

**Key Stage 4  
Year 9**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p>Memory and Research Methods (RM) – Multi-Store Model of Memory</p> <p>Assessment: End of topic test – specimen paper</p> <p>Skills: To analyse and implement research methods and implement scientific theories and studies : Peterson and Peterson ( 1959)</p>	<p>RM and Reconstructive Memory</p> <p>Assessment: End of topic test – specimen paper</p> <p>Skills: To analyse and implement scientific theories and studies in memory: Bartlett ( 1952)</p>	<p>Memory – understanding amnesia and RM</p> <p>Assessment: End of topic test – specimen paper</p> <p>Skills: To analyse and implement scientific theories and studies in memory: reductionism and holism</p>	<p>Developmental Psychology: Stages of Development by Piaget and RM</p> <p>Assessment: End of topic test – specimen paper</p> <p>Skills: To apply developmental theories and studies in everyday life :problem solving</p>	<p>Developmental Psychology- Social development and RM</p> <p>Assessment: End of topic test – specimen paper</p> <p>Skills: To apply developmental theories – social development : Piaget and Inhelder ( 1956)</p>	<p>Development- Dweck's mindset theory and RM</p> <p>Assessment: End of topic test – specimen paper</p> <p>Skills: To apply developmental theories and studies in everyday life: Willingham's learning theory</p>

*British Values/SMSC:*

*SMSC/British Values: Learning about the world around them. Understanding a range of topical issues. Debates about important questions in society: e.g. how the reductionism vs holism debate applies to human memory research or how to help people with memory loss?*

**Enrichment/Extra Curriculum:**

*Psychology Clinics, outside speakers about e.g. the careers in psychology*

**Psychology at Cox Green  
Curriculum Plan**

**Key Stage 4  
Year 10**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p>Psychological problems – depression (Topic 3) and RM</p> <p>Assessment: End of topic test – past paper</p> <p>Skills: To analyse and discuss scientific theories and studies in psychology of depression</p>	<p>Psychological problems-addiction (Topic 3)</p> <p>Assessment: End of topic test – past paper</p> <p>Skills: To analyse and discuss scientific theories and studies in psychology of addiction. Issues</p>	<p>The brain and neuropsychology – brain and lateralization (Topic 4)</p> <p>Assessment: End of topic test – past paper</p> <p>Skills: To analyse and discuss scientific theories and studies about brain structures, lateralization, visual agnosia, prosopagnosia,</p>	<p>The brain and neuropsychology – hemisphere disconnection &amp; Social influence-obedience (Topic 5)</p> <p>Assessment: End of topic test – past paper</p> <p>Skills: To analyse and discuss scientific theories and studies : Sperry ( 1968), Damasio et al.(1994), Central Nervous System. Milgram ( 1963)</p>	<p>Social influence-conformity and (Topic 5)</p> <p>Assessment: End of topic test – past paper</p> <p>Skills: To analyse and discuss scientific theories and studies : Piliavin et al.(1969). Haney, Banks and Zimbardo ( 1973)</p>	<p>Criminal psychology- (Topic 6) – genetic and social explanations of criminality</p> <p>Assessment: End of topic</p> <p>Skills: To analyse and discuss scientific theories and studies : Eysenck's theory,</p>
<p><i>British Values/SMSC:</i> SMSC/British Values: Learning about the world around them. Understanding a range of topical issues. Debates about important questions in society: e.g. how psychology has changed over time? Why bystanders do not help? Understanding the behaviours of crowds?</p>					<p><i>Debates: Are criminals born or made?</i></p>
<p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>Psychology Clinics, outside speakers about e.g. the careers in psychology</li> </ul>					

**Psychology at Cox Green  
Curriculum Plan**

**Key Stage 4  
Year 11**

<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<p>TV and Video Games and Aggression . Phobias</p> <p>Cumulative Assessment: End of topic test – past paper s</p> <p>Skills: To apply scientific theories and studies in perception and criminal psychology to everyday life</p>	<p>TV and Video Games and Aggression. Phobias</p> <p>Cumulative Assessment: End of topic test – past paper s</p> <p>Skills: To apply scientific theories and studies in perception and criminal psychology to everyday life</p>	<p>Revision: Dreaming and Perception Cumulative Assessment: End of topic test – past paper s</p> <p>Skills: To apply scientific theories and studies in perception, dreaming and criminal psychology to everyday life</p>	<p>Revision: Criminal and TV &amp; Video Cumulative Assessment: End of topic test – past paper s</p> <p>Skills: To apply scientific theories and studies in criminal psychology and psychology of aggression to everyday life</p>	<p>REVISION: all topics</p> <p>Cumulative Assessment: End of topic test – past paper s</p> <p>Skills: To apply scientific theories and studies in all topics to everyday life</p>	<p>Students leave</p>
<p><i>British Values/SMSC: SMSC/British Values: Learning about the world around them. Understanding a range of topical issues. Debates about important questions in society: e.g. are young children affected by TV and Video aggression? How do we develop phobias?</i></p>					
<p><b>Enrichment/Extra Curriculum:</b></p> <ul style="list-style-type: none"> <li>Psychology Clinics, outside speakers about e.g. the careers in psychology</li> </ul>					