

Psychology Department: Curriculum Overview 2023-24

Curriculum Intent:

In Social Sciences, our aims are for all students

- To develop an understanding of the complexities of the society that we live in with a particular focus on understanding why and how we act and the consequences of this.
- To show tolerance and respect for others.
- To provide qualifications and skills that will prepare students for life after Fullbrook and equip them with knowledge that they will use for the rest of their life.
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In Psychology, our aims are for all students

- To be able to identify why humans behave in certain ways
- To be able to explain the role of nature and nurture
- To use research-based evidence to support their understanding
- To develop the skills required to plan, conduct and analyse a psychological study
- To develop analysis and critical evaluation skills

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	Neuropsychology Research methods	Research methods Development	Development	Criminal Psychology	Criminal Psychology Psychological problems	Psychological problems	
Skill	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	
Content	Neuropsychology <ul style="list-style-type: none"> Structure of the brain Structure and function of the nervous system Neuron structure and function and synaptic transmission Research methods <ul style="list-style-type: none"> Planning research: hypothesis Planning research: variables and experimental designs Planning research: populations and sampling Planning research: ethics 	Research methods <ul style="list-style-type: none"> Doing research: experiments Doing research: interviews and questionnaires Doing research: Observations and case studies Doing research: correlations Analysing research: types of data Analysing research: descriptive statistics Analysing research: presenting research Analysing research: reliability, validity and sources of bias Development <ul style="list-style-type: none"> Stages of development and brain development IQ tests 	Development <ul style="list-style-type: none"> Piaget's theory of cognitive development Piaget's study into conservation of number Learning theories of development Blackwell's study into fixed and growth mindset Application of learning theories to education 	Criminal psychology <ul style="list-style-type: none"> Defining crimes and measuring crime SLT Cooper and Mackie Key study Eysenck's criminal personality Heaven key study 	Criminal psychology <ul style="list-style-type: none"> Application: punishing criminal behaviour and rehabilitating criminals Psychological Problems <ul style="list-style-type: none"> Defining mental health Prevalence of mental health issues Changes in attitudes towards mental health Effects of mental health on individuals and society Characteristics of schizophrenia Social drift theory of schizophrenia 	Psychological problems <ul style="list-style-type: none"> Biological theory of schizophrenia Daniel's study into effect of amphetamines Treating schizophrenia Characteristics of depression ABC model Social rank theory Tandoc's study into facebook use Neuropsychology as a treatment 	Students will have a good understanding of the structure and functions of the brain and CNS and be able to link this to key theories and studies Students will be confident in applying research methods skills Students will be able to evaluate psychological theory and studies Students will be able to write balanced psychological arguments
Prior Knowledge Required		Planning research, structure of the brain and neurons	Research methodsSI	Research methods, structure of brain and nervous system	Research methods, structure of brain and nervous system	Research methods, structure of brain and nervous system	
Feedback Points	Neuropsychology- quiz Research methods mid topic assessment – individual feedback	Research methods- end of topic assessment – class feedback	Developmental psychology end of topic test	13 marker introduction Criminal psych mid topic test - individual feedback	Criminal psychology end of topic test – class feedback	Psychological problems end of topic test- class feedback	
Key Questions	<ul style="list-style-type: none"> How is the brain structured and what roles does various parts have? What does the CNS do? How do neurons and synapses work? How do they interact? What are the different types of hypotheses, when do these work? 	<ul style="list-style-type: none"> How and why would a researcher use different types of experimnts? How are interviews and questionnaires used in psychology? What are the different forms of observations and 	<ul style="list-style-type: none"> What happens during Piaget's stages of development? What did Piaget conclude in his study on conservation? What is a growth or fixed mindset? What did Willingham state about the importance of meaning? 	<ul style="list-style-type: none"> How are crimes defined and measured? What does the Social learning theory state about behaviour? How does Cooper and Mackie's study support the SLT? What did Eysenck define as a criminal 	<ul style="list-style-type: none"> Why are different methods used to deal with crime? How is ideal mental health defined? What do current stats show about mental health? How have legal changes and campaigns reduced stigma around mental illness? 	<ul style="list-style-type: none"> How does the biological theory attempt to explain schizophrenia? What impact did amphetamine usage have on schizophrenia? What methods are used to treat schizophrenia? 	

