

St. Mary's Catholic High School (2016-2017) PSYCHOLOGY LTP

GRADE 9 LONG TERM PLAN with CURRICULUM STANDARDS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module	Module	Module	Module	Module	Module	Module	Module
Term 1	CHAPTER 1: ABOUT PSYCHOLOGY	CHAPTER 1: ABOUT PSYCHOLOGY	CHAPTER 2: DEVELOPING THROUGH THE LIFESPAN	CHAPTER 2: DEVELOPING THROUGH THE LIFESPAN	CHAPTER 2: DEVELOPING THROUGH THE LIFESPAN	CHAPTER 3: BIOLOGY OF THE MIND	CHAPTER 3: BIOLOGY OF THE MIND	CHAPTER 3: BIOLOGY OF THE MIND
	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.
	(1) To define psychology; (2) To outline the historical roots and developments of psychology as a science	(1) To enumerate the steps to scientific methods and identify the basic types of research methods; (2) To evaluate ethical considerations regarding research on humans	(1) To cite the themes and issues of development; (2) To describe the main developmental milestones (i.e., the biological, cognitive, and social aspects) of prenatal, infancy and childhood	To describe the main developmental milestones (i.e., the biological, cognitive, and social aspects) of adolescence	To describe the main developmental milestones (i.e., the biological, cognitive, and social aspects) of adulthood	To determine the aspects of the study of the brain that places it within the domain of psychology as a science	(1) To define sensation and the basic principles of sensory system; (2) To illustrate the different types of senses	(1) To examine the nature of perception; (2) To recognize the different functions of perception
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Module	Module	Module
Term 1	CHAPTER 4: LEARNING AND THINKING	CHAPTER 4: LEARNING AND THINKING	CHAPTER 4: LEARNING AND THINKING	CHAPTER 4: LEARNING AND THINKING	CHAPTER 5: EMOTION AND MOTIVATION	CHAPTER 5: EMOTION AND MOTIVATION	CHAPTER 5: EMOTION AND MOTIVATION	CHAPTER 5: EMOTION AND MOTIVATION
	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.
	To examine the principles of classical conditioning	To explore the principles of operant conditioning	(1) To discuss the process of memory; (2) To determine the connection between learning and memory	(1) To define and describe intelligence; (2) To identify the determinants of intelligence	To assess the different theories of emotions	To analyze and have an in-depth look at one emotion: Happiness	To explain thirst and hunger as basic biological motivation	To explain achievement and self-esteem as social motivation
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Module	Module	Module	Module	Module	Module	Module	Module
Term 2	CHAPTER 6: CONSCIOUSNESS AND SLEEP	CHAPTER 6: CONSCIOUSNESS AND SLEEP	CHAPTER 6: CONSCIOUSNESS AND SLEEP	CHAPTER 7: PERSONALITY THEORIES	CHAPTER 7: PERSONALITY THEORIES	CHAPTER 7: PERSONALITY THEORIES	CHAPTER 8: ABNORMALITY AND ADJUSTMENT	CHAPTER 8: ABNORMALITY AND ADJUSTMENT
	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.
	To define what consciousness is and identify the levels of consciousness	(1) To outline the natural states of consciousness; (2) To list the different sleep disorders	To examine the altered states of consciousness	To define and describe the basic components of Freud's model of the personality	To discuss what trait theory is; To enumerate the different kinds of traits	To explore the humanistic and biological perspectives of personality	To name each of the common psychological disorders	To outline the various approaches to disorders and psychotherapies
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	Module	Module	Module	Module	Module	Module		
2	CHAPTER 8: ABNORMALITY AND ADJUSTMENT	CHAPTER 8: ABNORMALITY AND ADJUSTMENT	CHAPTER 9: SOCIAL PSYCHOLOGY	CHAPTER 9: SOCIAL PSYCHOLOGY	CHAPTER 10: ENVIRONMENTAL DETERMINANTS OF BEHAVIOR AND PROCESSES OF SOCIALIZATION	CHAPTER 10: ENVIRONMENTAL DETERMINANTS OF BEHAVIOR AND PROCESSES OF SOCIALIZATION		NON
	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.	Learning Obj.		

