

St. Mary's Catholic High School (2026-2027)										
YEAR 9 PSYCHOLOGY (for Year 9EF class only) LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 9	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
TERM 1	Topic 1: Development - How did you develop?							Topic 2: Memory - How does your memory work?		
	Main Objective: Understand how individuals change and develop throughout their lives, with a particular focus on childhood, and to explore how both nature (biological factor) and nature (environmental influences) shape development.							Main Objective: Understand how memory functions as an active information-processing system, including how information is encoded, stored and retrieved, the difference between short-term and long-term memory, and how psychological theories and research explain remembering and forgetting.		REVISION
	Topic 1.1 - Early brain development	Topic 1.2 - Piaget's stages of development and their role in education & Piaget's theory of cognitive development and the development of intelligence	Topic 1.3 - Dweck's mindset theory and the effects of learning on development	Topic 1.4 - Willingham's learning theory and the effects of learning on development	Topic 1.5 - Study: Piaget's and Inhelder (1956) 'Three Mountains' task	Topic 1.6 - Study: Gunderson et.al (2013) Parent praise to 1-3 year old's predicts children's motivational frameworks 5 years later	Topic 1.7 - Issues and Debates: The development of morality	Topic 2.1 - Memory and information Processing	Topic 2.2 - Short-term and long-term memory	
	Sub Objective: 1. Describe the sequence of early brain development the structure and function of the forebrain, midbrain, hindbrain, cerebellum, medulla. 2. Explain how experience, stimulation and sensitive periods shape neural connections and behaviour in early childhood. 3. Evaluate key ideas about early brain development, including the strengths and limitations of evidence on plasticity, neural connections and experience-dependent growth.	Sub Objective: 1. Describe Piaget's theory of cognitive development, including schemas, adaptation (assimilation and accomodation), and the four stages of intelligence (sensorimotor, pre-operational, concrete operational, formal operational). 2. Explain how each stage informs age-appropriate teaching strategies and classroom practice. 3. Evaluate Piaget's theory including its strengths, limitations and implications for understanding the development of intelligence.	Sub Objective: 1. Describe Dwecks's mindset theory, including the difference between fixed and growth mindsets and the role of ability, effort and praise. 2. Explain how mindsets influence motovation, resilience, and achievement in learning and development. 3. Evaluate Dweck's theory, including its strengths, limitations and implications for teaching and parenting.	Sub Objective: 1. Describe Willingham's learning theory, including the importance of factual knowledge, practice, effort, memory and the critique of learning styles. 2. Explain how these principles support cognitive, physical and social development in children. 3. Evaluate Willingham's theory, including its strengths, limitations, and implications for teaching and learning.	Sub Objective: 1. Describe the aim, procedure, findings and conclusion of Piaget and Inhelder's (1956) "Three Mountains" study. 2. Explain how the study supports Piaget's ideas about egocentrism and the pre-operational stage. 3. Evaluate the study's strengths and limitations, including issues of validity and generalisability.	Sub Objective: 1. Describe the aim, procedure, findings and conclusion of Gunderson's et al's (2013) study on parent praise and children's motivational frameworks. 2. Explain how early process praise may shape a child's later beliefs about intelligence and response to challenge. 3. Evaluate the study's strengths and limitations, including issues of validity, reliability and generalisability.	Sub Objective: 1. Describe key concepts in the development of morality, including the terms 'morality' and 'moral(s)' and the pre-conventional, conventional and post-conventional levels of morality. 2. Explain how cognitive development theories (Piaget, Kohlberg) can be used to understand how children's moral reasoning develops. 3. Evaluate these explanations, considering strengths, limitations and wider issues such as cultural differences and the role of reasoning versus behaviour.	Sub Objective: 1. Describe how memory works as an information-processing system, including inpit, encoding, storage and retrival, and the roles of attention and rehearsal. 2. Explain everyday examples of remebering and forgetting. 3. Evaluate the information-processing approach, including its strengths, limitations and links to memory models such as the multi-store model.	Sub Objective: 1. Describe the key features of short-term memory (STM) and long-term memory (LTM) in terms of duration, capacity, and encoding. 2. Explain everyday examples of remembering and forgetting, such as forgetting a phone number or recalling childhood events. 3. Evaluate research into STM and LTM, including streghths, limitations and methodological issues in studies of duration, capacity and encoding.	
YEAR 9	WEEK 11: 7 - 11 Dec	WEEK 12: 4 -8 Jan	WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March
TERM 2	Topic 2: Memory - How does your memory work?						Topic 3: Psychological Problems - How would psychological problema affect you?			
	Main Objective: Understand how memory functions as an active information-processing system, including how information is encoded, stored and retrieved, the difference between short-term and long-term memory, and how psychological theories and research explain remembering and forgetting.						Main Objective: Understand what psychological problems are, how they are defined, diagnosed and measured, and how depression and addiction affects individuals and society, along with key biological, cognitive and learning-theory explanations and treatments.			