	<ul style="list-style-type: none"> • What variables does a researcher need to control? • What different sampling methods can be used? • What ethical considerations have to be made in psychological research? 	<ul style="list-style-type: none"> • what effects do these have? • When might a psychologist use correlations? • What are the different types of data encountered in psychology • How are descriptive statistics used to analyse results? • What are the different methods used to present psychological findings? • Why is reliability, validity and bias so important? • What are the different stages of brain development in a lifetime? • How are IQ tests used to measure intelligence? 	<ul style="list-style-type: none"> • What did Blackwell conclude about learners with a fixed or growth mindset? • How are learning theories applied to teaching in classrooms 	<ul style="list-style-type: none"> • personality? How is this connected to the brain and CNS? • What did the Heaven study conclude about criminality? 	<ul style="list-style-type: none"> • What effects does mental health on the individual and wider society? • What are the clinical characteristics of schizophrenia? • How is the social drift theory used to explain the experiences of schizophrenics? 	<ul style="list-style-type: none"> • What are the key characteristics of depression? • How does the ABC model explain depression? • How does the social rank theory explain depression? • What did Tandoc conclude about the impact of facebook on mental health? • How can neuropsychology be used to treat psychological problems? 	
Direct Vocab Instruction	Null Alternate Variable Extraneous Standardisation Independent Representative Generalisable Informed Withdraw	Reliability Naturalistic Overt Covert Qualitative Quantitative Corelation Causal Distribution Validity Inter-rater Ecological	Invariant Universal Assimilation Accommodation Permanence Animism Egocentrism Reversibility Conservation Decentration Seriation Innate Symbolic	Subjectivity Deviation Vicarious Reinforcement Internalisation Deterministic Cross-sectional Longitudinal	Deterrent Restorative Continuum Prevalence Stigma Self-fulfilling prophecy Disengagement	Deterministic Activating	
Standardised Homework	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	

Year 11	Term 1		Term 2		Term 3		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	

	[? lessons]	[? lessons]	[? lessons]	[? lessons]	[? lessons]	[? lessons]	
Topic	Memory	Memory Sleep and dreaming	Sleep and dreaming Social Influence	Social Influence	Revision	Revision	End Points
Skill	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	AO1- Knowledge AO2- Application AO3- analyse and evaluate	
Content	Memory <ul style="list-style-type: none"> Information processing Structure of the brain Amnesia and Forgetting Multi-store memory model Clive Wearing key study Reconstructive memory 	Memory <ul style="list-style-type: none"> Braun's study into distorting memories Use of memory for advertising Sleep and dreaming <ul style="list-style-type: none"> Functions of sleep and the sleep cycle Neuropsychology of sleep Freudian theory of dreaming Freud's study into the Wolfman 	Sleep and dreaming <ul style="list-style-type: none"> Activation synthesis theory of dreaming Williams' bizarreness of dreams key study Application: treatments for insomnia Social influence <ul style="list-style-type: none"> Social influence Situational factors: normative and informational conformity Situational factors: collective and crowd behaviours Situational factors: culture on pro social and anti-social behaviour 	Social influence <ul style="list-style-type: none"> Situational factors: authority figures and obedience Bickman study into the effect of uniform Dispositional factors: self esteem Disposition factors: Locus of control Dispositional factors: effect of morality Dispositional factors: effect of authoritarian personality Nat Cen riots key study Application: changing attitudes 	Revision of all topics	Revision of all topics	Students will be able to use research methods skills to a high level Students will have an excellent knowledge of all aspects of the content covered Students will be able to write balanced psychological arguments with confidence
Prior Knowledge Required	Research methods, brain structure, schemas	Research methods, brain structure, memory core concepts	Research methods, brain structure, sleep and dreaming core concepts	Research methods, social influence core concepts	All	All	Students will be able to critically evaluate psychological theory and studies
Feedback Points	Memory mid topic test – individual feedback	December mock- 1 x full paper (paper 1) Memory end of topic test – class feedback	Sleep and dreaming end of topic test – individual feedback	Mock 2- 1 x full paper (paper 2) Social influence end of topic test – class feedback	As needed	As needed	
Key Questions	<ul style="list-style-type: none"> How does the brain process information from the senses? What role do different parts of the brain play in memory? What are the differences between anterograde and retrograde amnesia? What are the different types of forgetting? How does the multi-store memory model explain short and long term memory? What did research into Clive Wearing show? 	<ul style="list-style-type: none"> What did Braun conclude about purposely distorting memories? How do advertising companies use memory techniques to sell products? Why do we need sleep and what happens during the various stages of sleep? What do endogenous pacemakers and exogenous zeitgebers play? 	<ul style="list-style-type: none"> What does the activation synthesis theory show about why we dream? How did Williams attempt to explain why dreams are sometimes strange? What different methods are used to treat sleeping issues. What are the differences between normative and informational conformity? 	<ul style="list-style-type: none"> How do authority figures influence behaviour? What did Bickman conclude about the effect of uniformed authority figures? How does self esteem affect conformity? What is the role of locus of control in behaviour? How does morality influence the behaviour of an individual? What effect does an authoritarian 	All	All	

