

## Walthamstow Academy – Psychology Curriculum Journey

### Our Curriculum Intent

At Walthamstow academy we aim to create the very best Psychology students. The aim of the Psychology curriculum is to equip students with the appropriate knowledge and skills needed to be able to understand and explain the causes of human behaviour and the impact of this behaviour on themselves and wider society. We do this using quality teaching which ensures students understand underlying psychological principles and can apply them in a variety of familiar and unfamiliar contexts. We want students to be able to think analytically and reach logical conclusions based on scientific evidence. Our curriculum at WA goes far beyond what is taught in lessons, for whilst we want students to achieve the very best examination results possible, we believe our curriculum goes beyond what is examinable. Our curriculum in Psychology supports the ethos statement of the school. Students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates. Through teacher modelling, we encourage our students to demonstrate manners, respect, and tolerance in Psychology lessons. This allows students to express themselves in a confident manner. Lesson materials are engaging to promote topical discussion and encourage students to develop an enquiring mind.

As a knowledge-based curriculum, we believe that knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of practice questions, with regular quality feedback being given to support student progress. The knowledge acquired then allows students to develop their analytical and critical thinking skills.

Cultural Capital is embedded throughout the psychology curriculum. Our students are introduced to a wide variety of viewpoints from some of the most influential Psychologists throughout history. We study the impact that their work has had on the world we live in, and students are encouraged to make links between their studies and real life examples. They are expected to analyse the relative contributions of competing theories in order to discuss their impact on our understanding of human behaviour and society as a whole.

In addition to our aims, our curriculum design includes revisiting and building on existing knowledge. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

## Our Curriculum Progression Model

### KS4

- Students are introduced to key psychological terminology and objectivity.
- Students begin with looking at different approaches that underpin our behaviour such as criminal, developmental, memory, social, sleep and dreaming and psychological problems.
- Students explore the research methods and the scientific approach used to establish norms and generalisations regarding behaviour.
- Students are taught to critically evaluate the strengths, weakness and suitability of the research methods used by leading psychological research.
- Students contextualise their knowledge of psychological approaches by applying it to our understanding of depression, why we dream, the inaccuracy of eye witness testimony and fixed and growth mindsets.

### KS5

- Students will interpret different trends and analyse recent data in terms of gender identity, schizophrenia, cultural and gender bias in research.
- Writing skills are refined and refocused to analyse psychological approaches.
- Students are introduced to new areas of study, such as free will and determinism, idiographic and nomothetic approaches in understanding behaviour and socially sensitive research.
- Students complete extended essay writing and make use of strong elaboration in essays and in discussion-based questions.

At Key Stage 4, the focus is for students to develop strong subject knowledge of the main psychological perspectives. The students are introduced to the fundamentals of psychology, developing critical analysis, independent thinking, and research skills. Our assessments use multiple choice, short answer, and extended writing/essays to assess knowledge, understanding, application and evaluation skills. GCSE in Psychology is designed to inspire and engage learners by providing a broad, coherent, satisfying and worthwhile course of study which develops an understanding of the ideas and values that characterise 'self' and others. Our students will be equipped with a psychological literacy that enables them to apply their knowledge and skills in their everyday lives, including making informed decisions about further study and career choices. Additionally, students learn the scientific method used for psychological research. This allows them to start developing their critical thinking skills. KS4 Psychology represents a good basis from which to study the A-level course. The content, skills and methods presented in the GCSE course are developed in both breadth and depth through the A-level specification. Several topics, such as 'Memory', 'Aggression', 'Social Influence', 'developmental' and 'Research Methods' are found in both courses

At Key Stage 5 By the end of year 12, students will have mastered several topics, including: Research Methods, Approaches in psychology, some insight into Issues and Debates in psychology, Psychopathology, Social Influence and Memory. They will have a secure grasp of the core assessment objectives and developed resilience to overcome any barriers to their learning which will support them in future examinations and for further study. Students will have developed knowledge and understanding of concepts, theories, research evidence, methods and ethics and have developed the skills to write good evaluative commentaries. By the end of year 13, our students will be well rounded individuals and who will have gained a deep-rooted insight into the many causes of human behaviour. They will have had many

opportunities to develop their descriptive and evaluative skills, as well as developing sound scientific reasoning, debating skills and above all else, become socially aware and empathic individuals.