	Topic 2.3 - Understanding Amnesia	Topic 2.4 - Bartlett's (1932) Theory of reconstuctive memory	Topic 2.5 - Atkinsons and Shiffrin (1968) Multi-store Model of memory	Topic 2.6 - Study: Bartlett (1932 War of the Ghosts	Topic 2.7 - Study: Peterson and Peterson (1959) Short-term Retention of individual Verbal Items	Topic 2.8 - Issues and Debates: Reductionism and holism debate	Topic 3.1 - Unipolar depression: symptoms, features, incidence and influence	Topic 3.2 - Genetic explanation of unipolar depression	Topic 3.3 - Cognitive theory as an explanation of depression	Topic 3.4 - Cognitive behavioural therapy (CBT) as a treatment for depression
	Sub Objective: 1. Describe the terms 'retrograde amnesia' and 'anterograde amnesia' and their key symptoms. 2. Explain case examples and everyday scenarios involving memory loss after brain injury or trauma. 3. Evaluate how studies of amnesia contribute to our understanding of memory, including strengths, limitations and methodological /ethical issues.	Sub Objective: 1. Describe Barlett's (1932) theory of reconstructive memory, including the role of schemas and how it influence memory. 2. Explain case examples of inaccurate or distorted recall, such as eye witness testimony. 3. Evaluate Bartlett's theory of research, including strengths, limitations and methodological/ethical issues.	Sub Objective: 1. Describe Atkinsons and Shiffrin (1968) Multi-store Model of memory, including the roles of attention and rehearsal. 2. Explain everyday examples of remebering and forgetting, such as forgetting a phone number or revising for an exam. 3. Evaluate the Multi-store Model, including its strengths, limitations and supporting/contradictory research evidence.	Sub Objective: 1. Describe the aim, procedure, findings and conclusion of Bartlett's (1932) "War of the Ghosts" study. 2. Apply this knowledge to explain everyday examples of inaccurate or distorted recall, such as retelling stories. 3. Evaluate the study's strengths and limitations and methodological/ethical issues.	Sub Objective: 1. Describe the aim, procedure, findings and conclusion of Peterson and Peterson's (1959) study on the duration of short-term memory. 2. Explain everyday examples of forgetting when rehearsal is prevented, such as forgetting a phone number while distracted. 3. Evaluate the study's strengths and limitations and methodological issues.	Sub Objective: 1. Describe the reductionism-holism debate in psychology, including definitions, key assumptions and examples from different approaches. 2. Use holistic and reductionist concepts to explain real-life human behavior and psychological studies. 3. Evaluate the strengths and limitations of reductionist and holistic approaches, including issues of scientific rigour, validity, reliability and real-world applicability.	Sub Objective: 1. Describe the symptoms and features of unipolar depression, including diagnostic criteria and severity levles, and outline trends in incidence and the influence of life stress. 2. Explain how unipolar depression might affect an individual's daily functioning, relationships and wellbeing. 3. Evaluate how unipolar depression defined, measured and explained, including issues of validity, reliability, stigma and the role of nature and nurture.	Sub Objective: 1. Describe the genetic explanation of ldepression, including evidence from famil, twin and adoption studies and specific genes such as 5-HTT. 2. Explain why some individuals may be more vulnerable to depression after stressful life events. 3. Evaluate the genetic explanation, including strengths, limitations and its role in the nature-nurture debate.	Sub Objective: 1. Describe cognitive theory as an explanation of ldepression, including Beck's negative triad, negative self schemas and faulty information processing, and Ellis's ABC model. 2. Explain how negative orirrational thoughts can lead to depressive feelings and behaviours in everyday situations. 3. Evaluate cognitive theory, including strengths, limitations and its role in the nature-nurture debate and treatment of depression.	Sub Objective: 1. Describe cognitive behavioural therapy (CBT) as a treatment for depression, including its key principles, structure and techniques such as identifying and challenging negative thoughts and behavioural activation. 2. Explain how CBT might help an individual with depressive symptoms in everyday situations. 3. Evaluate CBT, including its strengths, limitations and evidence of effectiveness compared to other treatments.

YEAR 9	WEEK 21: 8 - 12 March	WEEK 22: 15 - 19 March	WEEK 23: 12 - 16 April	WEEK 24: 19 - 23 April	WEEK 25: 26 - 30 April	Week 26: 3 - 7 May	Week 27: 10 - 14 May	WEEK 28: 17 - 21 May	WEEK 29: 24 - 28 May	WEEK 30: 31 May - 4 June
TERM 2	Topic 3: Psychological Problems - How would psychological problema affect you?									
	Main Objective: Understand what psychological problems are, how they are defined, diagnosed and measured, and how depression and addiction affects individuals and society, along with key biological, cognitive and learning-theory explanations and treatments.									