	<ul style="list-style-type: none"> What does the theory of reconstructive memory suggest about the brain? 	<ul style="list-style-type: none"> What did Freud state about the purpose of dreaming? How did Freud attempt to explain dreams through the Wolfman study? 	<ul style="list-style-type: none"> How does being in a crowd/collective affect behaviour? What effect do different cultures have on behaviour? 	<p>personality have on obedience?</p> <ul style="list-style-type: none"> What did the Nat Cen study conclude about what influences anti-social behaviour? How can minority and majority influence affect social change? 			
Direct Vocab Instruction	Maintenance Rehearsal Cues Context Chronological	Confabulation Repression Latent Manifest	Synthesise Conform Collectivist Individualist Normative Situational Deindividuation Altruism	Autonomous Agency Dispositional	N/A	N/A	
Standardised Homework	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Revision	Revision	

Year 12	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	Research methods, Approaches to psychology	Bio-psychology Research methods	Psychopathology Research methods	Memory Research methods	Attachment Research methods	Social Influence Research methods	
Skill	A01- knowledge A02- application A03- evaluation	A01- knowledge A02- application A03- evaluation	A01- knowledge A02- application A03- evaluation	A01- knowledge A02- application A03- evaluation	A01- knowledge A02- application A03- evaluation	A01- knowledge A02- application A03- evaluation	
Content	<ul style="list-style-type: none"> Intro to A-level psych and set up RM: Features of science & class stroop test RM: Reliability and validity 	<ul style="list-style-type: none"> Nervous system & endocrine system Sensory/relay/motor neurons & synaptic transmission RM - Types of observation 	<ul style="list-style-type: none"> Abnormality- DSN and FFA (AO1 & AO3) Abnormality- DIHM & Statistical infrequency (AO1 & AO3) RM: Validity - extraneous and confounding 	<ul style="list-style-type: none"> Introduction to memory & study planning lab exp MSM (AO1 & AO3) RM: Additional study planning Type of LTM and mop up 	<ul style="list-style-type: none"> Intro to attachment: Caregiver-infant interactions Stages of attachment: Schaffer RM: Studies due and presentations 	<ul style="list-style-type: none"> Introduction to social psychology; types of conformity Explanations of why people conform: NSI/ISI RM: Types of data 	

