



What are the aims and intentions of this curriculum?

The purpose of this year is to introduce learners to the reasons for and consequences of unreported crime while exploring how campaigns for change can impact these crimes. The curriculum intends to equip students with:

- An introduction to social influence, psychological problems and research methods
- To enhance their awareness of the freewill/determinism debate, reductionism/holism debate and nature/nurture debate
- The ability to broaden their understanding of psychological concepts
- To enhance their knowledge of subject terminology in Psychology
- To be able to apply key mathematical procedures and processes when doing psychological research

Highlighted in green are links to PSHE in the curriculum

Highlighted in blue are links to Careers in the curriculum

Term	Topics	Knowledge and key terms	Skills developed	Assessment
Autumn 1	<ul style="list-style-type: none">• Social Influence	<p>Key concepts of social influence:</p> <ul style="list-style-type: none">• Conformity including majority influence• Collective and crowd behavior• Obedience <p>The effect of situational factors on behaviours:</p> <ul style="list-style-type: none">• Majority influence on conformity• Collective and crowd behavior• Culture on pro-social and anti-social behavior• Authority figures on obedience• Criticisms of the effect of situational factors	<ul style="list-style-type: none">• Develop an awareness of conformity and obedience• Develop an awareness of collective and crowd behavior, including pro-social and anti-social behavior• Explain and evaluate the theories of situational factors with reference to the effect of majority influence on conformity, crowd behavior including deindividuation, culture on pro-social and anti-social behavior, authority figures on obedience and the freewill/determinism debate• Describe and evaluate Bickman's study of obedience and the power of a uniform• Explain and evaluate theories on dispositional factors, with reference to the effect of self-esteem on conformity, locus of control in crowd behavior,	<p>FORMATIVE:</p> <ul style="list-style-type: none">• Discussions• Pair/group assessments• Worksheets• Homework <p>SUMMATIVE:</p> <ul style="list-style-type: none">- End of topic assessment on social influence

		<p>Situational factors research study: Bickman study into the social power of uniform</p> <p>The effect of dispositional factors on behaviours:</p> <ul style="list-style-type: none"> • Self-esteem on conformity • Locus of control in crowds • The influence of the brain in dispositional factors • Effect of the authoritarian personality on obedience • Criticisms <p>Dispositional factors research study:</p> <ul style="list-style-type: none"> • NatCen et al study into the August riots in England <p>Changing attitudes:</p> <ul style="list-style-type: none"> • How minority influence affects social change in relation to mental health stigma and discrimination • How majority influence affects social change in relation to mental health stigma and discrimination 	<p>morality or pro-social and anti-social behavior, authoritarian personality on obedience and issues of generalizability, as well as the effect of morality on pro-social and anti-social behavior</p> <ul style="list-style-type: none"> • Understand the influence of the brain in dispositional factors, including hippocampal volume in self-esteem, and regions of the prefrontal cortex in morality • Describe and evaluate the NatCen study into the 2011 riots in Tottenham, London • Explain how minority and majority influence affects social change in relation to changing attitudes and behavior towards, increasing awareness of, and reducing mental health stigma and discrimination • Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement) • Link to PSHE: Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms) 	
Autumn 2	<ul style="list-style-type: none"> • Psychological Problems 	<p>An introduction to mental health:</p> <ul style="list-style-type: none"> - Ways of defining mental health - The current prevalence of mental health problems - The incidence of significant mental health problems over time - Changes in attitudes towards mental health 	<ul style="list-style-type: none"> • Develop awareness of ways of defining mental health (including the mental health continuum), the current prevalence of mental health problems (referring to age, gender and sexual orientation), the incidence of significant mental health problems over time, and changes in attitudes towards mental health 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Discussions • Pair/group assessments • Worksheets • Homework

		<p>The effects of significant mental health problems on the individual and society</p> <p>The effects of stigma on individuals before and after diagnosis:</p> <ul style="list-style-type: none"> - Before diagnosis - After diagnosis <p>The effects of discrimination on individuals:</p> <ul style="list-style-type: none"> - Before diagnosis - After diagnosis <p>The effects of significant mental health problems on the wider society</p> <ul style="list-style-type: none"> • Effects on public services • Effects on the law • Effects on society's attitudes 	<ul style="list-style-type: none"> • Develop understanding of the effects of significant mental health problems on the individual and wider society, including the effects of stigma and discrimination, and impact on community care • Understand the use of anti-psychotics to treat schizophrenia respectively through changing the actions of the brain and how they improve mental health • Understand the use of psychotherapy for treating schizophrenia and how it improves mental health • Understand the development of neuropsychology for studying schizophrenia including neuropsychological tests and brain imaging techniques. • Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement) • Link to PSHE: Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms) 	
Spring 1	<ul style="list-style-type: none"> • Psychological Problems 	<p>Schizophrenia:</p> <ul style="list-style-type: none"> - The clinical characteristics of schizophrenia - Key statistics of schizophrenia <p>Theories of schizophrenia:</p> <ul style="list-style-type: none"> - The Social Drift theory - The biological theory of schizophrenia 	<ul style="list-style-type: none"> • Know the clinical characteristics of schizophrenia and key statistics associated with this disorder • Be able to explain and evaluate the social drift theory of schizophrenia, with specific reference to rejection by society, disengagement of individuals, and problems establishing cause and effect • Be able to explain and evaluate the biological theory of schizophrenia with specific reference to the 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Discussions • Pair/group assessments • Worksheets • Homework

