminal psychology – Why do people become criminals? | Operant conditioning as an explanation of crimePunishment and reinforcementSLT – identification and modellingBandura – imitation of aggressive models | Experimental designBias | Addiction (Y10 AT2)Observations(Y9 SuT1) |

**WORK EXPERIENCE**

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| **YEAR 11** |
| **When** | **Topic and Approach** | **Key Learning** | **Research Methods** | **Prior Learning** | **Assessment** |
| Autumn Term 1 | Criminal psychology – Why do people become criminals? | Revision of operant conditioningRevision of BanduraCharlton – influence of tv on playground behaviourCriminality – Biological explanationMock exam revision | Lab experimentField experimentNaturalistic experiment | Longitudinal studies(Y10 AT1)Experiments(Y10 SuT1) | Exam-style questions in classHomework booklet – questions from SAMSEnd of Module tests |

**MOCK EXAMS**

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| Autumn Term 2 | Criminal psychology – Why do people become criminals? | Eysenck – Personality theorypunishment and recidivismPrison, restorative justice, community sentencingRehabilitation – token economy programmes, Anger management programmes |  | Questionnaires(Y10 AT2) | Exam-style questions in classHomework booklet – questions from SAMSEnd of Module tests |
| Spring Term1 | Sleep and dreaming – Why do you need to sleep and dream? | Sleep-wake cycleStages of sleepInternal and external influences on sleepCircadian / ultradian rhythms, zeitgebersHobson and McCarley – activation-synthesis theorySiffre – six months alone in a cave | Case studies | Longitudinal studies(Y11 AT1)Observations(Y10 SuT2) |
| Spring Term 2 | Functions and benefits of sleepSleep disorders – insomnia, narcolepsyIntroduction to Freud – id, ego, superego / Oedipus complexFreud’s theory of dreaming / dreamworkFreud – Little Hans studyExam revision |  | Case studies(Y11 SpT1)Longitudinal studies(Y11 SpT1) |
| Summer Term 1 |  | Exam revision and practice |  |  |

**FINAL EXAM**

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| Summer Term 2 |  |