

Year 10	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	Neuropsychology & Research methods	Development	Development & Psychological Problems	Psychological problems	Criminal Psychology & review/exam skills	Social Influence	
Skill	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	
Content	<p>Neuropsychology:</p> <ul style="list-style-type: none"> Structure of the brain Structure and function of the nervous system Neuron structure and function Synaptic transmission <p>Research methods:</p> <p>Climate content.</p> <ul style="list-style-type: none"> Planning research: hypothesis Planning research: variables and experimental designs Planning research: populations and sampling Planning research: ethics 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 	<p>Careers: Educational Psychology, Teaching.</p> <p>Development:</p> <ul style="list-style-type: none"> Stages of development and brain development IQ tests Piaget's theory of cognitive development Piaget's study into conservation of number <p>Assessment window</p>	<p>Development:</p> <ul style="list-style-type: none"> Learning theories of development Blackwell's study into fixed and growth mindset Application of learning theories to education <p>Psychological Problems:</p> <ul style="list-style-type: none"> Defining mental health Prevalence of mental health issues Changes in attitudes towards mental health 	<p>Careers: Mental health Nurse, Clinical Psychologist, Psychological Well-being practitioner.</p> <p>Psychological Problems:</p> <ul style="list-style-type: none"> Effects of mental health on individuals and society Characteristics of schizophrenia Social drift theory of schizophrenia 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 	<p>Research methods recap</p> <p>Introduction to 13-mark questions</p> <p>Criminal psychology:</p> <ul style="list-style-type: none"> Defining crimes and measuring crime SLT Cooper and Mackie Key study Eysenck's criminal personality Heaven key study Application: punishing criminal behaviour Application: rehabilitating criminals 	<p>Social Influence:</p> <ul style="list-style-type: none"> Conformity Collective and crowd behaviour Pro-social and anti-social behaviour Obedience Bickman- key study Self-esteem and conformity Locus of Control Morality on pro-social behaviour Influence of the brain The authoritarian personality NatCen research Minority influence <p>Assessment window & work experience</p>	<p>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</p> <p>Students will be confident in applying research methods skills</p> <p>Students will be able to evaluate psychological theory and studies</p> <p>Students will be able to write balanced psychological arguments</p>

Prior Knowledge Required	N/A May have come across terms such as hypotheses and variables in Science.	Neuropsychology.	Research methods.	Research methods and Neuropsychology.	Research methods and Neuropsychology.	Research methods and Neuropsychology.
Feedback Points	Neuropsychology- quiz. Research methods end of topic assessment- class feedback.	Year 10 assessment window 1- Neuropsychology, Research Methods & start of Developmental Psychology.	Developmental end of topic assessment- class feedback.	Psychological problems end of topic assessment- class feedback.	Introduction to 13-mark questions- individual feedback. End of topic criminal psychology assessment – class feedback.	Assessment window 2- Full paper 1 exam. End of topic social influence assessment – class feedback.
Key Questions	<p>Neuropsychology:</p> <ul style="list-style-type: none"> • How is the brain structured? • What are the functions of specific areas of the brain? • What does the Nervous System do? What are the different parts? • How do neurons and synapses work? How do they interact? <p>Research Methods:</p> <ul style="list-style-type: none"> • What are the different types of hypotheses? • 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? • How and why would a researcher use different types of experiments? • How are interviews and questionnaires used in psychology? • What are the different forms of observations and what effects do these have? • When might a psychologist use correlations? 	<p>Developmental:</p> <ul style="list-style-type: none"> • What are the stages of development? • What are the stages of brain development? • What happens during Piaget’s stages of cognitive development? • How does cognitive development happen? • How did Piaget conduct his study into conservation of number? • What did Piaget conclude in his study? 	<p>Developmental:</p> <ul style="list-style-type: none"> • What is a growth or fixed mindset? Who came up with this theory? • How did Blackwell investigate fixed and growth mindsets? • What did Blackwell conclude about learners with a fixed or growth mindset? • What did Willingham state about the importance of meaning? • How are learning theories applied to teaching in classrooms? 	<p>Psychological Problems:</p> <ul style="list-style-type: none"> • 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? • 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? • How does the biological theory attempt to explain schizophrenia? • What impact did amphetamine usage have on schizophrenia? • What methods are used to treat schizophrenia? • What are the key characteristics of depression? 	<p>Criminal Psychology:</p> <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 personality? How is this connected to the brain and CNS? • What did the Heaven study conclude about criminality? • Why are different methods used to deal with crime? <p>13- mark question:</p> <ul style="list-style-type: none"> • How do you structure a 13-mark question? • What does AO1 stand for? • What does AO3 stand for? 	<p>Social Influence:</p> <ul style="list-style-type: none"> • What is conformity, and why do people conform? • What is collective and crowd behaviour? • How do situational explanations explain obedience? • How do dispositional explanations explain obedience?