Half Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 10 Curriculum Overview:</b> <i>What will year 10s study and learn this academic year? Why this/ why now?</i>			
<b>Year 10 HT1</b>	<p><b>Unit Title: Criminal Psychology</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will be introduced to key Concepts: Different types of crime.</li> <li>• Theories/Explanations of why criminal and anti-social behaviour occurs.</li> <li>• The Social Learning Theory / Eysenck’s Criminal Personality.</li> <li>• Criticisms of the theory including the nature/nurture debate.</li> <li>• Research Study 1 – Cooper and Mackie (1986): Study into video games and aggression.</li> <li>• Research study 2– Heaven (1996): Study into delinquency, extroversion, psychoticism and self-esteem</li> </ul>		<p><a href="#">criminal-psychologist-a-career-profile</a></p> <p><a href="#">what is crime</a></p> <p><a href="#">Heavens study</a></p> <p><a href="#">TED Talks: Nature/Nurture: what makes a criminal</a></p>
<b>Year 10 HT2</b>	<p><b>Unit Title: Criminal Psychology continued</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Application: The role of rehabilitation in reducing criminal/anti-social behaviour.</li> <li>• The effects of punishment and deterrents in reducing criminal/anti-social behaviour.</li> </ul> <p><b>Unit title: Developmental psychology</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• students will be introduced to key Concepts: Stages of development.</li> <li>• Piaget’s Theory of Cognitive Development</li> </ul>	<p><b>20 minutes</b></p> <p><b>W.C. 13.12.21</b></p>	<p><a href="#">are serial killers born or made</a></p>

	<ul style="list-style-type: none"> <li>• Dweck’s Mindset Theory / Willingham’s Learning Theory</li> <li>• Criticisms of the theory including the reductionism/holism debate.</li> <li>• Research Study 1 – Piaget (1952)</li> <li>• Learning Research Study 2 – Blackwell et al. (2007)</li> </ul>		<a href="#">Piaget’s Theory of cognitive development</a>
<p><b>Year 10 HT3</b></p>	<p><b>Unit Title: Developmental continued</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Application: The changing role of education</li> <li>• How learning theories apply to the development of education and intelligence through growth mindsets.</li> </ul> <p><b>Unit Title: Psychological problems</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will be introduced to key Concepts - ways of defining mental health, including the mental health continuum and issues to do with the incidence of significant mental health problems over time, including changing classification; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act.</li> <li>• Biological and psychological explanations of Schizophrenia</li> <li>• The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)10.</li> <li>• The biological theory of schizophrenia:</li> <li>• Criticisms of this theory including the nature/nurture debate.</li> <li>• The psychological theory - the social drift theory of schizophrenia.</li> <li>• Criticisms of this theory including problems establishing cause and effect.</li> </ul>	<p><b>PPE 1 – Criminal , developmental</b></p> <p><b>1 hour</b></p> <p><b>W.C. 17.01.22</b></p>	<p><a href="#">carol-Dweck-mindset</a></p> <p><a href="#">Learning Theories</a></p> <p><a href="#">the science behind how parents affect child development</a></p> <p><a href="#">Twins separated at birth</a></p> <p><a href="#">Naure/nurture debate in psychology</a></p> <p><a href="#">The guardian -schizophrenia</a></p> <p><a href="#">what is it like to have schizophrenia simulation</a></p>
<p><b>Year 10 HT4</b></p>	<p>Unit Title: Psychological problems continued Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Schizophrenia Research Study: Daniel, Weinberger, Jones et al. (1991).</li> <li>• Biological and psychological explanations of depression.</li> <li>• The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)10</li> <li>• Key statistics of clinical depression.</li> <li>• The biological theory – the social rank theory of clinical depression.</li> <li>• Criticisms of the theory including the reductionism/holism debate.</li> <li>• The psychological theory – the ABC Model of clinical depression.</li> <li>• Criticisms of the theory including the freewill/determinism debate.</li> </ul>	<p><b>Short answer questions / MCQ’s</b></p> <p><b>W.C. 18.03.22</b></p>	<p><a href="#">scientists-question-widespread-use-of-antidepressants-after-survey-on-serotonin</a></p> <p><a href="#">Clinical characteristics of depression</a></p> <p><a href="#">schizophrenia and Medication</a></p> <p><a href="#">The Illusion of Free Will</a></p>

