

### 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 Psychology
- The ability to understand fundamental concepts of Psychology
- To broaden their knowledge of subject terminology in Psychology
- To understand neuropsychology
- To develop their awareness of the psychology behind sleeping and dreaming, social influence, criminal psychology and memory
- To develop an awareness of psychological theories and 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"> <li>• <b>Sleeping and Dreaming</b></li> </ul>	<p>Functions, features and benefits of sleep:</p> <ul style="list-style-type: none"> <li>• Safety</li> <li>• Healthy brain</li> <li>• Physical repair</li> <li>• Emotional stability</li> <li>• The sleep cycle</li> </ul> <p>Causes of Sleep disorders:</p> <ul style="list-style-type: none"> <li>• Sleep onset insomnia</li> <li>• Sleep maintenance insomnia</li> </ul> <p>Development of treatments for insomnia:</p> <ul style="list-style-type: none"> <li>• The impact of neurological damage to the hypothalamus</li> <li>• Relaxation techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the functions, features and benefits of sleep</li> <li>• Know the stages of the sleep cycle and when dreaming occurs</li> <li>• Be able to explain and evaluate the Freudian Theory of Dreaming with specific reference to the unconscious mind, the role of repression, the concept of wish fulfilment, manifest and latent content of dreams; and the issue of subjectivity</li> <li>• Be able to describe and evaluate Freud's dream analysis of the Wolfman</li> <li>• Understand the impact of neurological damage to the hypothalamus on sleep</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul>

		<p>Sleep hygiene education:</p> <ul style="list-style-type: none"> <li>• Sleep hygiene and the physical environment</li> </ul> <p>Freudian theory of dreaming:</p> <ul style="list-style-type: none"> <li>• The Freudian theory of dreaming</li> <li>• The Wolfman Study</li> </ul> <p>Neuropsychology of sleep:</p> <ul style="list-style-type: none"> <li>• Endogenous pacemakers</li> <li>• Exogenous zeitgebers</li> <li>• The role of melatonin</li> </ul> <p>Activation synthesis theory of dreaming:</p> <ul style="list-style-type: none"> <li>• The activation synthesis theory of dreaming</li> <li>• Williams et al Study</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the features of insomnia, the role of the nervous system and its management through relaxation techniques, and the role of the physical environment in insomnia and its treatment through improved hygiene.</li> <li>• Know the role of the pineal gland and melatonin</li> <li>• Develop knowledge of the causes of sleep disorders</li> <li>• Know the difference between endogenous pacemakers and exogenous zeitgebers and their role in sleep</li> <li>• Be able to explain and evaluate the activation synthesis theory of dreaming with specific reference to the role of REM sleep, the function and actions of the brain (including limbic system) during sleep, the activity of neurons in the pons during sleep, the process of synthesis as a function of the cerebral cortex and the reductionism/holism debate</li> <li>• Be able to describe and evaluate Williams et al's study into bizarreness of dreams and fantasies</li> <li>• <b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher)</li> <li>• <b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> </ul>	
Autumn 2	<ul style="list-style-type: none"> <li>• <b>Development</b></li> </ul>	<p>Stages of development:</p> <ul style="list-style-type: none"> <li>- Pre-natal</li> <li>- Childhood</li> <li>- Adolescence</li> <li>- Adulthood</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of the stages of development, from pre-natal to adulthood, including brain development, with reference to the</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> </ul>

