

St. Mary's Catholic High School (2019-2020) PSYCHOLOGY LTP

YEAR 9 LONG TERM PLAN

YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	TOPIC	TOPIC		TOPIC	TOPIC		TOPIC	TOPIC
	Development: How did you develop?	Development: How did you develop?		Development: How did you develop?	Development: How did you develop?		Studies	Issues and debates
	Module	Module		Module	Module		Module	Module
	Learning objective	Learning objective		Learning objective	Learning objective		Learning objective	Learning objective
	Establish knowledge and understanding that psychology is a science. Identify the key features of early brain development and describe them in relation to brain areas functioning from stimuli .	Explore the concept of development. Understand the importance of child development and change. Demonstrate the role of education and intelligence including Piaget's Theory of Cognitive Development. Evaluate the four stages of cognitive development. Examine strengths and weaknesses of the theory. Construct a table to show the developmental processes and skills associated with each stage.		Evaluate the effects of learning on development using Carol Dweck's mindset theory. Outline the strengths and weaknesses of the theory. Define and explain the key terms a. fixed mindset b. growth mindset c. ability and effort.	Analyse the effects of learning on development using Daniel Willingham's learning theory. Evaluate strengths and weaknesses of the theory. Contrast Dweck and Willingham, and higher order moral reasoning a. factual knowledge precedes skill b. the importance of practice and effort c. strategies to support cognitive development d. strategies to support physical development e. strategies to support social development		Discuss how learning and development are interconnected. To study the perspectives of children and investigate relationships between the child's viewpoint and their perception of the viewpoint of others. Investigate the use of praise by parents of children in the Gunderson et al study.	Identify morality issues in psychology and the individual, including: a. the terms 'morality' and 'moral(s)' b. pre-conventional, conventional and post-conventional stages of morality c. the use of content, theories and research drawn from cognitive development to explain development of morality
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	REVISION
	Memory: How does your memory work?	Memory: How does your memory work?	Memory: How does your memory work?	Memory: How does your memory work?	Memory: How does your memory work?	Studies	Issues and Debates	
	Module	Module	Module	Module	Module	Module	Module	
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	
Describe the structure and process of memory and information processing. Illustrate the diagrammatic model of the brain to explore information processing of the brain. Describe the meaning of encoding.	Identify the key features, structures and processes of memory. Distinguish between short term and long term memory.	Recognize the types of amnesia. Demonstrate understanding of retrograde and anterograde amnesia. Compare and highlight key differences between symptoms of retrograde amnesia and the symptoms of anterograde amnesia	Discuss how schemas are formed and how it influences memory. Apply the concept of reconstructive memory to various scenarios to highlight key concepts of memory. Evaluate reconstructive memory in comparison to multi store model of memory.	Discuss the differences between iconic, echoic and haptic sensory input. Recall the difference between STM and LTM. Explain how attention given to information can affect the processing of that information	Investigate whether the memory of a story is affected by previous knowledge. To find out if cultural background and unfamiliarity with a story would lead to distortion of memory when it was recalled. To test if memory is reconstructive and whether people store and retrieve information per expectations formed by cultural schemas.	Define the principles and key concepts of the reductionism/holism debate. To explain how research illustrates different positions within the reductionism/holism debate. To apply understanding of the reductionism/holism debate and synthesise this knowledge when given novel sources		
YEAR 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24

Term 2	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Psychological Problem	Psychological Problem	Studies	Issues and Debates	The brain and neuropsychology : How does your brain affect you	The brain and neuropsychology : How does your brain affect you	The brain and neuropsychology : How does your brain affect you	The brain and neuropsychology : How does your brain affect you
	Module	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
	Develop and further knowledge of common psychological disorders. Introspect two major mood disorders: addiction and depression. Use the symptoms list from ICD as a framework to understand what symptoms are and why they are important. Survey elderly relatives about showing changes in knowledge and attitudes towards mental or physical disorders.	Recognize the symptoms and features of both depression and addiction according to the ICD. Evaluate cognitive theory as an explanation of depression, including strengths and weaknesses . Assess learning theory as an explanation of addiction can be evaluated through comparisons. drugs could be used as a treatment for both depression and addiction.	Explain stressful experiences lead to depression in some people but not others. Investigate the role of a gene involved with serotonin to see if it contributed to depression. Write hypotheses for experimental design exercises undertaken on memory. Evaluate whether there is a genetic basis for addictive behaviour	Define the principles and key concepts within the nature/nurture debate. Outline the key features of the nature/nurture debate. Identify evidence to support each side of the debate . Critique the methods used by each position within the debate.	Discuss the differences between iconic, echoic and haptic sensory input. Recall the difference between STM and LTM. Explain how attention given to information can affect the processing of that information	Analyze the lateralisation of function in the brain. Describe how lateralisation could explain sex differences in males and females.	Describe the relevance of neuropsychology to managing psychological disorders. Explain the physiology of the nervous system. Describe the anatomy of the nervous system.	Assess the impact of neurological damage on cognitions and behaviour. Explain key terms visual agnosia and prosopagnosia.
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32	
TOPIC	TOPIC		TOPIC		TOPIC	TOPIC		
Studies/Issues and Debates	Social influences: How do others affect you?		Social influence		Studies	Issues and debates		
Module	Module		Module		Module	Module		
Learning objective	Learning objective		Learning objective		Learning objective	Learning objective		