<p><b>Year 10 HT5</b></p>	<p><b>Unit Title: Psychological problems continued</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use.</li> <li>• Application: The development of treatments: The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression.</li> <li>• The use of psychotherapy for treating schizophrenia and clinical depression.</li> <li>• The development of neuropsychology for studying schizophrenia and clinical depression.</li> </ul>	<p><b>30 minutes</b> <b>W.C. 23.04.22</b></p>	<p><a href="#">Why is Facebook depressing</a> <a href="#">Meditation for Anxiety</a> <a href="#">CALM ( campaign against living miserably )</a> <a href="#">Suicide doesn't always look suicidal</a></p>
<p><b>Year 10 HT6</b></p>	<p><b>Unit Title: Research Methods</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Experiments: Laboratory Field Natural.</li> <li>• Interviews: Structured Unstructured.</li> <li>• Questionnaires: (Surveys) Open questions Closed questions Rating scales.</li> <li>• Observations: Naturalistic Controlled Overt Covert Participant Non-participant.</li> <li>• Case Studies: Use of qualitative data</li> <li>• Correlations: Use of quantitative data Positive, negative and zero correlations.</li> </ul>	<p><b>PPE 2 – Paper 1</b> <b>1 hour 30 minutes</b> <b>W.C. 20.06.22</b></p>	<p><a href="#">Research - Experiments</a> <a href="#">Research methods in psychology</a></p>
<p><b>Term Curriculum Content</b></p>		<p><b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i></p>	<p><b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i></p>
<p><b>Year 11 Curriculum Overview:</b> <i>What will year 11s study and learn this academic year? Why this/ why now?</i></p>			
<p><b>Year 11 HT1</b></p>	<p><b>Unit Title: Social</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will learn the key Concepts such as conformity, collective and crowd behaviour and obedience</li> <li>• Theories/Explanations: The effect of situational and dispositional on behaviours.</li> <li>• Criticisms of the effect of situational factors, including the free will/determinism debate.</li> <li>• Research Study 1 - Bickman (1974)</li> <li>• Criticisms of the effect of dispositional factors.</li> <li>• Research Study 2 - NatCen (2011).</li> </ul>	<p><b>Recap test of year 10 knowledge</b> <b>30 minutes</b> <b>W.C. 12.09.22</b></p>	<p><a href="#">TED the surprising science of happiness</a>  <b>TED Youth :</b> <a href="#">What if we were all the same</a>  <a href="#">Bickman</a>  <a href="#">NatCen - Tottenham Riots</a>  <a href="#">Tottenham Riots</a></p>

<p><b>Year 11 HT2</b></p>	<p><b>Unit Title: Social continued</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will develop their knowledge of Application: changing attitudes: How minority influence affects social change.</li> <li>• Students will begin to explore criminal activity according to different social groups (class, gender, and ethnicity).</li> </ul> <p><b>Unit title: Memory</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Students will develop their knowledge of Key Concepts. The stages of information processing: input; encoding; storage; retrieval; and output</li> <li>• Types of forgetting</li> <li>• The structure and functions of the brain.</li> <li>• Theories/Explanations: The Multi-store Model of Memory</li> <li>• The structure and process of the Multi-store Model of memory:</li> <li>• Criticisms of the model.</li> <li>•</li> </ul>	<p><b>Short answer question</b></p> <p><b>W.C. 17.10.22</b></p>	<p><a href="#">Minority influence</a></p> <p><a href="#">Simply psychology</a></p> <p><a href="#">Key Concepts</a></p> <p><a href="#">Multi-store model</a></p> <p><a href="#">reconstructive memory</a></p>
<p><b>Year 11 HT3</b></p>	<p><b>Unit Title: Memory continued</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Research Study 1 –Wilson, Kopelman and Kapur (2008): Clive Wearing study</li> <li>• The Theory of Reconstructive Memory</li> <li>• Criticisms of the theory including the reductionism/holism debate.</li> <li>• Research Study 2– Braun, Ellis and Loftus (2002)</li> <li>• Application: Techniques used for recall.</li> <li>• The development of neuropsychology for measuring different memory functions.</li> </ul> <p><b>Unit Title: Sleep and dreaming</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Key Concepts: The functions, features, and benefits of sleep.</li> <li>• Theories/Explanations: The Nature of Dreaming: The Freudian Theory of Dreaming</li> <li>• The Activation Synthesis Theory of Dreaming</li> <li>• Criticisms of the theory including the issue of subjectivity.</li> <li>• Research Study 1 – Freud (1918): dream analysis study of ‘The Wolfman’.</li> </ul>	<p><b>PPE 1</b></p> <p><b>1 hour</b></p> <p><b>W.C. 16.01.23</b></p>	<p><a href="#">Podcast: the human body and mind. Radio 4</a></p> <p><a href="#">BPS readers Digest</a></p> <p><a href="#">TED: E. Loftus: How reliable is your memory</a></p> <p><a href="#">why do we dream</a></p> <p><a href="#">science of why we dream</a></p>