		<p>The nervous system, neurons and synapses</p> <p>Brain development:</p> <ul style="list-style-type: none"> <li>- Pre-natal</li> <li>- Childhood</li> <li>- Adolescence</li> <li>- Adulthood</li> </ul> <p>IQ tests as a measure of intelligence:</p> <ul style="list-style-type: none"> <li>- Psychological testing as a form of social control</li> </ul> <p>Theories of development:</p> <ul style="list-style-type: none"> <li>- Piaget's theory of cognitive development</li> <li>- Reductionism vs Holism</li> <li>- Piaget's research study into the conservation of number</li> </ul>	<p>nervous system, neurons and synapses</p> <ul style="list-style-type: none"> <li>• Understand IQ tests as a measure of intelligence</li> <li>• Be able to explain and evaluate Piaget's Theory of Cognitive Development, with reference to the four invariant stages of development, assimilation and accommodation, the concepts of object permanence, animism and egocentrism, the processes of decentration, reversibility and conservation, and the reductionism/ holism debate as part of criticisms of the theory</li> <li>• Describe and evaluate Piaget's (1952) study into the conservation of number</li> <li>• <b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement, Teaching, Academia)</li> <li>• <b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>• <b>Development</b></li> </ul>	<p>Learning theories of development:</p> <ul style="list-style-type: none"> <li>- Dweck's ideas on fixed and growth mindsets</li> <li>- Dweck's ideas on praise for effort</li> <li>- Willingham's ideas on the myth of learning styles</li> <li>- Willingham's ideas on the importance of meaning for learning</li> <li>- Blackwell et al longitudinal study and intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and evaluate learning theories of development with reference to Dweck's ideas about Fixed and Growth Mindsets and Praise for Effort, and Willingham's ideas about the Myth of Learning Styles and the Importance of Meaning for Learning, and the Nature/Nurture Debate as part of the criticisms of the theories</li> <li>• Describe and evaluate Blackwell et al. (2007) study into fixed and growth mindsets</li> <li>• Explain how Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End of term assessment on sleeping and dreaming and development.</li> </ul>

		<p>The changing role of education:</p> <ul style="list-style-type: none"> <li>- How Piaget's ideas have been applied to education through the use of key stages, readiness, active learning and the concept of intelligence</li> <li>- The concept of intelligence</li> <li>- How learning theories apply to the development of education intelligence through growth mindsets and teaching through meaning not learning styles</li> </ul>	<ul style="list-style-type: none"> <li>• Explain how learning theories apply to the development of intelligence through growth mindsets and teaching through meaning.</li> <li>• <b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement, Teaching, Academia)</li> <li>• <b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> </ul>	
Spring 2	<ul style="list-style-type: none"> <li>• <b>Criminal Psychology</b></li> </ul>	<p>Defining Criminal Behaviour:</p> <ul style="list-style-type: none"> <li>- Violent offences</li> <li>- Drug related offences</li> <li>- Acquisitive offences</li> <li>- Sexual offences</li> <li>- Anti-social offences</li> <li>- How crime is measured</li> </ul> <p>Explanations of why criminal and anti-social behavior occurs:</p> <ul style="list-style-type: none"> <li>- Social learning theory</li> <li>- Cooper and Mackie research study</li> <li>- Eysenck's criminal personality theory and the biological basis of personality</li> <li>- Heaven research study</li> </ul> <p>The changing nature of punishment:</p> <ul style="list-style-type: none"> <li>- The effects of punishment and deterrents in reducing criminal/anti-social behavior</li> </ul> <p>The role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour</p> <ul style="list-style-type: none"> <li>-</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an awareness of different types of crime</li> <li>• Develop understanding of crime as a social construct, including deviation from norms and the role of culture in defining criminal and anti-social behaviour</li> <li>• Develop understanding of how crime is measured: official statistics and self-report</li> <li>• Explain and evaluate the Social Learning Theory of criminal behaviour, with specific reference to identification with role models, the role of observation and imitation, the process of vicarious reinforcement, the role of direct reinforcement and internalisation, and criticisms of the theory including the nature/nurture debate</li> <li>• Describe and evaluate Cooper &amp; Mackie's (1986) study into video games and aggression in children</li> <li>• Explain and evaluate Eysenck's Criminal Personality theory with specific reference to the central nervous system, extraversion, neuroticism, psychoticism, synapses and</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