TERM 2	To understand psychoanalyst: who they work for; their roles; how they use dream analysis; the qualifications and skills they need.	To understand the careers of educational, clinical and forensic psychologists. To recap case studies and experiments.	To understand factors affecting aggression and the evidence for these including: brain areas, hormones and social learning.	To understand and evaluate Anderson and Dill's study. Use Anderson and Dill's study to illustrate aspects of methodology and ethics. Identify relevant key words or concepts and define them.	To identify the key features of content analysis and evaluate the method. Conduct content analysis of children's book, identify a sample, choose categories and tally them.	To understand how the experiment and content analysis are used to investigate aggression.	To revise topics on week 1-8	To revise topics on week 9 to 14
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GRADE 11 LONG TERM PLAN with CURRICULUM STANDARDS

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	Module	Module	Module	Module	Module	Module	Module	Module
TERM 1	Censorship, Charlton et al and William et al.	Nature-nurture debate	Ramirez et al Study	Educational Psychologists, What do educational psychologists do?; How can you become one?	Classical Conditioning	Therapies and Little Peter (What can psychologist do to help people with phobias)	Clinical Psychologists (What do clinical psychologist do? How can you become one?)	Social Learning Theory, comparing Classical Conditioning and SLT)
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To understand and evaluate Charlton et al study. To understand and evaluate William's et al study. To identify the types of censorship and reasons for them.	To identify the concepts and evidence that support nature and nurture arguments in aggression.	To understand and evaluate Ramirez study. Devise questionnaire for study and try them out.	To understand about educational psychologists *who they work for *their roles *The qualifications they need *the skills they need	To understand the principles of classical conditioning. To understand how it can explain phobias.	To identify the main features of flooding and systematic desensitisation. To consider the relative strengths and weaknesses of the therapies. To understand and evaluate Jones's study	To understand about clinical psychologists * who they work for? *their roles *The qualifications they need * the skills they need.	To understand the principles of SLT. To understand how it can explain phobias. To identify the similarities and differences between the SLT and CC.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	Module	Module	Module	Module	Module	Module		
TERM 1	Animal Experiment (Ivan Pavlov)	Evolutionary Preparedness	Bennet-Levy and Marteau, Questionnaires and Heinrichs et al	Biology of criminality	Social explanation of criminality	Nature-Nurture Debate		
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives		
	To identify practical and ethical issues in animal experiments. To understand ways to minimize ethical issues.	To understand the theory of preparedness. To use the theory of preparedness to predict likely phobic stimuli.	To understand and evaluate Bennet-Levy and Marteau's study. To identify the key features of questionnaires and evaluate the method. To understand and evaluate Heinrichs et al study.	To understand the biological factors affecting criminality and the methods psychologists use to investigate them including: family studies, adoption studies and twin studies.	To understand social factors affecting criminality, including: family factors, childrearing and self-fulfilling prophecy.	To reapply understanding about the nature-nurture debate to a new area and consolidate that knowledge.		
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	Module	Module		Module			Module	
TERM 1	Offender Profiling and practical, ethical issues	Forensic psychologist		Sigall and Osgrrove's Study			Madon et al, Theilgard Methodology	
	Learning Objectives	Learning Objectives		Learning Objectives			Learning Objectives	

TERM 2	To apply the ideas of profiling to consolidate knowledge. To review the ethical and practical problems of gathering information from offenders	To identify about forensic psychologists: Who they work for, their roles, the qualifications they need, the skills they need.	To understand and evaluate Sigall and 's study. Replicate Sigall and Osgrove's study. Identify the important key point in the study. Evaluate the study in terms of ethical issues.	To understand and evaluate Madon et al's and Theilgard's study. To identify examples of methodological issues and terms; researcher's bias, validity, sample size, social desirability, controls, socially sensitive research, generalisation, interview and correlation.
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WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
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Module	Module	Module	Module	Module	Module	Module	Module
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Revision of Topic A and B	Revision Topic C	Revision Topic D	Revision Topic E
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Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
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TERM 2	To practice answering exam questions. To revisit material both description and evaluation. To organize notes ready for main exam revision. To be assessed and see if they are on target. To use a past paper to see level that will be required. Topic B: To understand how to answer questions on studies and research methods and theories. To recap how to answer flawed study question.	To review the ideas learned in the topic and use them to illustrate arguments for and against the role of video games as a factor in children's behaviour. To become familiar with exam-style questions. To practice answering exam questions. To revisit material both description and evaluation. To organise notes ready for main exam revision. To be assessed and see if they are on target. To use a past paper to see level that will be required.	To reapply ideas about the nature-nurture debate to phobias. To practice answering exam questions. To revisit material both description and evaluation. To organise notes ready for main exam revision. To be assessed and see if they are on target. To use a past paper to see level that will be required.	To use skills learned in the topic. To practise exam questions about the topic. To review their Unit One mock at the end of Year 10. • To practise exam question using past papers • Or review the past papers done over the last few weeks, to see areas of weakness and redo them. • Or focus on all multiple choice questions from as many past papers as are available... • Or use questions and practise writing mark scheme answers • Or give candidate answers from examiner's reports for students to mark • Or they could mark the work of others (by agreement)
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GRADE 12 LONG TERM PLAN with CURRICULUM STANDARDS

