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|  | **Topic:** | **Overview of Topic:** | **Wider Curriculum:** | **Careers:**  Including Gatsby benchmarks and CDI Framework | **Cultural Capital:** | **British Values** |
| **1** | **Research Methods** | The topic establishes the scientific foundation of the discipline, equips students with essential skills, fosters critical thinking and scientific literacy, and provides a framework for understanding subsequent topics in Psychology. For example, when students learn about studies, they need to understand how that study has been conducted and the strengths and weaknesses of the study referring to the research methods involved. Teaching students how to evaluate research methodologies and evidence allows them to distinguish between credible and unreliable sources of information. Students will take part in practical experiments to demonstrate the skills learnt in research methods and it will serve to engage students from the outset.  In psychology, we suggest theories concerning human behaviour and then test them using psychological investigations or studies. The research can be used to support, reject or refine a suggested theory. Students will explore how psychological research is designed and how analysis takes place, as the types of research methods used by psychologists.  **What is covered?**   * An independent variable (IV), a dependent variable (DV), extraneous variables, including (i) situational variables and (ii) participant variables * Use of standardised procedures: counterbalancing, randomisation, single-blind techniques, double-blind techniques * Hypotheses * Methods of sampling, including strengths and weaknesses of each sampling method * Experimental and research designs, including strengths and weaknesses * Quantitative methods and qualitative methods * Ethical issues in psychological research and how to deal with ethical issues, including: informed consent, deception, confidentiality, right to withdraw, protection of participants * Types of experiment * Interviews * Observations * Case Studies * Correlation * Estimate results * Significant figures * Mean, mode, median and range * Normal distributions * Graphs: bar charts, histograms and frequency tables * Primary and secondary data | **Maths** – measures of central tendency, interpreting and drawing graphs, rounding, significant figures, estimation, types of data, correlations, normal distributions  **Science** - interpreting and drawing graphs, IV and DV, standardised procedures, hypotheses, experimental design  **History** – primary and secondary data. | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Research Assistant** -Assisting psychologists in conducting research studies, collecting data, and analysing results.  **Data Analyst** - Analysing and interpreting data collected from research studies using statistical techniques.  **Market Research Analyst** - Conducting surveys, interviews, and data analysis to understand consumer behaviour and market trends | **Scholars Programme** -opportunity to carry out research and write up a University style essay  **Research Articles –** Use of research articles in lessons for wider reading opportunities | **Individual Liberty**  **Rule of Law** |
| **2** | **Memory** | Memory is a fitting follow-up after research methods as it delves into fundamental cognitive processes that underpin human behaviour and mental functioning. Understanding memory allows students to explore how information is encoded, stored, and retrieved, providing insights into learning, decision-making, and problem-solving. Memory is also a versatile topic, offering opportunities to discuss various models and theories, such as the multi-store model and working memory model, and to explore real-life applications like memory strategies and techniques for enhancing memory performance, which are relevant to students' academic and everyday lives.  **What is covered?**   * Know the structure and process of memory and information processing: input, processing, output, encoding, storage, retrieval * Understand the features of short-term and long-term memory, including: duration and capacity * Understand retrograde and anterograde amnesia * Theory of Reconstructive Memory (Bartlett, 1932), including strengths and weaknesses of the theory * Multi-store Model of Memory (Atkinson and Shiffrin, 1968), including strengths and weaknesses of the theory * Key study: Bartlett (1932) War of the Ghosts * Key Study: Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items * Reductionism and holism debate | **English** – essay writing skills  **All subjects** – general revision memory techniques  **Science –** designing experiments | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Neuropsychologist** - Studying how memory functions in the brain and how it can be affected by neurological conditions or injuries.  **Cognitive Psychologist** - Investigating memory processes, including encoding, storage, and retrieval, to understand how memory works.  **Educational Psychologist** - Applying knowledge of memory processes to develop strategies for effective learning and memory enhancement. | **Across Cultures** - Exploration of cultural practices and rituals related to memory and commemoration in different societies, such as memorial ceremonies, storytelling traditions, or mnemonic techniques within lessons | **Tolerance** |
| **3** | **Brain and Neuropsychology** | Neuropsychology is an area of psychology that aims to learn more about the brain and how it works. This topic will explore the different parts of the brain and what they do. It also looks at what happens when the brain is damaged or does not work in the same way as everyone else’s. The topic will explore some of the ways that we can study the brain and show how studying the brain has changed over time.  **What is covered?**   * Know the structure and function of the brain * lateralisation of function in the hemispheres * Know what neurons and synapses are * Understand the impact of neurological damage on cognitions and behaviour * Key Study: Damasio et al (1994) The Return of Phineas Gage: Clues About the Brain from the Skull of a Famous Patient * Key Study: Sperry (1968) Hemisphere Deconnection and Unity in Conscious Awareness * How psychology has changed over time | **Science –** Biology: Studying the anatomy and physiology of the brain, including neuron structure and function. Physics: Understanding the principles of imaging techniques used in brain research, such as MRI and CT scans.  **L4l –** Y7 – Growing theme | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Neuroscientist** - Studying the structure and function of the brain, often focusing on how neurological processes relate to behaviour and cognition.  **Clinical Neuropsychologist** - Assessing and treating individuals with neurological disorders or injuries that affect cognitive function.  **Brain Imaging Specialist** - Using techniques such as MRI or EEG to study brain activity and structure in research or clinical settings. | **Trip** – Welcome Collection Museum in London that looks at the function of the brain | **Rule of Law** |