	<ul style="list-style-type: none"> • 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? 			<ul style="list-style-type: none"> • 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 Correlation Causal Distribution Validity Inter-rater Ecological	Invariant Universal Assimilation Accommodation Permanence Animism	Egocentrism Reversibility Conservation Decentration Seriation Innate Symbolic	Continuum Prevalence Stigma Self-fulfilling prophecy Disengagement Activating Consequence	Deterrent Restorative Subjectivity Deviation Vicarious Reinforcement Internalisation Deterministic Cross-sectional Longitudinal	Conformity Compliance Internalisation Identification Normative Social Influence Informational Social Influence Obedience Agentic State Deindividuation
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 10 students will then go on to do Social Influence, Memory & Sleep and Dreaming in Year 11.

Year 11 (2024-2025- note- curriculum plan will be slightly different for Year 11's of 2025-2026 as Social Influence will be taught in Year 11- Criminal Psychology in Year 10)	Term 1		Term 2		Term 3		End Points
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	
Topic	Social Influence	Memory	Sleep and dreaming	Sleep & dreaming & Research Methods review/ exam skills	Revision	Revision	
Skill	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	AO1- Knowledge AO2- Application AO3- Evaluation	
Content	Social Influence: <ul style="list-style-type: none"> Conformity Collective and crowd behaviour Pro-social and anti-social behaviour Obedience Bickman- key study Self-esteem and confority Locus of Control Morality on pro-social behaviour Influence of the brain The authoritarian personality NatCen research Minority influence 	Careers: Clinical research, Marketing. 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 Braun's study into distorting memories Use of memory for advertising 13- mark questions Key studies exam skill	Sleep and dreaming: <ul style="list-style-type: none"> The function and features of sleep The sleep-cycle The neuropsychology of sleep Causes of sleep disorders Freudian theory of dreaming Freud's study into the Wolfman 	Sleep & dreaming: <ul style="list-style-type: none"> Activation synthesis theory of dreaming Williams' bizarreness of dreams key study Application: treatments for insomnia Functions of sleep and the sleep cycle Neuropsychology of sleep 13- mark question Research Methods review Key studies and theories review.	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

		Assessment window					Students will be able to critically evaluate psychological theory and studies
Prior Knowledge Required		Research methods, brain structure, memory core concepts.	Research methods and neuropsychology.	Research methods and neuropsychology.	All	All	
Feedback Points	Social Influence assessment- class feedback. 13-mark individual feedback.	December mock- 1 x full paper (paper 1) Memory end of topic assessment and feedback – class feedback	Sleep and dreaming mid topic assessment and individual feedback.	Mock 2- 1 x full paper (paper 2) Sleep & Dreaming end of topic assessment	As needed	As needed	
Key Questions	<p>Social Influence:</p> <ul style="list-style-type: none"> • What is conformity, and why do people conform? • What is collective and crowd behaviour? • How do situational explanations explain obedience? • How do dispositional explanations explain obedience? <p>13- mark question:</p> <ul style="list-style-type: none"> • How do you structure a 13- mark question? • What does AO1 stand for? • What does AO3 stand for? 	<p>Memory:</p> <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? • What did Braun conclude about purposefully distorting memories? • How do advertising companies use memory techniques to sell products? 	<p>Sleep and Dreaming:</p> <ul style="list-style-type: none"> • Why do we need sleep and what happens during the various stages of sleep? • What is an endogenous pacemakers and exogenous zeitgebers? • What are the causes of sleep onset and sleep maintenance insomnia? • What did Freud state about the purpose of dreaming? • How did Freud attempt to explain dreams through the Wolfman study? 	<p>Sleep and Dreaming:</p> <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 treatments are there for insomnia? <p>13-mark question:</p> <ul style="list-style-type: none"> • How do you structure a 13- mark question? • What does AO1 stand for? • What does AO3 stand for? 	All	All	
Direct Vocab Instruction	Conformity Compliance	<p>Memory:</p> <p>Input Encoding Storage Anterograde amnesia Retrograde amnesia</p>	<p>Sleep and Dreaming:</p> <p>Insomnia Maintenance Onset Repression Latent</p>		N/A	N/A	