	Topic 3.5 - Drug therapy as a treatment for depression	Topic 3.6 - Addiction: symptoms, features, incidence and influence	Topic 3.7 - Genetic explanation of addiction	Topic 3.8 - Learning theory as an explanation of addiction	Topic 3.9 - Cognitive behavioural therapy as a treatment for addiction.	Topic 3.10 - Drug therapy as a treatment for addiction	Topic 3.11 - Study: Caspi et al. (2003) Influence of life stress on depression: Moderation by a Polymorphism in the 5-HTT Gene.	Topic 3.12 - Study: Young (2007) Cognitive Behavior Therapy with Internet Addicts	Topic 3.13 - Issues and Debates.Nature and nurture	REVISION
	Sub Objective: 1. Describe drug therapy as a treatment for depression, including the role of neurotransmitters, the main types of antidepressants and how they work. 2. Explain how medication might help an individual with depressive symptoms in everyday situations. 3. Evaluate drug therapy, including strengths, limitations, side effects and evidence of effectiveness compared to other treatments.	Sub Objective: 1. Describe the sympptoms and features of addiction according to the ICD, including tolerance, withdrawal, craving, impaired control, salience and continuing despite harm, and outline trends in incidence and risk factors. 2. Explain how addiction might affect an individual's daily functioning, relationships and wellbeing. 3. Evaluate how addiction is defined, measured and explained, including issues of validity, stigma, and the role of biological, psychological and social factors.	Sub Objective: 1. Describe the genetic explanation of addiction, including evidence from famil, twin and adoption studies and specific genes such as DDR2 A1. 2. Explain why some individuals may be more vulnerable to addiction after exposure to substances or addictive behaviours. 3. Evaluate the genetic explanation, including strengths, limitations and its role in the nature-nurture debate.	Sub Objective: 1. Describe learning theory as an explanation of addiction, including classical conditioning (cue reactivity), operant conditioning (positive and negative reinforcement) and social learning theory (vicarious reinforcement and modelling). 2. Explain how these processes can initiate, maintain and trigger relapse in substance and behavioural addictions. 3. Evaluate learning theory, including strengths, limitations and its role alongside biological and cognitive explanations in the nature–nurture debate.	Sub Objective: 1. Describe cognitive behavioural therapy (CBT) as a treatment for addiction, including functional analysis, cognitive restructuring, skills training and relapse prevention. 2. Explain how these processes can initiate, maintain and trigger relapse in substance and behavioural addictions. 3. Evaluate CBT, including its strengths, limitations and evidence of effectiveness compared to other treatments.	Sub Objective: 1. Describe how drugs are used to threat addiction and explain how they work to reduce cravings, withdrawal and relaps. 2. Explain how medication might help an individual reduce or stop addictive behaviours in everyday situations. 3. Evaluate drug therapy, including its strengths, limitations, side effects and evidence of effectiveness compared to other treatments.	Sub Objective: 1. Describe the aim, procedure and key findings of Caspi et al. (2003), including the role of the 5-HTT gene polymorphism and its interaction with stressful life events in predicting depressive symptoms. 2. Explain using the findings of the study why some individuals develop depression after stress while others do not, and link this to the diathesis–stress model and biological explanations/treatments (e.g., serotonin, SSRIs). 3. Evaluate the study’s strengths and limitations (e.g., longitudinal design, real-life stress measures, gene–environment interaction evidence vs. issues of replication, generalisability, and ethical implications of genetic risk), and judge how far it supports nature vs. nurture explanations of depression.	Sub Objective: 1. Describe the aim, sample, procedure and key findings of Young (2007), including that 114 internet-addicted clients received 12 weeks of online CBT and showed improved control over use, better time management, improved offline functioning, and sustained gains at 6-month follow-up. 2. Explain using the findings of the study how CBT can reduce addictive behaviours (e.g., identifying triggers, setting time limits, cognitive restructuring) and use the study to support psychological explanations/treatments of addiction in real-life scenarios (e.g., gaming, social media overuse). 3. Evaluate strengths and limitations of Young (2007) (e.g., large sample, standardised IAT screening, repeated measures and follow-up vs. self-report questionnaires, no control group, generalisability issues, and implications for online therapy accessibility), and judge how far it supports psychological (learning/cognitive) models of addiction over purely biological accounts.	Sub Objective: 1. Define the terms nature (behaviour explained by inherited/genetic or biological factors such as genes, brain structure, hormones) and nurture (behaviour explained by environmental factors such as learning, family, culture, life experiences), and outline the interactionist view that most behaviour results from both. 2. Use how the nature–nurture debate to psychological problems, specifically theories and studies to explain why an individual might develop depression or addiction in a given scenario. 3. Evaluate strengths and limitations of nature and nurture explanations (e.g., scientific validity and reliability of biological measures vs. real-world relevance of environmental accounts; issues of generalisability and ethics; how interactionist models give more complete explanations) and make reasoned judgements about which explanation is more convincing in different contexts.	
YEAR 10 PSYCHOLOGY LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 10	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
TERM 1	Topic 4: The brain and neuropsychology - How does your brain affect you?							Topic 5: Social Influence - How do others affect you?		