| **4** | **Psychological Problems** | Psychological problems offer a comprehensive exploration of mental health issues, including their causes, symptoms, and treatment approaches. By examining psychological disorders like depression, anxiety, and schizophrenia, students gain a deeper understanding of the complexities of human experience and the impact of environmental, genetic, and social factors on mental well-being. Moreover, discussing psychological interventions and therapies highlights the importance of early detection and intervention in addressing mental health challenges, promoting empathy, and reducing stigma surrounding mental illness.  **What is covered?**   * 2 mental health problems: depression and addiction * How the incidence of mental health problems changes over time * How mental health problems affect individuals and society * Cognitive theory as an explanation of depression, Including strengths and weaknesses of the explanation * Learning theory as an explanation of addiction, including strengths and weaknesses of the explanation * Cognitive behavioural therapy (CBT) as a treatment, including strengths and weaknesses of each therapy * Use of drugs as a treatment * Key Study: Caspi et al. (2003) Influence of Life Stress on Depression * Key Study: Young (2007) Cognitive Behaviour Therapy with Internet Addicts * Nature and nurture debate | **Science –** designing experiments  **Health and Social Care -** understanding the impact of psychological disorders on individuals' health and well-being  **PSHE –** mental health  **English** – Character analysis such as Jekyll/Hyde and Macbeth | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Clinical Psychologist -**Assessing and treating individuals with psychological disorders, such as anxiety, depression, or schizophrenia.  **Counsellor or Therapist** - Providing therapy and support to individuals struggling with psychological problems, helping them develop coping strategies and improve mental health.  **Psychiatric Nurse** -Assisting in the care and treatment of patients with mental health disorders in clinical settings, under the supervision of psychiatrists. | **External Speaker -**Young Minds  **Across Cultures -** Within lessons, cultural attitudes towards mental health and help-seeking behaviours in different societies are explored, promoting empathy and understanding for individuals facing psychological challenges | **Individual Liberty**  **Mutual Respect** |
| **5** | **Social Influence** | Social influence is about how others – groups and individuals – can influence your behaviour. We tend to believe that we make our own decisions and choose our own behaviour, but often other people can impact and influence us.  Social influence allows students to explore how social norms, conformity, obedience, and persuasion shape human behaviour within various social contexts. By investigating classic experiments such as Milgram's obedience study and Asch's conformity experiments, students gain insight into the power dynamics and social pressures that influence individuals' decision-making processes.  **What is covered?**   * Obedience, conformity, deindividuation, bystander effect * Factors affecting bystander intervention conformity to majority influence and factors affecting conformity to majority influence * Obedience to authority and factors affecting and obedience to authority figures * Behaviour of crowds and the individuals within them and the effect of collective behaviour, including pro- and anti-social behaviour * Ways to prevent blind obedience to authority figures * Key Study: Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon * Key Study: Haney, Banks, and Zimbardo (1973) A Study of Prisoners and Guards in a Simulated Prison * Social and cultural issues in Psychology | **History -** examining historical events and movements shaped by social influence, such as revolutions, social reforms, and propaganda.  **Media Studies** -analysing how media influences social attitudes, behaviours, and perceptions.  **English Literature -** studying texts such as "An Inspector Calls" and, "Dr. Jekyll and Mr. Hyde" to analyse how social influence shapes character motivations, decisions, and outcomes, providing insights into societal norms, morality, and human behaviour depicted in literature. | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Social Psychologist -** Investigating how social factors, such as conformity, obedience, and persuasion, influence behaviour and attitudes.  **Marketing Manager-** Applying knowledge of social influence to develop marketing strategies that persuade consumers and shape purchasing decisions.  **Public Relations Specialist -** Utilizing principles of social influence to manage public perception and shape public opinion for organizations or individuals.  **Political Campaign Manager** - They leverage principles of social influence to shape public perception, mobilize supporters, and secure electoral victories for their candidates. | **Market Research** – Opportunity to carry out a market campaign | **Individual Liberty**  **Mutual Respect**  **Rule of Law**  **Tolerance**  **Democracy** |
