

<u>Year 10</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	<p>Development</p> <p>Early brain development Piaget's stages of development and their role in education Piaget's theory of cognitive development Dweck's mindset theory and the effects of learning on development Willingham's learning theory Issues and debates around the development of morality</p>	<p>Memory</p> <p>Memory processes Encoding and retrieval The multi-store model of memory The levels of processing theory of memory Peterson and Peterson Practical applications regarding memory.</p>	<p>Psychological Problems</p> <p>The symptoms and features of unipolar depression & addiction How depression and addiction affect individual people and society as a whole The influence of genes on mental health and addiction The use of cognitive theory as an explanation of depression The use of learning theory as an explanation of addiction The use of CBT as a treatment Studies by Caspi et al (2003) and Young (2007)</p>	<p>Neuropsychology</p> <p>Functions of the brain Split brain theory Sperry Lateralisation of the brain Differences between male and female brains Gage and study of damages to the brain.</p>	<p>Social Influence</p> <p>Issues surrounding obedience, conformity and deindividuation Bystander interventions and factors affecting intervention Obedience to authority and crowd behaviour Zimbardo, Milgram and Milgram.</p>	<p>Research Methods</p> <p>Design psychological research to set up the variables under investigation Identifying and controlling unwanted variables Different types of hypothesis for investigations and how to write them Different sampling methods Different types of research and experimental designs</p>
<u>Literacy Focus</u>	Reading of theories and experiments. Students will need to answer using extended writing and offer an extensive range of subject terminology.					
<u>Numeracy Focus</u>	Maths is an integral part of the course. Students need to read and interpret data. Compare data and be able to record their own results in various forms.					
<u>SMSC</u>	<p>Spiritual: Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. Moral: Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. Social: Encouraging pupils to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. Cultural: Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.</p>					

<u>Year 11</u>	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Areas of Study	<p>Research Methods Issues of reliability and validity with analysing research procedures Ethical issues Data analysis Use of descriptive statistics Primary and secondary data Qualitative and quantitative data</p>	<p>Criminal Psychology How learning theories can be used to explain criminality How biological explanations can be used to explain criminality, include Eysenck's personality types The effects of punishment Two ways in which criminals are rehabilitated to encourage prosocial behaviour Studies investigating criminality by Bandura, Ross and Ross (1961) and Charlton et al. (2000).</p>	<p>Sleep and Dreaming What is sleep? Stages of sleep Why do we need to sleep? Circadian and ultradian rhythms Freud on sleep and dreaming Synaptic functioning</p>	<p>The Self Concepts of the self and self-concept The role of identity and free will in the development of self The humanistic explanations of the self Internal and external influences on the self and self esteem How personality can be measured The use of trait theory as a measure of personality Studies investigating 'the self' by Vohs and Schooler (2008) and Van Houtte and Jarvis (1995)</p>	REVISION AND EXAM PREPARATION	REVISION AND EXAM PREPARATION
<u>Literacy Focus</u>	Reading of theories and experiments. Pupils will need to answer using extended writing and offer an extensive range of subject terminology.					
<u>Numeracy Focus</u>	Maths is an integral part of the course. Pupils need to read and interpret data. Compare data and be able to record their own results in a various forms.					
<u>SMSC</u>	<p>Spiritual: Encouraging self-awareness. Experience opportunities for creativity. Develop an understanding of others. Develop a caring attitude towards others, Opportunities to be inquisitive. Moral: Providing opportunities to explore right & wrong. Recognising & respecting the moral codes of other cultures. Social: Encouraging pupils to work co-operatively. Providing conceptual and linguistic framework for debate. Opportunities to exercise leadership and responsibility. Cultural: Understand & recognise own cultural assumptions. Understand the influences of our cultural heritage, openness to new ideas and to modify thinking to accommodate them, opportunities for personal enrichment through cultural experiences, willingness to participate in cultural activities and enterprises, regard for heights of human achievements in all cultures & societies.</p>					