	<ul style="list-style-type: none"> • RM: Aims & hypotheses - IVs & DVs and writing hypotheses • RM: Types of experiment • RM: Experimental design • RM: Ethics • Issue and debates (intro and terms) • Origins of Psychology: Wundt, introspection & emergence of psychology as a science • Psychodynamic approach AO1 • Psychodynamic approach AO3 • RM (100 mins) - sampling • Behaviourism AO1 & AO3 • Cognitive AO1 & AO3 • RM - self-report questionnaires • SLT AO1 & AO3 • Biological approach AO1 & AO3 • RM - self report-interviews • Humanism AO1 & AO3 	<ul style="list-style-type: none"> • Fight or flight response • Ways of studying the brain AO1 & AO3 • RM: Observational design • Localisation of function AO1 & AO3 • Mid topic test • RM - Descriptive stats- central tendency and dispersion. • Sperry and hem lat AO1 & AO3 • Plasticity and functional recovery AO1 & AO3 • RM: Descriptive stats-graphs • Bio rhythms infradian, ultradian and circadian • circadian rhythms- sleep wake cycle- EZ and EPS • RM: Correlations • RM: Distributions and skews 	<ul style="list-style-type: none"> variables, how to control • Characteristics of phobias, depression and OCD • Behavioural exp: two process model (AO1 & AO3) • RM: Reliability • Systematic desensitisation and flooding • Cog explanations (AO1 & AO3) • RM: Academic reporting and referencing • CBT AO1 and AO3 • Bio explanations to OCD (AO1 & AO3) • RM: Scientific nature of Psychology • Drug therapies 	<ul style="list-style-type: none"> • WMM (AO1 & AO3) • RM • Forgetting: Interference • Forgetting: Cue dependent • RM: Design a study- Experiment • EWT: Loftus & Palmer (1974) -Leading questions • Factors influencing the accuracy of EWT: Anxiety and PED • RM: Design a study- observation • The cognitive interview • RM- Design a study- Correlation 	<ul style="list-style-type: none"> • Multiple attachments & father • Animal studies: Lorenz & Harlow • RM: Peer review & the economy • Learning theory (AO1 & AO3) • Bowlby's theory (AO1 & AO3) • RM: Case studies & thematic analysis • SSP & attachment types • Cultural variations (AO1 & AO3) • RM: Content analysis • Maternal deprivation: Bowlby • Institutionalisation & romanian orphan study • RM: Maths skills and data analysis • Influence on adult relationships 	<ul style="list-style-type: none"> • Variable affecting conformity: Asch 1956 • AO3 research into conformity • RM: Introduction to inferential stats and choosing levels of data • Conformity to social roles: Zimbardo • Explanations of obedience: Agentic state and Legit authority • RM: Choosing appropriate stats test nominal - differences and design • Obedience: Milgrams study and situational variables (AO1 & AO3) • RM: Choosing appropriate stats test ordinal and interval - difference and correlation • RM: Sign test • Authoritarian personality • Independent behaviour: Social support • RM: Using critical values • Independent behaviour: Locus of control • Minority influence • Social change 	
Prior Knowledge Required	None required for approaches. Research Methods- some of the key terms such as independent/dependent variable have been seen in Science GCSE and Psychology GCSE.	Previous knowledge from either Biology GCSE or Psychology GCSE neuropsychology Research methods- from last half term.	Previous topic Biopsychology (areas such as synaptic transmission) applies to some of the content such as drug therapies RM- content on validity and reliability covered initially in term 1- this is an extension. All RM applies.	Design a study linked to previous RM topics.	RM topics covered previously such as observational design applies to SSP. Maths skills from maths GCSE.	RM topics covered previously apply to all content.	

Feedback Points	Approaches end of topic assessment- Individual feedback & Research Methods questions within end of topic	Biopsychology – end of topic assessment- Class feedback & Research Methods questions within end of topic	Abnormality- end of topic assessment- Individual feedback & Research Methods questions within end of topic	Memory – end of topic assessment- class feedback & Research Methods questions within end of topic	Attachment- end of topic assessment- Individual feedback & Research Methods questions within end of topic	Social Influence- end of topic assessment- class feedback & Research Methods questions within end of topic	
Key Questions	<p>Approaches:</p> <ul style="list-style-type: none"> • What is the difference between classical and operant conditioning? • How are behaviours imitated? • How is the brain compared to a computer model? • How do biological structures relate to behaviour? • How does the psychodynamic approach explain human behaviour? • How does the humanistic approach explain human behaviour? • How can the approaches be compared? <p>Research methods:</p> <ul style="list-style-type: none"> • What is the importance of scientific research in Psychology? • What are the different types of hypotheses? • What are the types of experiment and design? • What ethical issues do we come across in psychology and how do we deal with them? • How do we select participants for an experiment? • How do we collect data from participants? 	<p>Biopsychology:</p> <ul style="list-style-type: none"> • What are the divisions of the nervous system? • How is information transmitted across the synapse? • What system supplements the nervous system? • How does the body respond to stress? • How does structure link to function? • What is hemispheric lateralisation? • How does the brain recover after trauma? • How can we study the brain? • What is a circadian rhythm? • What is an ultradian and infradian rhythm? • What is an endogenous pacemaker and exogenous zeitgeber? <p>Research methods:</p> <ul style="list-style-type: none"> • What are the different types of observations? • How can we use descriptive data in Psychology? 	<p>Psychopathology:</p> <ul style="list-style-type: none"> • What are the definitions of abnormality? • What are the behavioural, emotional and cognitive characteristics of phobias, depression and OCD? • How can we explain and treat phobia's using the behavioural approach? • How can we explain and treat depression? • How can we explain and treat OCD using the biological approach? <p>Research methods:</p> <ul style="list-style-type: none"> • What are the different types of validity and reliability? • How do we write an academic report? • Is Psychology a Science? 	<p>Memory:</p> <ul style="list-style-type: none"> • What are the differences between short and long term memory? • What are the components of the multi-store model? • What are the components of the working memory model? • What are the different types of long term memory? • How can we explain forgetting? • How does misleading information effect eyewitness testimony? • How does anxiety effect eyewitness testimony? • How can we improve eyewitness testimony? <p>Research methods:</p> <ul style="list-style-type: none"> • How do we design a study? 	<p>Attachment:</p> <ul style="list-style-type: none"> • How do infants interact with their caregivers? • How does attachment develop? • What do animals tell us about attachment? • How does the learning theory explain attachment? • How does Bowlby's theory explain attachment? • How can the SSP be used to measure attachment? • What are the different attachment types? • How does attachment vary between cultures? • What is Bowlby's theory of maternal deprivation? • What does the ERA study tell us about the effects of institutionalisation? • What are the consequences of early attachment? <p>Research methods:</p> <ul style="list-style-type: none"> • What is the purpose of peer review? • How is Psychology linked to the economy? • How can we use case studies and thematic analysis in Psychology? • What is content analysis? • How can we use maths skills in Psychology? 	<p>Social Influence:</p> <ul style="list-style-type: none"> • What are the different types and explanations for conformity? • What variables affect conformity? • How do we conform to social roles? • What situational variables affect obedience? • What is meant by the term 'agentic state'? • What is the authoritarian personality? • How can people resist social influence? • How do minority groups influence the majority? • What social influence processes are involved in social change? <p>Research methods:</p> <ul style="list-style-type: none"> • How are inferential statistics different to descriptive statistics? • What inferential statistic is most appropriate? 	