<b>Year 11 HT4</b>	<p><b>Unit Title: Sleep and dreaming</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The Activation Synthesis Theory of Dreaming: the role of REM sleep</li> <li>• Criticisms of the theory including the reductionism/holism debate.</li> <li>• Research Study 2 - Williams et al. (1992)</li> <li>• Application: Development of treatments for insomnia</li> <li>• Features of insomnia, the role of the nervous system and its management through relaxation techniques for improved sleep hygiene</li> </ul>	<p>–</p> <p><b>Short answer question</b></p> <p><b>W.C. 20.03.23</b></p>	<p><a href="#">Psychoanalysis - Freud and why we dream: Freud</a></p> <p><a href="#">meaning of dreams</a></p> <p><a href="#">Treatments for insomnia</a></p>
<b>Year 11 HT5</b>	<p><b>Unit Title: research methods</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• Analysing research</li> <li>• Types of data descriptive statistics, tables, charts, graphs.</li> <li>• Reliability, validity.</li> <li>• Sources of bias</li> <li>• Ethical guidelines</li> <li>• Planning research</li> <li>• Population</li> <li>• Sampling.</li> </ul>	<p><b>PPE 2</b></p> <p><b>90 mins</b></p> <p><b>W.C. 17.04.23</b></p>	<p><a href="#">Ethical guidelines in research</a></p> <p><a href="#">what happens when our computers become smarter than we are</a></p> <p><a href="#">sampling</a></p>
<b>Term</b>	<b>Curriculum Content</b>	<b>Assessment(s)</b> <i>(assessment title, duration and approx date)</i>	<b>Extra-Curricular Options</b> <i>(Places to visit; wider reading; clubs to join)</i>
<b>Year 12 Curriculum Overview:</b> <i>What will year 12s study and learn this academic year? Why this/ why now?</i>			
<b>Year 12 HT1</b>	<p><b>Unit Title: Memory</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>• The role of memory - the multi store model of memory.</li> <li>• The working memory model.</li> <li>• Explanations for forgetting.</li> <li>• Factors affecting the accuracy of eyewitness testimony and improving the accuracy of eyewitness testimony.</li> </ul> <p><b>Interleave RM</b> students will develop the skills of research methods: the use of experiments in</p>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>• Psychology pre assessment test (W.C. 06.09.22)</li> <li>• 6 Marker – models of memory (W.C. 27.09.22)</li> <li>• 16 Marker – research into EWT of memory (W.C. 18.10.22)</li> </ul>	<p><b>Memory</b></p> <p><a href="#">Podcast: the human body and mind. Radio 4</a></p> <p><a href="#">BPS readers Digest</a></p> <p><a href="#">TED: E. Loftus: How reliable is your memory</a></p> <p><a href="#">black and ethnic minorities in psychology an psychiatry network</a></p>