	Main Objective: Understand how the structure and functioning of the brain (including lobes, hemispheres, neurons and neurotransmitters) influence behaviour, thoughts and emotions, and how neurological damage can change cognition and behaviour.							Main Objective: Understand how the presence of other people, groups, and authority figures shapes human behavior, and why individuals conform, obey, or change in crowds.		REVISION
	Topic 4.1 - The structure and function of the brain	Topic 4.2 - Lateralisation of function in the hemispheres	Topic 4.3 - The role of the central nervous system	Topic 4.4 - The impact of neurological damage	Topic 4.5 - Study: Damasio et al.(1994) The return of Phineas Gage: Clues about the brain from the skull of a famous patient	Topic 4.6 - Study: Sperry (1968) Hemisphere Deconnection and unity in conscious awareness	Topic 4.7 - Issues and Debates: How Psychology has changed over time	Topic 5.1 - Terms used in Social Influence	Topic 5.2 - Bystander Intervention	
	Sub Objective: 1. Describe the main structures of the brain and their functions, including the four lobes (frontal, parietal, temporal, occipital) and the cerebellum. 2. Explain using the brain structure and function of how damage to specific areas would affect behaviour and cognition in given scenarios. 3. Evaluate strengths and limitations of localisation of function evidence, and judge how far brain structure explains behaviour compared to other levels of explanation (e.g., cognitive or social).	Sub Objective: 1. Define lateralisation of function and describe asymmetrical function , the typical roles of the left hemisphere and right hemisphere, and explain the role of the corpus callosum in allowing the hemispheres to communicate. 2. Use the lateralisation of function to explain behaviour in scenarios (e.g., why a stroke in the left hemisphere may impair speech). 3. Evaluate strengths and limitations of lateralisation as an explanation of sex differences and behaviour, and judge how useful lateralisation is compared to other explanations	Sub Objective: 1. Define the central nervous system as the brain and spinal cord, and describe its role as the body’s main coordination and processing centre that receives sensory information, integrates it, and sends motor commands to effectorsto produce responses. 2. Use the role of CNS to explain how it coordinates behaviour in real-life scenarios (e.g., touching something hot → sensory neurones to spinal cord/brain →), and link this to voluntary vs involuntary actions. 3. Evaluate the usefulness of describing the CNS as a “command centre”, and judge how far CNS explanations account for complex behaviour compared to cognitive or social explanations.	Sub Objective: 1. Define neurological damage and describe its effects on cognition and behaviour, including the terms and symptoms of visual agnosia and prosopagnosia, and explain the impact of pre-frontal cortex damage. 2. Use the impact of neurological damage to explain behaviour in given scenarios, and link symptoms to the affected brain area. 3. Evaluate strengths and limitations of using neurological damage to explain behaviour, and judge how far brain damage accounts for changes in cognition and behaviour compared to other explanations.	Sub Objective: 1. Describe the aim, procedure and key findings of Damasio et al. (1994) on Phineas Gage using modern neuroimaging of his skull. 2. Explain how damage to the ventromedial prefrontal cortex (frontal lobes) links to changes in personality, decision-making and impulse control, and apply this to a short scenario (e.g. a person making risky social choices after a head injury). 3. Evaluate the study’s contribution to understanding localisation of function by discussing at least one strength (e.g. use of modern technology on historical data) and one limitation (e.g. case study, small sample, reliance on skull rather than brain tissue.	Sub Objective: 1. Describe the aim, procedure and key findings of Sperry’s (1968) split-brain research, including how visual and tactile tasks revealed differences between the left and right hemispheres. 2.Explain how hemisphere specialisation (e.g. left = language; right = spatial/non-verbal processing) affects behaviour, and apply this to a short scenario (e.g. why a split-brain patient can name an object in the right hand but not the left). 3. Evaluate Sperry’s contribution to understanding localisation of function by discussing at least one strength (e.g. controlled tasks, clear evidence for hemisphere specialisation) and one limitation (e.g. very small, atypical sample; low ecological validity; ethical issues around surgery) and linking these to validity/generalisability.	Sub Objective: 1. Describe how psychology has changed over time, including key developments such as the shift from philosophy to science, the growth of brain research, and how these changes have improved understanding of behaviour. 2. Explain how changes in methods and theories over time have influenced explanations of behaviour, and apply this to a given example (e.g. how brain imaging has changed explanations of addiction, aggression or mental illness compared to earlier theories). 3. Evaluate how far psychology has changed over time by discussing at least one strength (e.g. more scientific, better technology, more objective data) and one limitation or ongoing issue (e.g. some areas still rely on self-report, ethical constraints, cultural/gender biases in research) and linking these to validity, reliability or generalisability.	Sub Objective: 1. Define and use key social influence terms accurately (e.g. obedience, conformity, crowd behaviour, bystander effect, authority figure, blind obedience, deindividuation, prosocial/antisocial behaviour, locus of control). 2. Use these terms to short real-life scenarios to explain behaviour (e.g. why someone follows an order) and to distinguish between similar concepts (e.g. obedience vs conformity). 3. Evaluate the usefulness and limitations of these terms by discussing issues such as cultural bias, over-simplification of behaviour, and how context affects whether a term explains behaviour well (linking to validity and generalisability).	Sub Objective: 1. Describe what bystander intervention and the bystander effect are, and outline key situational and personal factors that affect whether people help (e.g. diffusion of responsibility, pluralistic ignorance, mood, competence, similarity to victim). 2. Use these factors to explain behaviour in a given scenario (e.g. why someone does or does not help in an emergency on a busy street or in school) and use appropriate terminology accurately. 3. Evaluate explanations of bystander behaviour and discussing strengths and limitations (e.g. ecological validity, ethical issues, cultural bias) to judge how well these factors explain real-life helping.	