Content	Research Methods:	Approaches:	Careers: Mental health Nurse, Clinical Psychologist, Psychological Well-being practitioner.	Careers: Teacher, Nurse, Social Worker.	Social Influence:	Research Methods:	
	<p>Climate content.</p> <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 RM: Aims & hypotheses - IVs & DVs and writing hypotheses RM: Types of experiment RM: Experimental design RM: Ethics RM (100 mins) - sampling RM: Pilot studies RM: Observational techniques RM: Observational design RM: Self-report techniques RM: Self report design RM: Correlations RM: Types of data RM: Measures of central tendency and dispersion RM: Presentation of quantitative data RM: Mathematical content RM: Peer review 	<ul style="list-style-type: none"> Issue and debates (intro and terms) Origins of Psychology: Wundt, introspection & emergence of psychology as a science Psychodynamic approach AO1 Psychodynamic approach AO3 Behaviourism AO1 & AO3 Cognitive AO1 & AO3 Biological approach AO1 & AO3 SLT AO1 & AO3 Humanism AO1 & AO3 <p>Careers: Cognitive Neuroscientist, Doctor, Clinical Researcher.</p> <p>Biopsychology:</p> <ul style="list-style-type: none"> Nervous system & endocrine system Sensory/relay/motor neurons & synaptic transmission Fight or flight response Ways of studying the brain AO1 & AO3 Localisation of function AO1 & AO3 Sperry and hem lat AO1 & AO3 Plasticity and functional recovery AO1 & AO3 Bio rhythms Infradian, ultradian and circadian 	<p>Careers: Mental health Nurse, Clinical Psychologist, Psychological Well-being practitioner.</p> <p>Psychopathology:</p> <ul style="list-style-type: none"> Abnormality- DSN and FFA (AO1 & AO3) Abnormality- DIHM & Statistical infrequency (AO1 & AO3) Characteristics of phobias, depression and OCD Behavioural exp: two process model (AO1 & AO3) Systematic desensitisation and flooding Cog explanations (AO1 & AO3) CBT AO1 and AO3 Bio explanations to OCD (AO1 & AO3) Drug therapies 	<p>Careers: Teacher, Nurse, Social Worker.</p> <p>Attachment:</p> <ul style="list-style-type: none"> Intro to attachment: Caregiver-infant interactions Stages of attachment: Schaffer Multiple attachments & the role of the father Animal studies: Lorenz & Harlow Learning theory (AO1 & AO3) Bowlby's theory (AO1 & AO3) SSP & attachment types Cultural variations (AO1 & AO3) Maternal deprivation: Bowlby Institutionalisation & Romanian orphan study Influence on adult relationships <p>Social Influence:</p> <ul style="list-style-type: none"> Introduction to social psychology; types of conformity Explanations of why people conform: NSI/ISI Variable affecting conformity: Asch 1956 AO3 research into conformity Conformity to social roles: Zimbardo Explanations of obedience: Agentic state and Legit authority 	<p>Social Influence:</p> <ul style="list-style-type: none"> Authoritarian personality Independent behaviour: Social support Independent behaviour: Locus of control Minority influence Social change <p>Climate content- social change.</p> <p>Memory:</p> <ul style="list-style-type: none"> Introduction to memory & study planning lab exp MSM (AO1 & AO3) Type of LTM WMM (AO1 & AO3) Forgetting: Interference Forgetting: Cue dependent EWT: Loftus & Palmer (1974) -Leading questions Factors influencing the accuracy of EWT: Anxiety and PED The cognitive interview 	<ul style="list-style-type: none"> Case studies and content analysis Thematic analysis Reliability Validity Choosing a stats test Probability and significance Sign test Non-parametric tests Parametric tests Tests of correlations Tests of association Reporting psychological investigations Features of Science. 	<p>Students will be confident in applying research methods skills</p> <p>Students will be able to evaluate psychological theory and studies</p> <p>Students will be able to write balanced psychological arguments</p>