	psychological research.		
<b>Year 12 HT2</b>	<p><b>Unit Title: Social Influence</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Understand the types of conformity and explanations for conformity: informational social influence and normative social influence and evaluate these explanations.</li> <li>Ket study APFCC: Zimbardo. Milgram. Asch, Hofling, Jennes.</li> <li>To outline and evaluate explanations for obedience.</li> <li>Dispositional explanation for obedience: the Authoritarian Personality.</li> </ul> <p><b>Interleave RM</b> Students will develop an understanding of ethical issues within research and how to overcome these issues. Students will use the cost versus benefit analysis. Students will be taught to apply effective evaluation in looking at the strengths and weakness of experiments</p>	<p><b>PPE 1 –</b></p> <ul style="list-style-type: none"> <li><b>Sections of Paper 1 (W.C. 15.11.22)</b></li> </ul> <p><b>In Class Timed Assessments:</b></p> <ul style="list-style-type: none"> <li><b>16 Markers – (W.C. 06.12.22)</b></li> </ul>	<p><b>Social influence</b></p> <p><a href="#">The psych show</a></p> <p><a href="#">Zimbardo: the secret powers of time</a></p> <p><a href="#">TED: the psychology of evil</a></p>
<b>Year 12 HT3</b>	<p><b>Unit Title: Social Influence</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Explanations of resistance to social influence.</li> <li>Minority influence including reference to consistency, commitment and flexibility. The role of social influence processes in social change.</li> </ul> <p><b>Unit Title: Psychopathology</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Definitions of abnormality. including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health.</li> <li>The behavioural approach to explaining and treating phobias</li> <li>The cognitive approach to explaining and treating depression</li> <li>The biological approach to explaining and treating OCD</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li><b>2, 4, 6 Markers. RM Experiments (W.C. 04.01.23)</b></li> <li><b>16 Marker – Social (W.C. 31.01.23)</b></li> <li><b>HW: Psychopathology</b></li> </ul>	<p><b>Suggested Watch List:</b></p> <p><a href="#">TED : assessing complex social change</a></p> <p><a href="#">How-overcome-6-barriers-self-care-men</a></p> <p><a href="#">TED talks: mental health playlist</a></p> <p><a href="#">confronting bullies- how to heal</a></p> <p><a href="#">Assessing Perceptual Disturbances With the Rorschach</a></p> <p><a href="#">assessing evidence-serotonin-failure-does-not-cause-depression</a></p>



<p><b>Year 12 HT4</b></p>	<p><b>Unit Title: Attachment</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Caregiver-infant interactions in humans: reciprocity and interactional synchrony. Stages of attachment identified by Schaffer. Multiple attachments and the role of the father.</li> <li>Animal studies of attachment: Lorenz and Harlow.</li> <li>Explanations of attachment: learning theory and Bowlby's monotropic theory. The concepts of a critical period and an internal working model.</li> </ul> <p><b>Interleave RM</b> Student's will understand how researchers design and use observation techniques including the strengths and weaknesses of this methodology.</p>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>1 Hour Paper in psychopathology and RM (W.C. 28.02.23)</li> <li>MCQ Memory (W.C. 21.03.23)</li> </ul>	<p><a href="#">the-blossoming-child-psychology-in-post-war-America</a></p> <p><a href="#">relationship-attachment-style-test</a></p> <p><a href="#">how early attachment affects later relationships</a></p>
<p><b>Year 12 HT5</b></p>	<p><b>Unit Title: Attachment</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Ainsworth's 'Strange Situation'. Types of attachment: secure, insecure-avoidant, and insecure-resistant. Cultural variations in attachment, including van Ijzendoorn.</li> <li>Bowlby's theory of maternal deprivation. Romanian orphan studies: effects of institutionalisation.</li> <li>The influence of early attachment on childhood and adult relationships, including the role of an internal working model.</li> </ul> <p><b>Interleave RM</b></p> <ul style="list-style-type: none"> <li>Students will understand how self-report: questionnaires and interviews are used in research and be able to evaluate this type of methodology</li> <li>Students will understand issues surrounding research and how to overcome them</li> <li>Students will be taught evaluation using validity and reliability in research methodology in topics taught.</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>16 Marker – attachments (W.C. 18.04.23)</li> <li>MCQ Social (W.C. 16.05.23)</li> </ul>	<p><a href="#">Growing up in an orphanage</a></p> <p><a href="#">Netflix - babies</a></p> <p><a href="#">Stats in Research</a></p>
<p><b>Year 12 HT6</b></p>	<p><b>Unit Title: Biopsychology</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>The divisions of the nervous system: central and peripheral (somatic and autonomic).</li> <li>The structure and function of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation, and inhibition.</li> <li>The function of the endocrine system: glands and hormones.</li> <li>The fight or flight response including the role of adrenaline.</li> </ul>	<p><b>PPE 2 – Introductory topics in psychology full paper 1</b></p> <p><b>In class test : RM thus far. W.C. ?</b></p>	<p><a href="#">The Brain: a secret history</a></p> <p><a href="#">Regulate-your-nervous-system-right-now</a></p> <p><a href="#">careers in psychology</a></p>