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
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Module	Module	Module	Module	Module	Module	Module	Module
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Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach
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Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
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TERM 1	1. To understand the nature of social psychology and social influences on behavior by research studies. 2. Discuss and introduce theories of obedience, including agency theory and social impact theory.	1. Describe and evaluate Milgram's (1963) study of obedience and the Agency theory of Obedience (Milgram, 1973) 2. Evaluate social impact theory (Latane' 1981).	1. Research into obedience, including Milgram's research into obedience and three of his variation. 2. Analyze factors affecting obedience and dissent/resistance to obedience, including individual differences (personality and gender), situation and culture.	Describe and evaluate Tajfel's (1970) Social identity theory as explanation of prejudice. 2. Analyze Factors affecting prejudice (and discrimination), including individual differences (personality), situation and culture.	1. Relate various Individual differences in obedience/prejudice • Obedience is affected by personality. • Prejudice can have an explanation linked to personality. 2. Evaluate developmental psychology in obedience/prejudice • Obedience can be affected by gender and culture, which come from environmental effects. • Prejudice can be affected by culture, which comes from environmental effects.	1. To analyze designing and conducting questionnaires and interviews, considering researcher effects. 2. Describe what an alternate hypotheses? and evaluate the sample selection and techniques.	1. Analyze Qualitative and quantitative data. 2. Analysis of quantitative data: calculating measures of central tendency, frequency tables, graphical presentation using a bar chart, measures of dispersion (range and standard deviation). 3. Analysis of qualitative data using thematic analysis.	Describe and evaluate ethical guidelines by British Psychological Society (BPS) code of ethics and conduct (2009) including risk management when carrying out research in psychology.
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	Cognitive Psychology: The multi-store model and Episodic and Semantic Memory	Cognitive Psychology: Working Memory model and Reconstructive memory model.	Cognitive Psychology: Classic study and contemporary study.		Cognitive Psychology: Case studies and brain damage patients and analysis of data.		Cognitive Psychology: Experimental Methods and Issues.		
	Module	Module	Module		Module		Module		
	Learning Objectives	Learning Objectives	Learning Objectives		Learning Objectives		Learning Objectives		
	Explore the multi-store model of memory and episodic and semantic memory.	Describe the working memory model and reconstructive memory of model.	Study and evaluate one classic study in cognitive psychology and two other contemporary studies.		A) Explain weaknesses in using evidence from case studies of patients with brain damage when exploring how memory works. B) Assess the value of using evidence from case studies of patients with brain damage when discussing models of memory in cognitive psychology.		A) Describe the two types of experiment, field and laboratory experiment and evaluate them. B) Describe and evaluate the three participants design.		
TERM 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16	
	Module	Module	Module	Module	Module	Module	Module	Module	
	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	Social Approach	
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	
	Evaluate classic study Sherif et al. (1954/1961) Intergroup conflict and cooperation: The Robbers Cave Experiment.	Discuss and evaluate one contemporary study from the following: Burger (2009), Reicher and Haslam (2006), Cohrs et al. (2012)	Discuss one key question of relevance to today's society, discussed as a contemporary issue for society rather than an academic argument.	Discuss various issues and debates in social psychology: Ethics, Practical issues in the design and implementation of research	Discuss various issues and debates in social psychology: Reductionism, Comparisons between ways of explaining behaviour using different themes, Psychology as a science, Culture and gender.	Discuss various issues and debates in social psychology: Nature-nurture, understanding of how psychological understanding has developed over time. Issues of social control, The use of psychological knowledge in society, Culture and gender.	One practical research exercise to gather data relevant to topics covered in social psychology. This practical research exercise must adhere to ethical principles in both content and intention.	Revision and assessment of chapter 1.	
	Cognitive Psychology: Statistics and analysis (and practicals)			Cognitive Psychology: Designing and conducting practical investigation		Cognitive Psychology: Conducting practical investigation		Revision and Mock exam for Cognitive Psychology portion	
	Module			Module		Module		Module	
Learning Objectives			Learning Objectives		Learning Objectives		Learning Objectives		
A. Explain what features in a study need to be known in order for an appropriate statistical test to be chosen. B. Discuss the purpose of carrying out a statistical test on qualitative data. C. Discuss the use of inferential statistical test in psychology.			A. Discuss the course requirements for the practical investigation for cognitive psychology. B. Explore the research method and design. C. Explain how to carry out the study.		A. Write the procedure of their practical investigation. B. Prepare the materials for this investigation. C. Do research for the practical investigation D. Conduct the investigation.		A. To revise the previous topics of the lesson especially the theories of memories. And practice answering questions from the past papers.		
	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24	
	Module	Module	Module	Module	Module		Module	Module	
	Biological Psychology: Introduction to Biological Psychology	Biological Psychology: Mode of function of heroin, neurotransmitters (and key questions)	Biological Psychology: Brain functioning including aggression and brain lateralisation, evolution and aggression (and key questions)	Biological Psychology: Hormone: Freud's theory and aggression (and key question).	Method in Biological Psychology: Correlation, Brain scanning, Twin and adoption studies.		Correlation and analysis of correlation	Practical	
	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives		Learning Objectives	Learning Objectives	

