

**Curriculum Subject: Psychology Key Stage 4 starting from 2019+**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>YEAR 10</b>	<p><b>Explaining crime through nurture (PG)</b> <b>Research Methods (AT)</b></p>	<p><b>Biological basis of crime(PG)</b> <b>Research Methods(AT)</b></p>	<p><b>Situational factors in social influence (AT)</b> <b>Developmental: Stages of human development</b></p>	<p><b>Dispositional factors in social influence (AT)</b> <b>Developmental: Growth mind-set</b></p>	<p><b>Psychological problems: Theories of schizophrenia</b> <b>Multistore model of memory</b></p>	<p><b>Psychological problems: Theories of clinical depression</b> <b>Theory of reconstructive memory</b></p>
	<ul style="list-style-type: none"> <li>Defining and measuring crime</li> <li>Social learning theory</li> <li>Cooper and Mackie (1986)</li> <li>Planning research</li> </ul>	<ul style="list-style-type: none"> <li>Theory of the criminal personality</li> <li>Neuropsychology of crime</li> <li>Heaven (1996)</li> <li>Applications of research on crime</li> <li>Experimental design</li> <li>Reliability and validity</li> <li>Psychological perspectives: nature and nurture</li> </ul>	<ul style="list-style-type: none"> <li>Crowd, collective and cultural influence</li> <li>Authority and obedience</li> <li>Bickman (1974)</li> <li>Theory of cognitive development</li> <li>Piaget (1952)</li> <li>Ethics in psychological research</li> </ul>	<ul style="list-style-type: none"> <li>Self-esteem, locus of control and morality</li> <li>Authoritarian personality</li> <li>Morrell et al (2011)</li> <li>Changing attitudes to mental health</li> <li>Fixed and growth mind-sets</li> <li>Blackwell (2007)</li> <li>Applications to education</li> <li>Psychological perspectives: reductionism and holism</li> </ul>	<ul style="list-style-type: none"> <li>Mental health continuum</li> <li>Social drift theory of schizophrenia</li> <li>Dopamine hypothesis</li> <li>Daniel et al (1991)</li> <li>Stages of information processing</li> <li>Multistore model of memory</li> <li>Wilson et al (2008)</li> <li>Types of forgetting</li> </ul>	<ul style="list-style-type: none"> <li>Social rank theory of clinical depression</li> <li>ABC model of clinical depression</li> <li>Tandoc et al (2015)</li> <li>Therapy and medication</li> <li>Theory of reconstructive memory</li> <li>Braun et al (2002)</li> <li>Application to recall techniques</li> <li>Psychological perspectives: free will and determinism</li> </ul>
<b>YEAR 11</b>	<p><b>Sleep &amp; Dreaming: Freud's theory of dreaming (PG)</b> <b>RM: Experimental research in psychology</b></p>	<p><b>Sleep &amp; Dreaming: Activation synthesis theory of dreaming (PG)</b> <b>RM:Non-experimental research and analysing research</b></p>	<p><b>Examining critical debates in psychology</b> <b>RM: Planning my own research</b></p>	<p><b>Carrying out and evaluating research</b></p>	<p><b>Revision</b></p>	<b>External exams</b>
	<ul style="list-style-type: none"> <li>Neuropsychology of sleep</li> <li>Freud's theory of dreaming</li> <li>Freud (1918)</li> <li>Types of experiment</li> <li>BPS ethical guidelines</li> <li>Types of validity in psychological research</li> </ul>	<ul style="list-style-type: none"> <li>Activation synthesis theory of dreaming</li> <li>Williams et al (1992)</li> <li>Treatment of sleeping disorders</li> <li>Self-report interviews and questionnaires, observations, case studies and correlations</li> <li>Representing and analysing data in psychology</li> </ul>	<ul style="list-style-type: none"> <li>Respond to critical debates in psychology using a range of theories and evidence</li> <li>Structuring an exam essay</li> <li>Planning a psychological investigation of your own</li> </ul>	<ul style="list-style-type: none"> <li>Carry out your own psychological investigation</li> <li>Evaluate your own psychological investigation</li> <li>The peer review process in science and psychology</li> </ul>	<ul style="list-style-type: none"> <li>Elaborative interrogation</li> <li>Retrieval practice</li> <li>Explanation to peers</li> <li>Knowledge organisers</li> </ul>	

**St Bede's Curriculum Design Principles**

Within subjects: depth, relevance, sequencing, spacing

Between subjects: breadth, cultural capital, coherence, progression, interlinking