Term	Curriculum Content	Assessment(s) (assessment title, duration and approx date)	Extra-Curricular Options (Places to visit; wider reading; clubs to join)
<b>Year 13 Curriculum Overview:</b> <i>What will year 13s study and learn this academic year? Why this/ why now?</i>			
<b>Year 13 HT1</b>	<p><b>Unit Title: Approaches – referring to the summer work completed.</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Learning approaches: i) the behaviourist approach ii) social learning theory and Bandura’s research APFCC.</li> <li>The cognitive approach: the study of internal mental processes. The emergence of cognitive neuroscience.</li> <li>The biological approach: the influence of genes, biological structures, and neurochemistry on behaviour</li> <li>Humanist &amp; Psychodynamic</li> </ul> <p><b>Interleave RM</b>  students will be taught descriptive statistics, pilot studies, the role of peer review in the formation of research. They will learn how research benefits the economy and begin to implement statistical testing using the sign test.</p>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>MCQ – attachment (W.C. 06.09.22)</li> <li>2x 8 Markers – biopsychology (W.C. 27.09.22)</li> <li>Short answer questions in RM (W.C. 18.10.22)</li> </ul>	<p><a href="#">what happens when computers become smarter than us</a></p> <p><a href="#">how your brain decides what is beautiful</a></p> <p><a href="#">history vs sigmund freud</a></p> <p><a href="#">what will humans look like in 100 years</a></p> <p><a href="#">Maslow’s hierarchy of Needs</a></p>
<b>Year 13 HT2</b>	<p><b>Unit Title: Schizophrenia</b>  Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Classification of schizophrenia. Positive / negative symptoms of schizophrenia. Reliability and validity in diagnosis and classification of schizophrenia.  <b>Interleave: debate culture and gender bias</b> and symptom overlap.</li> <li>Biological explanations for schizophrenia: genetics and neural correlates, including the dopamine hypothesis. (<b>interleave: debate Reductionism/holism / free will / determinism</b> )</li> <li>Drug therapy: typical and atypical antipsychotics</li> <li>Psychological explanations for schizophrenia: family dysfunction and cognitive explanations, including dysfunctional thought processing.</li> <li>Cognitive behaviour therapy and family therapy as used in the treatment of schizophrenia. Token economies as used in the management of schizophrenia.</li> <li>The importance of an interactionist approach (<b>interleave debates</b>) in explaining and treating schizophrenia; the diathesis-stress model. (<b>Interleave nature / nurture debate</b>)</li> </ul>	<p><b>PPE 1:</b></p> <ul style="list-style-type: none"> <li>Paper 1 – in full</li> <li>Paper 2 – Biopsychology, RM, approaches (W.C. 08.11.22)</li> </ul> <p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li>16 Marker– approaches (W.C. 29.11.22)</li> <li>8 marker– approaches (W.C. 13.12.22)</li> </ul>	<p><a href="#">TED: what you can do to change gender bias</a></p> <p><a href="#">what anti psychotic drugs are like</a></p> <p><a href="#">My story: living with schizophrenia</a></p>
<b>Year 13 HT3</b>	<p><b>Unit Title: Gender</b>  Students will learn about/ develop skills of:</p>	<p><b>In Class Assessments:</b></p>	<p><a href="#">Gender stereotyping and education</a></p>