Term 2	Analyze the possible relationship between language and thought, including strengths and weaknesses of each theory: a. pre-linguistic thought b. pre-intellectual language	Discuss how thought and language structures affect views of the world, including strengths and weaknesses of each theory: a. linguistic relativism b. linguistic determinism.	Explore how communication is different in humans to animals, including: a. Aitchison (1983) criteria of language features b. similarities and differences between humans and animal communication.	Explain the examples of non-verbal communication, including: a. facial expressions b. eye contact c. body language d. personal space, and differences in non-verbal communication.	Evaluate the explanations of non-verbal communication, including Darwin's (1872) theory of evolution.	Evaluate the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: Yuki et al. (2007): Are the windows to the soul the same in the East and West? Cultural differences in using the eyes and mouth as cues to recognize emotions in Japan and the United States.	Evaluate the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: Boroditsky (2001) Does Language Shape Thought?: Mandarin and English Speakers' Conceptions of Time.	REVISION
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YEAR 11 LONG TERM PLAN

YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Identifying Variables	How to control Extraneous variables	Hypothesis	Methods of Sampling	Experimental designs	Reliability and validity of research designs	Ethical issues in psychological research	Types of research
	Module	Module	Module	Module	Module	Module	Module	Module
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective
Term 1	Identify: a. an independent variable (IV) b. a dependent variable (DV) c. extraneous variables, including (i) situational variables (ii) participant variables	Analyze the influence of extraneous variables and suggest possible ways to control for them, including: a. use of standardised procedures b. counterbalancing c. randomisation d. single-blind techniques e. double-blind techniques	Learn how to write a null hypothesis and alternative hypothesis.	Evaluate the different methods of sampling, including strengths and weaknesses of each sampling method	Explore the experimental and research designs, including strengths and weaknesses: a. independent measures b. repeated measures c. matched pairs	Outline how reliability and validity is affected when analysing the planning and conducting of research procedure.s	Analyze ethical issues in psychological research and how to deal with ethical issues.	Evaluate research methods, including the features, strengths and weaknesses of the following, and the types of research for which they are suitable.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Data analysis: Arithmetic and numerical computation	Data analysis: Mean Mode and Median	Data analysis: construct and interpret	Primary data vs secondary data	Qualitative data vs quantitative data	Issues and debates	Issues and debates	
	Module	Module	Module	Module	Module	Module	Module	
	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	Learning objective	

TERM 1	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives
	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.
	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 Module	WEEK 10 Module	WEEK 11 Module	WEEK 12 Module	WEEK 13 Module	WEEK 14 Module	WEEK 15 Module	WEEK 16 Module
	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach Learning Objectives	Social Approach 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.		
TERM 1	WEEK 17 Module	WEEK 18 Module	WEEK 19 Module	WEEK 20 Module	WEEK 21 Module	WEEK 22 Module	WEEK 23 Module	WEEK 24 Module
	Biological Psychology: Learning Objectives	Biological Psychology: Learning Objectives	Biological Psychology: Brain Learning Objectives	Biological Psychology: Hormone: Learning Objectives	Method in Biological Psychology: Correlation, Brain scanning, Twin and Learning Objectives		Correlation and analysis of Learning Objectives	Practical Learning Objectives