| **6** | **Development** | Development allows students to explore how individuals grow and change psychologically, cognitively, and socially from infancy through adulthood. By examining key theories such as Piaget's stages of cognitive development and Erikson's psychosocial stages, students gain insights into the factors influencing developmental trajectories and the impact of early experiences on later life outcomes. Furthermore, studying development provides opportunities to analyse the interplay between nature and nurture, individual differences, and cultural influences on human development, thereby enriching students' understanding of the complexities of human behaviour and the dynamic nature of psychological processes throughout the lifespan.   * **What is covered?**  Early brain development, including the development of: forebrain, midbrain, hindbrain, cerebellum, medulla * The role of education and intelligence, including Piaget’s Theory of Cognitive Development, and the four stages of cognitive development * Carol Dweck’s mindset theory, including strengths and weaknesses of the theory: fixed mindset, growth mindset, ability and effort * Willingham’s learning theory, including strengths and weaknesses of the theory, the importance of practice and effort, strategies to support cognitive development, strategies to support physical development, strategies to support social development * Key Study: Piaget and Inhelder (1956) Three mountains task * Key Study: Gunderson et al. (2013) Parent Praise to 1-to 3-Year-Olds * Morality issues in psychology and the individual | **All subjects** - applying theories of cognitive and socioemotional development to inform teaching practices and curriculum design  **Physical Education** -understanding the motor and cognitive development of children and adolescents in the context of physical activity and sports | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Child Psychologist** - Assessing and supporting the psychological well-being of children and adolescents, addressing issues such as learning disabilities, behavioural problems, and family dynamics.  **Teacher** - Applying knowledge of child development to create educational programs and activities that promote learning and development in young children.  **Educational Psychologist -** Support schools and the local authority to improve all children's experiences of learning. They use their training in psychology and knowledge of child development to assess difficulties children may be having with their learning. | **Case Studies -**Explore case studies or ethnographic research that document cultural practices related to child-rearing, education, and rites of passage in different societies | **Individual Liberty**  **Rule of Law** |
| **7** | **Criminal** | Criminal psychology is an application of psychology that seeks to understand why people become criminals and what can be done to prevent crime and antisocial behaviour. Theories of behaviour can help us to understand why people become aggressive or steal; biological theories can also help to explain criminal behaviour. In addition, behaviour theories can be used to evaluate the ways in which criminals are treated or rehabilitated. Debates will centre around whether criminals are born or made and how prisoners can be rehabilitated or treated in prison.  **What is covered?**   * Learning theories as an explanation of Criminality, including strengths and weaknesses of each theory: Operant Conditioning (Skinner, 1948) * Social Learning Theory (Bandura, 1977) * Biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory * Effects of punishments on recidivism * 2 treatments to rehabilitate and reduce criminal and antisocial behaviour, token economy programmes, and anger-management programmes * Key Study: Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models * Key Study: Charlton et al (2000) Children’s Playground Behaviour Across Five Years of Broadcast Television | **English** – Character analysis such as Jekyll/Hyde and Macbeth and essay writing skills  **PSHE –** criminal justice system, anti-social behaviour anger management, ethical considerations related to crime, punishment, and rehabilitation. | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Forensic Psychologist -** Applying psychological principles to understand criminal behaviour, assess offenders, and assist in legal proceedings.  **Criminal Profiler -**Analysing crime scenes and offender behaviour to create profiles that aid law enforcement agencies in apprehending criminals.  **Probation Officer -**Working with individuals who have committed crimes, assessing their behaviour and providing support to help prevent recidivism. | **External Visitor** - Police talk about rehabilitation  **Crime Scene Simulation –** Students analyse a crime scene to catch the killer  **Debate** - on ethical dilemmas related to crime and punishment, encouraging students to consider diverse cultural perspectives on justice and rehabilitation. | **Rule of Law**  **Democracy**  **Individual Liberty** |
| **8** | **Sleep and Dreaming** | By studying sleep patterns, stages of sleep, and the functions of sleep, students gain insights into the physiological and psychological aspects of this essential human behaviour. Exploring dreaming allows students to delve into the complexities of the subconscious mind, fostering curiosity and critical thinking about the nature of consciousness and the role of dreams in cognitive processing and emotional regulation.  **What is covered?**   * Understand the functions, features and benefits of sleep, including: the four sleep stages, REM, the sleep cycle * Internal and external influences on sleep, including hormones, circadian rhythms, ultradian rhythms * Symptoms and explanations of sleep disorders, insomnia and narcolepsy * Freudian theory of dreaming * Activation Synthesis Theory * Key Study: Freud (1909) Little Hans, analysis of a phobia in a five-year old boy * Key Study: Siffre (1975) Six months alone in a cave | **Physics -** exploring the science of sleep and circadian rhythms, including the role of light and melatonin.  **Art** - expressing and interpreting dreams through visual arts, such as painting, sculpture, and photography  **English –** essay writing skills | **Gatsby Benchmarks:** 4  **CDI Framework:** 1,2 and 4  **Careers lesson at the end of the topic focused on related job roles:**  **Sleep Specialist -** Studying sleep disorders and their impact on health and well-being, often working in sleep clinics or research institutions.  **Sleep Technologist** - Conducting sleep studies and monitoring patients during sleep to diagnose sleep disorders and evaluate treatment effectiveness.  **Dream Researcher -** Investigating the function and significance of dreams in psychology, neuroscience, or sleep medicine. | **Trip -** Freud’s house/museum in London where he conducted dream analysis | **Individual Liberty** |
| **9** | **Assessments** | End of unit assessment at the end of each topic as well as mock exams. | | | | |