

| | Topic/Lesson | Learning Outcomes | Challenge | Scaffolding/Modelling | Assessment for Learning | Resources (Staff Portal, GCSE Pod, Student Portal) |
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| 1 | SCHIZOPHRENIA-(YR 13) Sub topic- Classification of schizophrenia. Positive symptoms of schizophrenia, including hallucinations and delusions. Negative symptoms of schizophrenia, including speech poverty and avolition. Reliability and validity in diagnosis and classification of schizophrenia, including reference to co-morbidity, culture and gender bias and symptom overlap. | To understand (A01) To apply (A02) To evaluate. (A03) | <i>Challenge evident in all lessons/PPT's-challenge icon.</i> <i>Stretch and challenge questions throughout all lessons.</i> Read the case studies and try to identify the type of schizophrenia displayed. Complete the table of positive and negative symptoms. Complete the challenge task at the bottom of the sheet: In no more than 15 words, describe the difference between positive and negative symptoms. Watch this video clip carefully What type of schizophrenia is the man suffering from? What symptoms does he show? Look out for how he perceives his environment | <i>All lessons-Through questioning, differentiated tasks, learning objectives, exemplar student responses</i> <i>Scaffolding/modelling evident in lessons/PPTs-scaffolding icon.</i> Stem practise-I do we do you do. Differentiated targeted questioning. | Questioning mini plenaries SA/PA Progress cards | Lesson PPTS/resources are available on google classroom. |
| 2 | Sub topic- Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. | To understand (A01) To apply (A02) To evaluate. (A03) | Stepping stones activity | Exemplar student responses | Questioning mini plenaries SA/PA Progress cards | |
| 3 | Sub topic- Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing. | To understand (A01) To apply (A02) To evaluate. (A03) | Task 2 (CHALLENGE)- Choose a different question. Produce a mark scheme for this question. Scrabble challenge Complete the double blind activity | PEEEL modelling Lead learner | Questioning mini plenaries SA/PA Progress cards MID TOPIC ASSESSMENT | |
| 4 | Sub topic- Drug therapy: typical and atypical antipsychotics. | To understand (A01) To apply (A02) To evaluate. (A03) | Complete the grid showing the similarities & differences between the two types of neuroleptics Complete the summary table of some evaluation for the two main drug treatments. Choose one of the Studies from below and look at the report. Summarise them in 100 words or less. Lieberman et al (2005) Schooler et al (2005) Kahn et al (2008) | Levels of teacher intervention Help sheets I do we do you do-Stem practice. | Questioning mini plenaries SA/PA Progress cards | |
| 5 | Sub topic- Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia | To understand (A01) To apply (A02) To evaluate. (A03) | Complete the EE coding worksheet Using the textbook/ internet, evaluate the use of TEP's in Schizophrenia treatment. - Do they work? - What evidence do you have? - Why TEP's may not work - Advantages of TEP's | Marking tasks and exemplar student responses Teacher intervention and support Help sheets | Questioning mini plenaries SA/PA Progress cards | |