YEAR 10	WEEK 11: 7 - 11 Dec	WEEK 12: 4 -8 Jan	WEEK 13: 11 - 15 Jan	WEEK 14: 18 - 22 Jan	WEEK 15: 25 - 29 Jan	WEEK 16: 1 - 5 Feb	WEEK 17: 8 - 12 Feb	WEEK 18: 15 - 19 Feb	Week 19: 22 - 26 Feb	WEEK 20: 1 - 5 March
TERM 2	Topic 5: Social Influence - How do others affect you?							Topic 11: Research Methods- How do you carry out Psychological Research?		
	Main Objective: Understand how the presence of other people, groups, and authority figures shapes human behavior, and why individuals conform, obey, or change in crowds.							Main Objective: Understand how to plan, conduct, and evaluate scientific investigations.		
	Topic 5.3 - Conformity	Topic 5.4 - Obedience to an authority figure	Topic 5.5 - Understanding the behaviour of crowds	Topic 5.6 - Understand ways to prevent blind obedience to authority figures	Topic 5.7 - Study: Piliavin et al. (1969) Good Samaritanism: An Underground Phenomenon?	Topic 5.8 - Study: Haney, Banks and Zimbardo (1973) A study of Prisoners and Guards in a Simulated Prison	Topic 5.9 - Issues and Debates: Issues and Debates- Social and Cultural issues in Psychology	Topic 11.1 - Designing psychological research	Topic 11.2 - Hypotheses	Topic 11.3 - Methods of Sampling
	Sub Objective: 1. Describe what conformity is and explain key types and explanations and how these were investigated by Asch (1951) . 2. Use these concepts to explain behaviour in given scenarios (e.g. why someone agrees with a group answer they think is wrong) and link this to variables that affect conformity such as group size, unanimity and task difficulty. 3. Evaluate explanations of conformity by discussing strengths and limitations (e.g. support from Asch’s findings, ecological validity, cultural bias, individual differences) and judge how well these explanations account for real-life conformity.	Sub Objective: 1. Describe what obedience is and outline key situational and dispositional factors that affect obedience to an authority figure referring to Milgram’s (1963) study . 2. Use these factors to explain behaviour in given scenarios (e.g. why someone follows harmful or unethical orders from a teacher, manager or police officer) and use appropriate terminology accurately. 3. Evaluate explanations of obedience by discussing strengths and limitations of research and judging how well these factors explain real-life obedience.	Sub Objective: 1. Describe what crowd behaviour is and explain key theories and concepts. 2. Use these concepts to explain behaviour in given scenarios and link to situational factors such as group size, uniform/masks and presence of an authority figure. 3. Evaluate explanations of crowd behaviour by discussing strengths and limitations and judging how well these theories account for real-life crowd actions.	Sub Objective: 1. Describe what blind obedience is and outline key ways it can be prevented (e.g. social support, education, distance and familiarity of the situation). 2. Use these prevention strategies to given scenarios and explain how each strategy could reduce obedience in that context. 3. Evaluate how effective these strategies are likely to be by referring to research and discussing strengths and limitations.	Sub Objective: 1. Describe the aim, procedure and key findings of Piliavin et al.’s (1969) “Subway Samaritan” field experiment. 2. Use these findings to explain bystander behaviour in real-life scenarios (e.g. why someone is more likely to help an ill person than a drunk person). 3. Evaluate the study’s contribution to understanding bystander intervention by discussing strengths and limitations and linking these to validity, reliability and generalisability.	Sub Objective: 1. Describe the aim, procedure and key findings of Haney, Banks and Zimbardo’s (1973) simulated prison study. 2. Use these findings to explain behaviour in given scenarios (e.g. why people in uniformed roles may act more aggressively or obey authority). 3. Evaluate the study’s contribution to understanding social influence by discussing strengths and limitations (e.g. strong situational explanation, controlled simulation) and linking these to validity and generalisability.	Sub Objective: 1. Describe key social and cultural issues in psychology, including cultural bias (e.g. ethnocentrism, individualistic vs collectivist cultures) and how these can affect research and explanations of behaviour. 2. Use this understanding to explain behaviour in given scenarios (e.g. why conformity or obedience may differ across cultures) and link to specific examples from social influence. 3. Evaluate how social and cultural issues affect the validity and generalisability of psychological knowledge by discussing strengths and limitations and judging how far findings can be applied to different groups.	Sub Objective: 1. Describe the key components of variables (IV, DV, extraneous). 2. Use this knowledge to define in operationalising variables, and outlining how to control extraneous variables. 3. Evaluate by discussing strengths and limitations in how controlling variables affect a study’s validity.	Sub Objective: 1. Describe what a hypothesis is and distinguish between null, alternative (experimental), directional and non-directional hypotheses, including when each is used. 2. Use this understanding by writing clear, operationalised hypotheses (null and alternative) for given research scenarios, correctly identifying the IV and DV and specifying the predicted difference or relationship. 3. Evaluate hypotheses by discussing strengths and limitations (e.g. clarity, testability, directionality, operationalisation) and judging how well they would guide a study and allow meaningful conclusions.	Sub Objective: 1. Describe four sampling methods (random, stratified, volunteer, and opportunity) and distinguish them from the target population and sample. 2. Use the most appropriate sampling method to a given research scenario. 3. Evaluate the strengths and weaknesses of each method to make reasoned judgements about generalisability, bias, and practicality.