	<ul style="list-style-type: none"> <li>Sex and gender. Sex-role stereotypes.</li> <li>The role of chromosomes and hormones (testosterone, oestrogen and oxytocin) in sex and gender. Atypical sex chromosome patterns: Klinefelter's syndrome and Turner's syndrome (<b>interleave debate: nature / nurture</b>)</li> <li>Cognitive explanations of gender development (<b>interleave debate: reductionism / holism</b>)</li> <li>Psychodynamic explanation of gender development, Freud's psychoanalytic theory (<b>interleave debate: idiographic / nomothetic</b>)</li> <li>Social learning theory as applied to gender development. The influence of culture and media on gender roles.</li> <li>Atypical gender development: gender dysphoria; biological and social explanations for gender <b>dysphoria (interleave debate: ethical implications of research. SSR)</b></li> </ul>	<ul style="list-style-type: none"> <li><b>MCQ Approaches (W.C. 04.01.23)</b></li> <li><b>16 Marker–schizophrenia (W.C. 24.01.23)</b></li> <li><b>8 Marker – schizophrenia (W.C. 07.02.23)</b></li> </ul>	<p><a href="#">how to avoid gender stereotyping</a></p> <p><a href="#">Gender stereotypes begin in childhood</a></p> <p><a href="#">Gender Dysphoria</a></p> <p><a href="#">Still me - Gender Binary</a></p>
<p><b>Year 13 HT4</b></p>	<p><b>Unit Title: Aggression</b> Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Neural and hormonal mechanisms in aggression, including the roles of the limbic system, serotonin and testosterone. Genetic factors in aggression, including the MAOA gene (<b>interleave debate; nature / nurture</b>)</li> <li>The ethological explanation of aggression, including reference to innate releasing mechanisms and fixed action patterns. Evolutionary explanations of human aggression (<b>interleave debate: free will / determinism</b>)</li> <li>Social psychological explanations of human aggression, including the frustration-aggression hypothesis, social learning theory as applied to human aggression, and de-individuation (<b>interleave debate: environmental reductionism</b>)</li> <li>Institutional aggression in the context of prisons.</li> <li>Media influences on aggression, including the effects of computer games</li> </ul>	<p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li><b>MCQ schizophrenia (W.C. 07.03.23)</b></li> <li><b>8 and 16 Marker–Gender (W.C. 28.03.23)</b></li> </ul>	<p><a href="#">Video games increase depression</a></p> <p><a href="#">does playing violent video games cause aggression</a></p> <p><a href="#">How octopuses battle each other</a></p> <p><a href="#">bad to the bones are humans naturally aggressive</a></p>
<p><b>Year 13 HT5</b></p>	<p>Unit Title: Debates / RM</p> <p>Students will learn about/ develop skills of:</p> <ul style="list-style-type: none"> <li>Gender and culture bias</li> <li>Free will and determinism.</li> <li>The nature-nurture debate; the interactionist approach.</li> <li>Holism and reductionism.</li> <li>Idiographic and nomothetic approaches to psychological investigation.</li> <li>Ethical implications of research studies and theory, including reference to social sensitivity.</li> </ul>	<p><b>PPE 2:</b></p> <ul style="list-style-type: none"> <li><b>Paper 3 – schizophrenia, aggression, gender , RM (W.C. 25.04.23)</b></li> </ul> <p><b>In Class Assessments:</b></p> <ul style="list-style-type: none"> <li><b>16 marker debates (W.C. 02.05.23)</b></li> </ul>	<p><a href="#">how to control someone else's arm with your brain</a></p> <p><a href="#">a recipe for you to be happy and successful</a></p> <p><a href="#">Tutor2U: Ideographic / nomothetic</a></p>

	<ul style="list-style-type: none"> <li>• Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments.</li> <li>• Content analysis.</li> <li>• Case studies.</li> <li>• Features of science: objectivity and the empirical method; replicability and falsifiability; theory construction and hypothesis testing; paradigms and paradigm shifts.</li> <li>• Reporting psychological investigations. Sections of a scientific report.</li> <li>• Probability and significance: use of statistical tables and critical values in interpretation of significance; Type I and Type II errors.</li> <li>• Factors affecting the choice of statistical test, including level of measurement and experimental design. When to use the following tests: Spearman's rho, Pearson's r, Wilcoxon, Mann-Whitney, related t-test, unrelated t-test and Chi-Squared test.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>8 marker debates (W.C. 09.05.23)</b></li> </ul>	<p><a href="#">choosing a stat test</a></p> <p><a href="#">Probability</a></p> <p><a href="#">Interpreting inferential stats</a></p> <p><a href="#">The Sign Test</a></p> <p><a href="#">measures of central tendency</a></p>
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