		<ul style="list-style-type: none"> - Daniel et al research study <p>The development of treatments:</p> <ul style="list-style-type: none"> - The use of anti-psychotics to treat schizophrenia and they improve mental health - Types of anti-psychotics and which symptoms of schizophrenia they can help with - The use of psychotherapy for treating schizophrenia and how it improves mental health - How therapy works - CBT and schizophrenia - The development of neuropsychology for studying schizophrenia - Neuropsychological tests - Brain imaging techniques 	<ul style="list-style-type: none"> • Dopamine hypothesis, brain dysfunction in relation to brain volume and the frontal lobes, temporal lobes and hippocampus, and the nature vs nurture debate • Be able to describe and evaluate the Daniel, Weinberger, Jones et al.'s (1991) study into the effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia • Understand the use of anti-psychotics to treat schizophrenia respectively through changing the actions of the brain and how they improve mental health • Understand the use of psychotherapy for treating schizophrenia and how it improves mental health • Understand the development of neuropsychology for studying schizophrenia, including neuropsychological tests and brain imaging techniques. • Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement) • Link to PSHE: Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms) 	
Spring 2	<ul style="list-style-type: none"> • Psychological Problems 	<p>Clinical Depression:</p> <ul style="list-style-type: none"> - The clinical characteristics of clinical depression - Diagnosis - Key statistics of clinical depression <p>Theories of clinical depression:</p> <ul style="list-style-type: none"> - A psychological theory – the ABC Model of clinical depression - The ABC Model 	<ul style="list-style-type: none"> • Know the clinical characteristics of clinical depression and key statistics associated with this disorder • Be able to explain and evaluate the social rank theory of clinical depression with specific reference to the evolutionary function of depression, the role of a lower rank in reducing conflict, and the reductionism/holism debate • Be able to describe and evaluate Tandoc et al.'s (2015) study into Facebook use, envy, and depression among college students 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Discussions • Pair/group assessments • Worksheets • Homework <p>SUMMATIVE:</p> <ul style="list-style-type: none"> • End of term assessment on psychological problems

		<ul style="list-style-type: none"> - The freewill/determinism debate - The biological theory – Social rank theory of clinical depression - Tandoc et al's research study <p>The development of treatments:</p> <ul style="list-style-type: none"> - The use of anti-depressants to treat depression - The use of psychotherapy for treating clinical depression and how it improves mental health - CBT and depression - The development of neuropsychology for studying depression - Neuropsychological tests <p>Brain imaging techniques</p>	<ul style="list-style-type: none"> • Be able to explain and evaluate the ABC model of clinical depression, with specific reference to rational vs irrational beliefs, the roles of activating events, beliefs and consequences, and the free will/determinism debate • Understand the use of anti-depressants to treat depression respectively through changing the actions of the brain and how they improve mental health • Understand the use of psychotherapy for treating clinical depression and how it improves mental health • Understand the development of neuropsychology for studying clinical depression, including neuropsychological tests and brain imaging techniques. • Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement) • Link to PSHE: Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms) 	
Summer 1	<ul style="list-style-type: none"> • Research Methods 	<p>Mathematical fundamentals for Psychology</p> <ul style="list-style-type: none"> - Maths Matters <p>Planning Research:</p> <ul style="list-style-type: none"> - Hypotheses - Variables - Experimental designs <p>Populations and sample:</p> <ul style="list-style-type: none"> - Sampling methods - Strengths and weaknesses of sampling methods 	<ul style="list-style-type: none"> • Develop knowledge and understanding of key features involved in planning psychological research, including formulating hypotheses, setting up and controlling variables, using experimental designs, sampling and considering ethics • Demonstrate the range of methods and techniques available for doing psychological research – experiments, interviews, questionnaires, observations, case studies, correlations – including 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Discussions • Pair/group assessments • Worksheets - Homework

		<p>Ethical guidelines:</p> <ul style="list-style-type: none"> - Ethical issues - Ways of dealing with ethical issues <p>Doing Research:</p> <ul style="list-style-type: none"> - Experiments - Interviews - Questionnaires - Observations - Case Studies - Correlations 	<p>their associated strengths, weaknesses and objectives</p> <ul style="list-style-type: none"> • Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement) 	
Summer 2	<ul style="list-style-type: none"> • Transition • Alliance Challenge • Research Methods • 	<p>Students learn how to socialise with their new school and classmates.</p> <p>Students will undertake Team Building activities and Sports Day.</p> <p>Analysing Research:</p> <ul style="list-style-type: none"> - Types of data <p>Descriptive statistics:</p> <ul style="list-style-type: none"> - Ways of calculating a measure of central tendency - Tables, charts and graphs <p>Reliability and validity</p> <p>Sources of Bias</p>	<ul style="list-style-type: none"> - Demonstrate how different types of data can be collected, analysed and presented in psychological research including considering issues of reliability, validity and bias. - Develop the competence to select and apply key mathematical procedures and processes when doing psychological research with a focus on arithmetical and numerical computation and handling data - Links to Careers: All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement) 	<p>FORMATIVE:</p> <ul style="list-style-type: none"> • Discussions • Pair/group assessments • Worksheets • Homework <p>SUMMATIVE: End of term assessment on research methods</p>