		<ul style="list-style-type: none"> • Circadian rhythms- sleep wake cycle- EZ and EPS 		<ul style="list-style-type: none"> • Obedience: Milgrams study and situational variables (AO1 & AO3) 		
Prior Knowledge Required	Research Methods- some of the key terms such as independent/dependent variable have been seen in Science GCSE and Psychology GCSE.	<p>No prior knowledge needed for Approaches.</p> <p>Research methods- from last half term.</p> <p>Previous knowledge from either Biology GCSE or Psychology GCSE neuropsychology</p>	<p>Previous topic Biopsychology (areas such as synaptic transmission) applies to some of the content such as drug therapies.</p> <p>All RM applies.</p>	<p>RM topics covered previously such as observational design applies to SSP.</p>	<p>All RM applies.</p> <p>GCSE Psychology- Memory and Social Influence.</p>	<p>RM topics covered previously.</p> <p>Design as study links to previous Research Methods.</p>
Feedback Points	Research methods end of topic assessment- class feedback.	<p>Approaches end of topic assessment- Class feedback</p> <p>Biopsychology end of topic assessment- Class feedback</p> <p>& Research Methods questions within end of topic assessments.</p>	<p>Psychopathology- end of topic assessment- class feedback.</p> <p>Research Methods questions within end of topic assessment.</p>	<p>Attachment- end of topic assessment- class feedback.</p> <p>Research Methods questions within end of topic.</p>	<p>Social Influence- end of topic assessment- class feedback.</p> <p>Memory- end of topic and feedback.</p> <p>Research Methods questions within end of topic</p>	Assessment window- full paper 1.
Key Questions	<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? • What are the different types of observations? • How can we use descriptive data in Psychology? • What are the different types of validity and reliability? 	<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? <p>Biopsychology:</p>	<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>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? 	<p>Social Influence:</p> <ul style="list-style-type: none"> • 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>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? 	<p>Research Methods:</p> <ul style="list-style-type: none"> • What is the difference between content and thematic analysis? • What is the difference between inferential and descriptive stats? • What is a type 1 and type 2 error? • How do we calculate the sign test? • What are the sections of an academic report? • What are the features of Science?

	<ul style="list-style-type: none"> • How do we write an academic report? • Is Psychology a Science? 	<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? 		<ul style="list-style-type: none"> • What does the ERA study tell us about the effects of institutionalisation? • What are the consequences of early attachment? <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'? 	<ul style="list-style-type: none"> • How does misleading information effect eyewitness testimony? • How does anxiety effect eyewitness testimony? • How can we improve eyewitness testimony? 		
Direct Vocab Instruction	<p>Research Methods:</p> <p>Directional Non-directional Hypotheses Aim Variables Operationalisation Demand characteristics Randomisation Standardisation Extraneous Confounding Counterbalancing Generalisation Covert Overt Participant Non-participant Quantitative Qualitative</p>	<p>Approaches:</p> <p>Conditioning Reinforcement Imitation Inferences Genotype Phenotypes Hierarchy Congruence</p> <p>Biopsychology:</p> <p>Neuron Synaptic transmission Endogenous pacemaker Exogenous zeitgeber Ultradian Infradian Circadian Synaptic transmission Hemispheric lateralisation</p>	<p>Psychopathology:</p> <p>Abnormality Deviation Infrequency Deviation Desensitisation</p>	<p>Attachment:</p> <p>Reciprocity Synchrony Critical period Deprivation Institutionalisation Caregiver Continuity Variations</p> <p>Social Influence:</p> <p>Compliance Conformity Unanimity Legitimacy Dispositional Situational Consistency Commitment</p>	<p>Memory:</p> <p>Coding Capacity Duration Store Proactive Retroactive Accuracy Interference</p>		

		Corpus callosum		Identification Internalisation			
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 (2024-2025- note-	Term 1		Term 2		Term 3		
	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6	