Direct Vocab Instruction	Conditioning Reinforcement Imitation Inferences Genotype Phenotypes Hierarchy Congruence	Neuron Synaptic transmission Endogenous pacemaker Exogenous zeitgeber Ultradian Infradian Circadian Synaptic transmission Hemispheric lateralisation Corpus callosum	Abnormality Deviation Infrequency Deviation Desensitisation	Coding Capacity Duration Store Proactive Retroactive Accuracy Interference	Reciprocity Synchrony Critical period Deprivation Institutionalisation Caregiver Continuity Variations	Internalisation Identification Compliance Conformity Unanimity Legitimacy Dispositional Situational Consistency Commitment	
Standardised Homework	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	Homework based on content covered in lessons or previous content learnt. Will often be in the form of exam questions . Students will have some flipped learning tasks and pre lesson prep. Students may also be set research tasks.	

Year 13	Term 1		Term 2		Term 3		End Points
	Half Term 1 [? lessons]	Half Term 2 [? lessons]	Half Term 3 [? lessons]	Half Term 4 [? lessons]	Half Term 5 [? lessons]	Half Term 6 [? lessons]	
Topic	Issues and debates Research Methods	Schizophrenia Forensic Research methods	Forensic	Cognition	Research methods Revision	Revision	
Skill	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	A01- knowledge AO2- application AO3- evaluation	
Content	Issues and debates <ul style="list-style-type: none"> Cultural bias: concepts & applications Cultural bias: discussion and essay planning Gender bias: Concepts and application RM- recap of aims, hypotheses and sampling Gender bias: Discussion & essay planning 	Schizophrenia <ul style="list-style-type: none"> Intro to Schizophrenia: positive & negative symptoms Reliability & validity in diagnosis and classification Biological explanations: genetics RM: Case studies & thematic analysis 	Forensic psychology <ul style="list-style-type: none"> Biological explanations: Actavist form Biological explanations: Genetic explanations Biological explanations: Neural explanations Psychological explanations: Eysnck 	Cognition <ul style="list-style-type: none"> Piagets theory of cog. Development and intellectual development Evaluating Piagets stages Vygotsky theory of cog. Development and evaluating Baillargeons early infant abilities and evaluating theory 	Research methods <ul style="list-style-type: none"> RM: Scientific nature of Psychology RM: Academic reports Revision	Revision	