YEAR 10	WEEK 21: 8 - 12 March	WEEK 22: 15 - 19 March	WEEK 23: 12 - 16 April	WEEK 24: 19 - 23 April	WEEK 25: 26 - 30 April	Week 26: 3 - 7 May	Week 27: 10 - 14 May	WEEK 28: 17 - 21 May	WEEK 29: 24 - 28 May	WEEK 30: 31 May - 4 June
TERM 2	Topic 11: Research Methods- How do you carry out Psychological Research?									
	Main Objective: Understand how to plan, conduct, and evaluate scientific investigations.									
	Topic 11.4 - Research and Experimental designs	Topic 11.5 - Issues of reliability and validity	Topic 11.6 - Ethical issues in psychological research	Topic 11.7 - Understanding Research Methods (Experiments)	Topic 11.8 - Understanding Research Methods (Interviews and Questionnaires)	Topic 11.9 - Understanding Research Methods (Correlation, Case Study and Observation)	Topic 11.9 - Data Analysis; Representing and Interpreting Data	Topic 11.10 - Types of Data	Topic 11.11 - Issues and Debates. Ethical Issues	REVISION
	Sub Objective: 1. Describe the three experimental designs (independent measures, repeated measures, and matched pairs). 2. Use each design to a given research scenario by identifying the design used and justifying its appropriateness. 3. Evaluate the strengths and weaknesses of each design using key concepts such as validity, reliability, generalisability, order effects, and participant variables..	Sub Objective: 1. Define and distinguish between reliability and validity, describe how each is influenced by sampling methods, experimental designs, and quantitative and qualitative methods. 2. Use this understanding to explain the planning and conducting of research in a given scenario. 3. Evaluate to how reliability and validity affect research findings using key concepts such as generalisability, objectivity, ecological validity, and internal validity.	Sub Objective: 1. Describe five key ethical issues in psychological research (informed consent, deception, confidentiality, right to withdraw, and protection of participants). 2. Use this understanding to identify ethical issues in given research scenarios and suggest ways to deal with them. 3. Evaluate the ethical implications of named psychological studies to make reasoned judgements about whether research was conducted ethically.	Sub Objective: 1. Describe the three types of experimental research method (laboratory, field, and natural experiments), including their defining features. 2. Use this understanding to identify the type of experiment used in a given scenario and justify the most suitable method for a research question. 3. Evaluate each method using key concepts such as validity, reliability, generalisability, ethics, objectivity, and ecological validity.	Sub Objective: 1. Describe the features of interviews (structured, semi-structured, and unstructured) and questionnaires (closed-ended and open-ended questions), including the types of data each elicits. 2. Use this understanding to identify the appropriate survey method for a given research scenario and justify their choice. 3. Evaluate each method using key concepts such as validity, reliability, generalisability, ethics, objectivity, and subjectivity.	Sub Objective: 1. Describe the features of three research methods — correlation, case study, and observation — including the types of research for which each is suitable. 2. Use this understanding to identify the appropriate method for a given research scenario and justify their choice. 3. Evaluate each method using key concepts such as validity, reliability, generalisability, ethics, objectivity, and subjectivity.	Sub Objective: 1. Describe key mathematical and statistical concepts used in psychological data analysis (measures of central tendency, range, normal distributions, types of data, and graphical representations). 2. Use these skills to calculate, construct, and interpret data from psychological research scenarios. 3. Evaluate the use of quantitative and qualitative data in studies using key concepts such as validity, reliability, objectivity, and generalisability.	Sub Objective: 1. Define and distinguish between four types of data (quantitative, qualitative, primary, and secondary), describe their key features and how each is collected. 2. Use this understanding to classify data from given research scenarios and explain how data type influences research planning and analysis. 3. Evaluate the use of different data types in psychological research using key concepts such as validity, reliability, objectivity, and generalisability.	Sub Objective: 1. Define the term 'ethical issue(s)' in psychological research, recall the five key ethical issues and the BPS guidelines that underpin them. 2. Use this understanding by explaining how ethical issues arise in specific studies and theories from the compulsory topics (Topics 1–5). 3. Evaluate the role of ethics in psychological research — weighing the contribution of ethically questionable studies against the need to protect participants.	

