**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 approach  Multi-store model of memory – Atkinson and Schiffrin  STM duration – Peterson and Peterson  STM capacity - Miller  LTM – accessibility and availability  amnesia | Aims and hypotheses  Experiments  Variables |  | Exam-style questions in class  Homework booklet – questions from SAMS  End of Module tests |
| Autumn Term 2 | Schemas  Elizabeth Loftus – Language and memory  Carmichael – Language and memory  Reconstructive memory – Bartlett  War of the ghosts – Bartlett  Holism vs reductionism | Averages and distributions | KS3 maths |
| Spring Term 1 | Developmental psychology – How did you develop? | Early brain development  Piaget’s stages of development  Piaget, schemas and the development of intelligence  Piaget and education  Piaget – three mountains experiment |  | Experiments  Aims  Hypotheses  (Y9 AT1) |
| Spring Term 2 | Dweck’s mindset theory  Gunderson - Parent praise and motivation  Willingham – Effects of learning on development  Piaget, Kohlberg, Damon – Development of morality | Longitudinal / case studies  Correlations  Interviews | KS3 maths |
| Summer Term 1 | Social psychology – How do others affect you? | Bystander intervention – situational and personal factors  Piliavin – Good Samaritan study  Conformity, compliance, internalisation, identification  Normative social influence / informational social influence / locus of control  Conformity – situational and personal factors - Asch | Observations – Covert and overt |  |
| Summer Term 2 | Obedience – situational and personal factors - Milgram authoritarian personality – Adorno / F-scale  Crowd behaviour – obedience, conformity  deindividuation  Haney, Banks and Zimbardo – Stanford prison experiment  Preventing blind obedience  Social and cultural issues in psychology | Questionnaires  Open / closed questions  Ethical 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 society  Unipolar depression – genetic explanation: Caspi et al  Unipolar depression – cognitive explanation:  Ellis’ ABC model / Beck’s cognitive triad  treatments – CBT, drugs | Sampling methods | Mental health issues through tutor program  Experiments  (Y9 AT1)  Longitudinal studies  (Y9 SpT2) | Exam-style questions in class  Homework booklet – questions from SAMS  End of Module tests  Summer holiday revision booklet |
| Autumn Term 2 | Addiction – symptoms, features, incidence, influence on individuals and society  Addiction – genetic explanation: DDR2 gene, D2 receptors + dopamine  Addiction – learning theory: operant conditioning (Skinner) / classical conditioning(Pavlov) / SLT  treatments – CBT, drugs  Young – CBT and internet addiction  nature vs nurture | Twin studies  Adoption 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 brain  Lobes of the brain and their functions  Lateralisation of brain function – asymmetry, gender, corpus callosum  Sperry – split brain and brain function |  | Early brain development  KS ¾ biology Experiments  (Y9 AT1) |
| Spring Term 2 | CNS / PNS Synaptic functioning  Neurological damage – agnosis / prosopagnosia  Damage to pre-frontal cortex – Raine |  | KS ¾ biology lessons |
| Summer Term 1 | Damasio et al –Rreturn of Phineas Gage  How psychology has changed over time  Autopsy / anecdotes / MRI / PET scans / EEG | Reliability  Validity | Experiments  (Y9 AT1) |
| Summer Term 2 | Criminal psychology – Why do people become criminals? | Operant conditioning as an explanation of crime  Punishment and reinforcement  SLT – identification and modelling  Bandura – imitation of aggressive models | Experimental design  Bias | 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 conditioning  Revision of Bandura  Charlton – influence of tv on playground behaviour  Criminality – Biological explanation  Mock exam revision | Lab experiment  Field experiment  Naturalistic experiment | Longitudinal studies  (Y10 AT1)  Experiments  (Y10 SuT1) | Exam-style questions in class  Homework booklet – questions from SAMS  End of Module tests |

**MOCK EXAMS**

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| Autumn Term 2 | Criminal psychology – Why do people become criminals? | Eysenck – Personality theory  punishment and recidivism  Prison, restorative justice, community sentencing  Rehabilitation – token economy programmes, Anger management programmes |  | Questionnaires  (Y10 AT2) | Exam-style questions in class  Homework booklet – questions from SAMS  End of Module tests |
| Spring Term1 | Sleep and dreaming – Why do you need to sleep and dream? | Sleep-wake cycle  Stages of sleep  Internal and external influences on sleep  Circadian / ultradian rhythms, zeitgebers  Hobson and McCarley – activation-synthesis theory  Siffre – six months alone in a cave | Case studies | Longitudinal studies  (Y11 AT1)  Observations  (Y10 SuT2) |
| Spring Term 2 | Functions and benefits of sleep  Sleep disorders – insomnia, narcolepsy  Introduction to Freud – id, ego, superego / Oedipus complex  Freud’s theory of dreaming / dreamwork  Freud – Little Hans study  Exam 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 |  |