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| 6 | Sub topic- The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model | To understand (A01) To apply (A02) To evaluate. (A03) | On pen one dice Scrabble challenge | Differing levels of teacher support. Targeted differentiated questioning | Questioning mini plenaries SA/PA Progress cards END OF TOPIC ASSESSMENT | |
| 7 | FORENSIC PSYCHOLOGY (YR 13) Sub topic- Offender profiling: the top-down approach, including organised and disorganised types of offender; the bottom-up approach, including investigative Psychology; geographical profiling. | To understand (A01) To apply (A02) To evaluate. (A03) | <p>What does the term ‘social construct’ mean? What might be the crimes of the future? Create 3 potential examples.</p> <p>List as many ways of measuring crime as you can think of. Can you think of any strengths/weaknesses of each method that you have listed?</p> <p>Investigate and report back to class on the paradox of gender differences in victimisation and fear of crime.</p> <p>Create as many reasons as you can of why this generates an accurate offender profile.</p> <p>Imagine you were trying to investigate/solve a murder. Outline how a top-down approach to investigating the crime might differ from a bottom-up approach? Which of these two approaches do you think is most scientific and why?</p> <p>Which type of offender profiling is more scientific and why? Top down or bottom up? Give a reason for your answer.</p> <p>TASK-Read through this investigation. Decide what the important factors are, and write a profile of the killer.</p> <p>WHAT DID THE FBI DO AFTERWARDS? INTERVIEWED 36 SEXUALLY-MOTIVATED SERIAL KILLERS, INCLUDING BUNDY AND CHARLES MANSON. DISCUSS: WHY DID THEY DO THIS?</p> <p>Can you spot two problems with using these classifications? Note them down on the back!</p> <p>Imagine you were trying to investigate/solve a murder.</p> <p>Outline how a Top-down approach to investigating the crime might look.</p> <p>15 minute challenge</p> | <p>Hand outs</p> <p>I do we do you do stem practise</p> <p>Targeted differentiated questioning.</p> <p>PEEEL modelling</p> | Questioning mini plenaries SA/PA Progress cards | |
| 8 | Sub topic- Biological explanations of offending behaviour: an historical approach (atavistic form); genetics and neural explanations. | To understand (A01) To apply (A02) To evaluate. (A03) | <p>What is the link between this and Lombroso’s ideas? Why might some accuse him of scientific racism?</p> <p>Why might Lombroso’s research lack scientific rigor? What improvements could be have made to his study? How might we factor in environmental effects on physical characteristics?</p> <p>Can you name any? Why might causation be an issue here?</p> | <p>Targeted differentiated skills based questioning.</p> <p>Essay modelling</p> | Questioning mini plenaries SA/PA Progress cards MID TOPIC ASSESSMENT | |

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| | | | <p>2 advantages and disadvantages of studying twins as a psychologist?</p> <p>Describe what the D-S model is based on this diagram</p> <p>CHALLENGE-can you think of 2 strengths/real world applications of the biological explanations?</p> | | | |
| 9 | <p>Sub topic- Psychological explanations of offending behaviour: Eysenck's theory of the criminal personality; cognitive explanations; level of moral reasoning and cognitive distortions, including hostile attribution bias and minimalisation; differential association theory; psychodynamic explanations.</p> | <p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p> | <p>What are two issues with this theory?</p> <p>What are three problems with this definition????</p> <p>Charles Manson: can you spot the E,N,P qualities from this clip?</p> <p>Suggest a real world application of this study.</p> <p>The cognitive approach is descriptive rather than explanatory. Can you think why? Why might this approach be less effective than the biological approach?</p> <p>You have been provided with definitions/descriptions of catharsis, denial, rationalisation, displacement, sublimation.</p> <p>Create a criminal character and some detail of; what the character did/thinks/feels/says to illustrate each of the defence mechanisms.</p> <p>Draw your character and add your details around the outside.</p> | <p>Exemplar student responses</p> <p>I do we do you do-Stem practise</p> | <p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p> | |
| 10 | <p>Sub topic- Dealing with offending behaviour: the aims of custodial sentencing and the psychological effects of custodial sentencing. Recidivism. Behaviour modification in custody. Anger management and restorative justice programmes.</p> | <p>To understand (A01)</p> <p>To apply (A02)</p> <p>To evaluate. (A03)</p> | <p>Create a mnemonic for the following stages.</p> <p>Do you think anger management is more or less time/cost effective than behaviour modification? Give a reason for your answer.</p> <p>In pairs or threes, FILM an anger management scenario, presenting all 3 stages for people trying to conquer their anger!!!</p> <p>What are the rewards? What are the punishments?</p> <p>Explain how a conjugal visit may form part of a behaviour modification programme within prison.</p> <p>Employment opportunities: good tokens?</p> <p>Can you suggest more than one alternative to custodial sentencing?</p> <p>Match the following statements to one of the four aims of custodial sentencing.</p> <p>Are there some crimes where RJ would not be suitable? Why might some feminist groups disagree with RJ when applied to domestic violence?</p> <p>In pairs you will be given a crime scenario, one of you will be the offender and the other the victim. It is the victim's</p> | <p>PEEEL modelling</p> <p>Targeted differentiated questioning</p> <p>Lead learners</p> | <p>Questioning</p> <p>mini plenaries</p> <p>SA/PA</p> <p>Progress cards</p> <p>END OF TOPIC ASSESSMENT</p> | |

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| | | | task to explain to the offender exactly how the crime has affected them (prepare an impact statement). It is the offender's task to listen carefully to the impact statement and then respond. You may be as inventive as you like, afterwards you will be required to report back to the group how it made you feel. Do you think restorative justice works? | | | |
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