YEAR 11 PSYCHOLOGY LONG TERM PLAN with CURRICULUM STANDARDS										
YEAR 11	WEEK 1: 31 Aug - 4 Sep	WEEK 2: 7 - 11 Sep	WEEK 3: 14 - 18 Sep	WEEK 4: 21 - 25 Sep	WEEK 5: 28 Sep - 2 Oct	WEEK 6: 5 - 9 Oct	WEEK 7: 19 - 23 Oct	WEEK 8: 26 - 30 Oct	WEEK 9: 2 - 6 Nov	WEEK 10: 9 - 13 Nov
TERM 1	Topic 6: Criminal psychology - Why do people become criminals?					Topic 9: Sleep and dreaming - Why do you need to sleep and dream?				
	Main Objective: Explore and contrast two core explanations of criminality—nature (biology and personality) versus nurture (learning and environment)—and to evaluate how psychology helps reduce reoffending.					Main Objective: Understand the biological and psychological functions of sleep and the competing scientific theories that explain why we experience dreams.				REVISION
	Topic 6.1 - Understanding learning theories as an explanation of criminality	Topic 6.2 - Biological explanations of criminality	Topic 6.3 - Understanding the effects of punishment on recidivism and Topic 6.4 -Treatments to rehabilitate and reduce criminal and antisocial behaviour and increase prosocial behaviour	Topic 6.5 - Study: Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models	Topic 6.6 - Study: Charlton et al. (2000) Children's Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a Remote Community	Topic 9.1 - Features, functions and benefits of sleep	Topic 9.2 - Internal and external influences on sleep Topic 9.3 - Symptoms and explanations of sleep disorders	Topic 9.4 - Freud's (1900) Theory of dreaming Topic 9.5 - Study: Freud's (1909) LittleHans: Analysis of a Phobia in a Five Year Old Boy	Topic 9.6 - Hobson and McCarley's (1977) activation synthesis theory of dreaming Topic 9.7 - Study: Siffre (1975) Six Months Alone in a Cave	
	Sub Objective: 1. Describe how learning theories (operant conditioning and social learning theory) explain criminal behaviour, using key terms and concepts accurately.	Sub Objective: 1. Describe the main biological explanations of criminality (e.g. genetics, twin/adoption studies, Eysenck's personality theory) using accurate psychological terminology.	Sub Objective: 1.1 Define recidivism and describe how different punishments (prison, community sentencing, restorative justice) affect reoffending, including key strengths and weaknesses of each. 1.2 Describe two treatments used to rehabilitate offenders and increase prosocial behaviour (token economy programmes and anger-management programmes), including how they work.	Sub Objective: 1. Describe the aim, procedure, sample, design, and key findings of Bandura, Ross and Ross's (1961) Bobo doll study on the transmission of aggression through imitation.	Sub Objective: 1. Describe the aim, sample, naturalistic/observational procedure, design (pre- vs post-TV on St Helena), and key findings of Charlton et al.'s (2000) study on children's playground behaviour before and after the introduction of broadcast television.	Sub Objective: 1. Describe the key features of sleep (four NREM stages, REM sleep, ~90-minute sleep cycles, typical number of cycles per night) and explain the main functions and benefits of sleep (e.g., physical restoration, memory consolidation, brain recovery, emotional stability).	Sub Objective: 1.1 Describe internal influences on sleep (bodily rhythms: circadian and ultradian; hormones: pineal gland and melatonin) and external influences (zeitgebers, especially light), and explain how these factors regulate the sleep–wake cycle. 1.2 Describe the main symptoms and psychological/physiological explanations of two sleep disorders—insomnia (e.g., sleep-onset vs sleep-maintenance difficulties, daytime fatigue, poor concentration) and narcolepsy (e.g., excessive daytime sleepiness, sudden sleep attacks, cataplexy, sleep paralysis, hypnagogic/hypnopompic hallucinations).	Sub Objective: 1.1 Describe Freud's (1900) psychodynamic theory of dreaming, including the role of the unconscious, wish fulfilment, and the distinction between manifest content (remembered dream) and latent content (hidden meaning), and explain dreamwork processes (condensation, displacement, symbolisation/representability, secondary elaboration) that disguise latent content. 1.2 Describe the aim, procedure (case study; father's recorded conversations/dreams; Freud's analysis), key findings (Oedipus complex, phallic stage, displacement of fear of father onto horses, symbolic meanings), and conclusions.	Sub Objective: 1.1 Describe Hobson and McCarley's (1977) activation-synthesis theory, including key concepts: random neural activation from the brainstem (pons) during REM sleep, sensory blockade, movement inhibition, and cortical synthesis of this activity into a dream narrative; and state that dreams are seen as largely meaningless by-products of physiological processes. 1.2 Describe the aim, procedure, sample, key findings and conclusions of Siffre's (1975) cave study.	