TERM 2	1.To draw a synoptic view on other areas of the qualification in order to understand conceptual and methodological issues. 2.will develop an understanding of how to use theories and evidence from many areas of psychology and apply them to the issues.	1.Discuss the types of data: qualitative and quantitative data; primary and secondary data. 2.Sampling techniques 3. Experimental/research designs 4. Hypotheses: null, alternate, experimental; directional and non-directional. 5. Questionnaires and interviews: open, closed.	1.Describe the importance of Experiments: laboratory and field; independent and dependent variables. 2.Discuss Observations 3. Additional research methods and techniques: twin and adoption studies, animal experiments, case studies as used in different areas of psychology, scanning (CAT, PET, fMRI), content analysis, correlational research, longitudinal and crosssectional, cross-cultural and meta-analysis.	Control issues: counterbalancing, order effects, experimenter effects, social desirability, demand characteristics, participant variables, situational variables, extraneous variables, confounding variables, operationalisation of variables.	Understand Descriptive statistics ● measures of central tendency, frequency tables, graphs (bar chart, histogram, scatter diagram), normal distribution. ● Produce, handle, interpret data-including drawing comparisons (e.g. between means of two sets of data). Students do not need to know formulae but are expected to be competent in simple mathematical steps.	Understand Inferential statistics Decision making and interpretation ● Levels of measurement. Appropriate choice of statistical test. The criteria for and use of Mann-Whitney U, Wilcoxon, Spearman's, chi squared. ● Use of critical value tables, one- and two-tailed testing. ● Levels of significance, including knowledge of standard statistical terminology.	1.Discuss methodological issues: validity (internal, predictive, ecological), reliability, generalisability, objectivity, subjectivity (researcher bias), credibility. 2.Analysis of qualitative data 3. Conventions of published psychological research: abstract, introduction, aims and hypotheses, method, results, discussion; the process of peer review.	1. Describe the important ethical issues in research using humans, including risk assessment when carrying out research in psychology. 2.Discuss the ethical issues in research using animals.
	TERM 2	Psychological Skills/Revision	Psychological Skills/Revision	Psychological Skills/Revision	Psychological Skills/Revision	Psychological Skills/Revision	Psychological Skills/Revision	REVISION
Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives		
1. Describe the important ethical issues in research using humans, including risk assessment when carrying out research in psychology. 2.Discuss the ethical issues in research using animals.	1.Draw on and compare studies from the classic study section throughout the qualification. 2. Review synoptically the classic studies of psychology in terms of issues and debates. 3. Synoptic review of studies 4. Use principles of understanding, evaluation and synopticity on unseen material.	1.Discuss the issues and debates sections in each topic area for examples of how to apply each of the topic areas of psychology. 2. Ethical issues in research (animal and human).	1. Practical issues in the design and implementation of research. 2.Reductionism in the explanation of behaviour. 3.Comparisons of ways of explaining behaviour using different themes.	1.Describe psychology as a science. 2.Cultural and gender issues in psychological research. 3.The role of both nature and nurture in psychology. 4.An understanding of how psychological understanding has developed over time.	1.Evalaute the use of psychology in social control. 2.The use of psychological knowledge in society. 3. Describe Issues and debates related to socially-sensitive research.			