			<p>dopaminergic neurons, dopamine reward systems, the reticular activation system, the cerebral cortex, the autonomic nervous system, the limbic system, early socialisation and difficulties in conditioning, and the issue of individual differences</p> <ul style="list-style-type: none"> <li>Describe and evaluate Heaven's (1996) study into delinquency, extraversion, psychoticism and self-esteem</li> <li>Understand the role of rehabilitation in reducing criminal/anti-social behaviour in increasing pro-social behaviour, including restorative justice and the use of positive role models</li> <li>Understand the effects of punishment and deterrents in reducing criminal/anti-social behaviour, including the use of prisons, community sentences and fines.</li> <li><b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement)</li> <li><b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> <li><b>The Law</b> (Marriage, Consent, Violence against women and girls, Online behavior, Sexuality, Violence and exploitation by gangs, Criminal exploitation, Hate crime).</li> </ul>	
Summer 1	<ul style="list-style-type: none"> <li><b>Memory</b></li> </ul>	<p>Key concepts of memory:</p> <ul style="list-style-type: none"> <li>Information Processing</li> <li>Structure and functions of the brain</li> </ul> <p>Theories and explanations of memory:</p>	<ul style="list-style-type: none"> <li>Develop an awareness of how our thought processes can be compared to a computer, how and why we forget and the different parts of the brain involved in memory.</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>Discussions</li> <li>Pair/group assessments</li> <li>Worksheets</li> <li>Homework</li> </ul>

		<ul style="list-style-type: none"> <li>- The multi store model of memory</li> <li>- Wilson et al research study into Clive Wearing</li> </ul> <p>Types of forgetting:</p> <ul style="list-style-type: none"> <li>- Decay</li> <li>- Displacement</li> <li>- Retrieval failure (lack of cues)</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to explain and criticise the structure and process of the multi-store model of memory including sensory store, short term memory, long term memory and the differences between the stores in terms of duration, capacity, encoding and rehearsal versus meaning.</li> <li>• Develop an understanding of different types of forgetting including decay, displacement and retrieval failure.</li> <li>• Describe and criticise the Wilson et al, Clive Wearing study.</li> <li>• <b>Links to Careers:</b> All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement, Teaching, Academia)</li> <li>• <b>Link to PSHE:</b> Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)</li> </ul>	
Summer 2	<ul style="list-style-type: none"> <li>• <b>Transition</b></li> <li>• <b>Alliance Challenge</b></li> <li>• <b>Memory</b></li> </ul>	<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>The structure and process of the theory of reconstructive memory:</p> <ul style="list-style-type: none"> <li>- The concept of schemas</li> <li>- The role of experience and expectation on memory</li> <li>- The process of confabulation</li> <li>- Distortion and the effect of leading questions</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and cite the structure and process of the theory of reconstructive memory with reference to schemas, the role of experience and expectation on memory, the effect of leading questions, confabulation, distortion and the reductionism/holism debate.</li> <li>• Describe and criticise the Braun et al study into how advertising can change our memories of the past.</li> </ul>	<p><b>FORMATIVE:</b></p> <ul style="list-style-type: none"> <li>• Discussions</li> <li>• Pair/group assessments</li> <li>• Worksheets</li> <li>• Homework</li> </ul> <p><b>SUMMATIVE:</b></p> <ul style="list-style-type: none"> <li>• End of term assessment on criminal psychology and memory.</li> </ul>

- Braun et al research study into reconstructive memory

The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising:

- Cues
- Repetition
- Avoiding overload
- The use of autobiographical advertising

The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale

- Demonstrate an understanding of memory research into techniques used for recall, including measuring different memory functions.

- **Links to Careers:** All careers (Psychologist, Research Scientist, Therapist, Counsellor, Neuroscientist, Psychotherapist, Market Researcher, Law Enforcement, Teaching, Academia)

- **Link to PSHE:** Physical and Mental Wellbeing (Mental Wellbeing, Internet Safety and Harms)