TERM 2	<p>A. Describe what is meant by biological psychology and explain its features. B. Describe what is meant by hormone and genes.</p>	<p>A. Explain the mode of action of recreational drugs at the synapse in the brain. B. Evaluate what is known about the effect of recreational drugs on the transmission process in the brain. C. Use diagram to explain the structure of neuron in the brain. D. Explain how synaptic transmission takes place. E. Evaluate the process of synaptic transmission as a means of passing messages in the brain.</p>	<p>A. Explain the brain areas according to how they might be linked to aggression. B. Evaluate the claim that it is the brain structures that gives aggression in someone. C. Explore as to what extent can the role of natural selection explain human aggression.</p>	<p>A. Explain the role of hormone in human behavior such as aggression. B. Evaluate the role of hormone in aggression. C. Discuss the biological psychology in terms of how biology affects an individual's behavior. D. Explain Freud's theory of personality. E. Compare Freud's psychodynamic idea about aggression with biological explanation for aggression.</p>	<p>A. Explain the differences between positive and negative correlation. B. Explain when a researcher would use a correlation design in psychology. C. Evaluate the use of correlations in psychology.</p>	<p>A. Discuss the use of correlational analysis in psychology B. Explain what is meant by the line of best fit with regard to using a scatter diagram. C. Practice spearman test, doing the calculation and interpret the result.</p>	<p>A. Outline the aim of the study using a correlation design. B. Describe how to gather the data for a correlation. C. Outline control used to make sure the data are either reliable or valid. D. Explain the aim(s)/ procedure, result and conclusion of the practical investigation that have been carried out within biological psychology.</p>
	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach	Learning Approach
	Module	Module	Module	Module	Module	Module	Module
	Leatning Objectives	Leatning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
	To understand how learning from the environment effects conditioning, reinforcement, punishment, the role of reward and social learning on the organism.	Describe and evalaute the main features of Classical conditioning	Describe and evaluate the main features of Operant conditioning	Describe and evalaute the main features of social learning theory, including observation, imitation, modelling and vicarious reinforcement. 2. Bandura (1961, 1963) original Bobo doll experiments.	Emphasize use of the observational research method including the gathering of both qualitative and quantitative data.	Evalaute the study of Watson and Rayner (1920) Little Albert: Conditioned emotional reactions and other one is study in the Learning approach.	One key question of relevance to today's society, discussed as a contemporary issue for society rather than as an academic argument.
WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Module		Module		Module		Module	Module
Classic and contemporary studies		Biological psychology: Key Assumption		Biological Psychology: Practical Investigation		Biological Psychology: Key	Mock exam : Biological Psychology
Learning Objectives		Learning Objectives		Learning Objectives		Learning Objectives	Learning Objectives
Explore one classic study and two other contemporary studies from the Biological Approach.		A. Review how biological approach looks at chemical activity in the brain, including how neurotransmitters act at synapse to enable messages to be transmitted. B. Examine how evolutionary perspective is included and how characteristics are inherited via genes. C. Explore how brain are laterised.		A. Devise and conduct one practical, which must be a correlation collecting interval/ratio data using independent group design. B. Carry out a spearman test and interpret the findings. C. Write up aim/ hypothesis, results and analysis of the study, using appropriate graph and a table of results and to draw conclusion.		A. Outline the key points of the issue that they are going to discuss, and why it is of interest to psychologists in the Biological Psychology. B. Explain the issue using concept, ideas and theories from the Biological Approach.	A. Revise the content, methodology, studies, Key issues and the investigation that they designed. B. Look into the important key points. C. Use /practice using psychological terms in discussing points.
Learning theories	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories	Learning theories
Module	Module	Module	Module	Module	Module	Module	Module
Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives	Learning Objectives
RM 2							

TERM 2

<p>1. Describe the important ethical issues in research using humans, including risk assessment when carrying out research in psychology.</p> <p>2. Discuss the ethical issues in research using animals.</p>	<p>1. Draw on and compare studies from the classic study section throughout the qualification.</p> <p>2. Review synoptically the classic studies of psychology in terms of issues and debates.</p> <p>3. Synoptic review of studies</p> <p>4. Use principles of understanding, evaluation and synopticity on unseen material.</p>	<p>1. Discuss the issues and debates sections in each topic area for examples of how to apply each of the topic areas of psychology.</p> <p>2. Ethical issues in research (animal and human).</p>	<p>1. Practical issues in the design and implementation of research.</p> <p>2. Reductionism in the explanation of behaviour.</p> <p>3. Comparisons of ways of explaining behaviour using different themes.</p>	<p>1. Describe psychology as a science.</p> <p>2. Cultural and gender issues in psychological research.</p> <p>3. The role of both nature and nurture in psychology.</p> <p>4. An understanding of how psychological understanding has developed over time.</p>	<p>1. Evaluate the use of psychology in social control.</p> <p>2. The use of psychological knowledge in society.</p> <p>3. Describe issues and debates related to socially-sensitive research.</p>
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