	2. Use learning theories to explain specific examples or scenarios of criminal behaviour, identifying reinforcement, punishment, role models, and imitation.	2. Use biological explanations to explain why a specific individual or scenario might show criminal or anti-social behaviour.	2.1 Use the knowledge of punishment and recidivism to explain likely outcomes for specific offenders or scenarios. 2.2 Use the knowledge of token economy and anger-management treatments to suggest appropriate interventions for specific offenders or scenarios.	2. Use the study's findings to explain how children might learn aggressive behaviour in real-life contexts (e.g., at home, in school, or from media) using social learning theory concepts such as observation, imitation, and modelling.	2. Use the study's findings to real-life contexts (e.g., debates about TV/video games and aggression, school behaviour policies, or parental concerns) to explain whether and how media exposure might influence children's pro-social and anti-social behaviour.	2. Use knowledge of sleep's functions and benefits to everyday contexts (e.g., teenage sleep needs, exam performance, mood, driving safety, sports recovery) to explain how sleep quality and quantity affect behaviour and mental processes.	2.1 Use this knowledge to everyday scenarios (e.g., screen use before bed, shift work, jet lag, exam stress, caffeine/alcohol use) to explain how changes in internal and external factors can improve or disrupt sleep quality and timing. 2.2 Use this knowledge to realistic scenarios (e.g., a student struggling to sleep before exams; a driver experiencing sudden sleepiness) to explain how symptoms affect daily functioning, safety, mood and performance, and to suggest appropriate lifestyle or treatment responses.	2.1 Use Freud's theory to everyday dream examples or case snippets to interpret possible latent meanings (e.g., symbols representing repressed wishes or conflicts) and explain how dreamwork might protect sleep by disguising disturbing thoughts. 2.2 Freud's psychoanalytic concepts (unconscious conflict, Oedipus complex, displacement, symbolism, dream analysis) to new scenarios involving childhood fears/phobias or dream reports to explain possible hidden meanings and suggest how resolution of conflict might reduce anxiety.	2.1 Use the theory to explain dream features in scenarios (e.g., bizarre, fragmented, emotionally intense dreams; why we don't act out dreams; why external stimuli are rarely incorporated) and contrast with psychodynamic explanations where appropriate. 2.2 Use the study's findings to real-life contexts (e.g., shift work, jet lag, space travel, blind individuals, screen use at night) to explain how removing or altering zeitgebers affects sleep–wake timing, alertness and performance, and suggest practical strategies to re-entrain rhythms.	
	3. Evaluate the strengths and limitations of learning theories as explanations of criminality, using evidence and considering alternative explanations.	3. Evaluate biological explanations of criminality by considering strengths, weaknesses, and implications (e.g. validity, ethics, determinism).	3.1 Evaluate the effectiveness of different punishments in reducing recidivism, considering evidence, limitations, and ethical/social implications. 3.2 Evaluate the effectiveness of token economy and anger-management programmes in reducing criminal/antisocial behaviour and increasing prosocial behaviour, considering evidence, limitations, and ethical issues.	3. Evaluate the study's methodology and conclusions, including issues such as ecological validity, ethics, demand characteristics, and generalisability, and judge how far it supports social learning theory as an explanation of aggression.	3. Evaluate the study's methodology and conclusions, including strengths (high ecological validity, natural experiment, long time span) and limitations (e.g., lack of individual viewing data, possible cultural/community effects, generalisability), and judge how far the results challenge or support social learning explanations of aggression.	3. Evaluate evidence for why we sleep, considering strengths and limitations of explanations (e.g., restoration vs evolutionary theories), issues in measuring sleep (EEG, self-report), and the implications of sleep deprivation research for individuals and society.	3.1 Evaluate explanations of sleep regulation, considering strengths and limitations of research on rhythms, melatonin and zeitgebers (e.g., methodology, generalisability, real-world applicability) and judge how far internal vs external factors are most important in determining sleep patterns. 3.2 Evaluate explanations of insomnia and narcolepsy (e.g., stress/arousal, cognitive factors, biological/genetic causes), considering strengths and limitations of evidence, issues in diagnosis and measurement, and implications for individuals and society.	3.1 EvaluateFreud's theory, considering strengths (e.g., influential, emphasis on meaning and unconscious processes) and limitations (e.g., lack of empirical testability, reliance on case studies/subjective interpretation, cultural bias in symbols), and judge how far it explains why we dream compared to biological theories. 3.2 Evaluate the study's methodology and conclusions, considering strengths (rich qualitative data, theoretical influence, support for psychosexual stages) and limitations (low generalisability, researcher/father bias, unfalsifiable interpretations, ethical issues, alternative behaviourist explanations), and judge how far it supports Freud's theory of phobias and development.	3.1 Evaluate activation-synthesis, considering strengths (biological plausibility, links to REM/EEG evidence, explains dream bizarreness) and limitations (underestimates emotional/thematic coherence, reductionism), and judge how far it explains why we dream compared to Freud's theory. 3.2 Evaluate the study's methodology and conclusions, considering strengths (high control of zeitgebers, rich longitudinal data, real-world relevance) and limitations (single participant/self-experiment, low generalisability, potential demand characteristics/monitoring effects, ethical/psychological harm), and judge how far it supports the role of endogenous pacemakers vs exogenous zeitgebers in circadian rhythms.	