	<ul style="list-style-type: none"> Ethical issues & social sensitivity: concepts and application Ethical issues & social sensitivity: discussion and essay planning RM recap - design a study experiment Reductionism vs holism: concepts and application Reductionism vs holism: discussion and essay planning Determinism vs free will: concepts & application RM recap - R& V Determinism Vs free will: discussion & essay planning Ideographic vs nomothetic: concepts and application Ideographic vs nomothetic: discussion & essay planning RM recap - Nature vs nurture: concepts and application Nature vs nurture: discussion and essay planning Revision and comparison lesson of approaches 	<ul style="list-style-type: none"> Biological explanations: neural correlates, the dopamine hypothesis Psychological explanations: family dysfunction Psychological explanations: cognitive explanations, including dysfunctional thought processing RM: Content analysis Drug therapy: typical and atypical antipsychotics CBT Family therapy RM: Maths skills & data analysis Token economies as used in the management of schizophrenia The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model Recap stats Forensic psychology <ul style="list-style-type: none"> Offender profiling top down/bottom up Bottom up & exam practice 	<ul style="list-style-type: none"> Psychological explanations: Cognitive theory Psychological explanations: Differential association Psychological explanations: Psychodynamic Dealing with offending behaviour: custodial sentencing Dealing with offender behaviour: Behaviour modification Dealing with offending behaviour: anger management Dealing with offending behaviour: Restorative justice 	<ul style="list-style-type: none"> Selman's theory and evaluation Theory of mind and evaluation Mirror neuron and evaluation 			
Prior Knowledge Required	Approaches topic Research methods	Cognitive psychology approach Biological approach Biopsychology & Psychopathology	Biological approach/ some of Biopsychology- neurotransmitters and synaptic transmission Psychopathology Research methods	Cognitive approach Research methods			

		Research methods- Reliability & Validity				
Feedback Points	Issues & debates end of topic assessment – class feedback	Schizophrenia end of topic assessment- individual feedback	Forensic Psychology end of topic assessment- class feedback	Cognition end of topic assessment- individual feedback		
Key Questions	<ul style="list-style-type: none"> • What is ethnocentrism and cultural relativism? • What is androcentrism and alpha and beta bias? • What are the ethical implications of research studies? • What is the impact of holism and reductionism on research studies? • What are the different forms of determinism? • What are idiographic and nomothetic approaches to psychological investigation? • What is the importance of heredity and environment in determining behaviour? 	<ul style="list-style-type: none"> • What are the positive and negative symptoms of schizophrenia? • What are the effects of co-morbidity, culture, gender bias ,and symptom overlap on diagnosis and classification of schizophrenia? • What is the biological explanation of schizophrenia? • What role does family dysfunction and dysfunctional thought processing in explaining schizophrenia? • What drug therapies are available for schizophrenia? • How can CBT be used to treat schizophrenia? • How is family therapy used to treat schizophrenia? • How is the token economy approach used to manage schizophrenia? • How does the interactionist approach explain and treat schizophrenia? • What is the top-down and bottom up approach to offender profiling? 	<ul style="list-style-type: none"> • What does the biological approach to offender behaviour entail? • What role does genetics play in offender behaviour? • What are the neural explanations for offender behaviour? • What did Eysenck observe about the criminal personality? • What are the cognitive explanations for offender behaviour? • What is the differential association theory? • What is the psychodynamic approach to offender behaviour? • How are custodial sentences used to deal with criminal behaviour? • How is behaviour modification used to deal with criminal behaviour? • How can anger management be used with offenders? • How are restorative justice programmes used? 	<ul style="list-style-type: none"> • What does Piaget’s theory outline about the different stages of brain development? • What are the characteristics of these stages? • How effective is Piaget’s theory in explaining development? • What did Vygotsky’s theory of development explain in relation to the zone of proximal development and scaffolding? • How did Baillargeon explain early infant abilities? • What was Selman’s theory on perspective taking? • What is the theory of the mind? • How are mirror neurons used to explain social cognition? 	<ul style="list-style-type: none"> • What are the sections of a scientific report? 	All
Direct Vocab Instruction	Bias Universality Culture Relativism Determinism Causal Interactionism Reductionism Stimulus	Co-morbidity Dysfunction Atypical Prognosis	Distortions Reasoning Attribution Minimalisation Modification Restorative	Schemas Assimilation Accommodation Equilibration Permanence Conservation Egocentrism Perspective		