<i>curriculum plan will be slightly different for Year 13's of 2025-2026 as Social Influence will be taught in Year 12)</i>							End Points
Topic	Research Methods & Issues and debates	Schizophrenia Research methods	Cognition & Development	Forensic	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	<p>Research Methods:</p> <ul style="list-style-type: none"> Case studies and content analysis Thematic analysis Reliability Validity Choosing a stats test Probability and significance Sign test Non-parametric tests Parametric tests Tests of correlations Tests of association Reporting psychological investigations Features of Science. <p>Issues and debates:</p> <ul style="list-style-type: none"> Cultural bias: concepts & applications Cultural bias: discussion and essay planning Gender bias: Concepts and application Gender bias: Discussion & essay planning Ethical issues & social sensitivity: concepts and application Ethical issues & social sensitivity: discussion and essay planning 	<p>Careers: Mental Health Nurse, Clinical Psychologist, Psychiatrist.</p> <p>Schizophrenia:</p> <ul style="list-style-type: none"> Intro to Schizophrenia: positive & negative symptoms Reliability & validity in diagnosis and classification Biological explanations: genetics Biological explanations: neural correlates, the dopamine hypothesis Psychological explanations: family dysfunction Psychological explanations: cognitive explanations, including dysfunctional thought processing Drug therapy: typical and atypical antipsychotics CBT Family therapy Token economies as used in the 	<p>Careers: Related to education. Examples- Educational Psychology, Teaching.</p> <p>Cognition & Development:</p> <ul style="list-style-type: none"> Piaget's theory of cog. Development and intellectual development Evaluating Piaget's stages Vygotsky theory of cog. Development and evaluating Baillargeon's early infant abilities and evaluating theory Selman's theory and evaluation Theory of mind and evaluation Mirror neuron and evaluation 	<p>Careers: Forensic Psychologist, Prison officer, Police Officer, Criminologist.</p> <p>Forensic psychology:</p> <ul style="list-style-type: none"> Psychological explanations: Cognitive theory Psychological explanations: Differential association Psychological explanations: Psychodynamic Exam technique Dealing with offending behaviour: custodial sentencing Dealing with offender behaviour: Behaviour modification Dealing with offending behaviour: anger management Dealing with offending behaviour: Restorative justice 	Revision	Revision	<p>Students will be confident in applying research methods skills</p> <p>Students will be able to evaluate psychological theory and studies</p> <p>Students will be able to write balanced psychological arguments</p>

	<ul style="list-style-type: none"> • Reductionism vs holism: concepts and application • Reductionism vs holism: discussion and essay planning • Determinism vs free will: concepts & application • Determinism Vs free will: discussion & essay planning • Ideographic vs nomothetic: concepts and application • Ideographic vs nomothetic: discussion & essay planning • Nature vs nurture: concepts and application • Nature vs nurture: discussion and essay planning • Revision and comparison lesson of approaches 	<p>management of schizophrenia</p> <ul style="list-style-type: none"> • The importance of an interactionist approach in explaining and treating schizophrenia; the diathesis-stress model 						
Prior Knowledge Required	All prior Year 12 content.	<p>Cognitive approach</p> <p>Biological approach</p> <p>Biopsychology & Psychopathology</p> <p>Research methods- Reliability & Validity</p>	<p>Cognitive approach</p> <p>Research methods</p>	<p>Biological approach</p> <p>Biopsychology- neurotransmitters and synaptic transmission</p> <p>Cognitive approach</p> <p>Psychopathology</p> <p>Research methods</p>				
Feedback Points	Social Influence end of topic assessment – class feedback.	Schizophrenia end of topic assessment- class feedback.	Cognition and Development end of topic assessment- class feedback.	Forensic Psychology end of topic assessment- class feedback				

	Issues & debates end of topic assessment – class feedback.						
Key Questions	<p>Research Methods:</p> <ul style="list-style-type: none"> • What is the difference between content and thematic analysis? • What is the difference between inferential and descriptive stats? • What is a type 1 and type 2 error? • How do we calculate the sign test? • What are the sections of an academic report? • What are the features of Science? <p>Issues & Debates:</p> <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? 	<p>Schizophrenia:</p> <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 have 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? 	<p>Cognition and Development:</p> <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? 	<p>Forensic Psychology:</p> <ul style="list-style-type: none"> • What is the bottom up and top down approach? • 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? 			

