

GCSE Psychology - Scheme of Learning				
Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Debates on theories</li> <li>❖ Opportunities for substantiated judgements</li> <li>❖ Structured assessments with a focus on both knowledge and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Respect: Development and Social Influence</li> <li>● Dignity: Social Influence</li> <li>● Courage: Development, Social Influence, Memory</li> <li>● Ambition: Research Methods, Neuropsychology</li> <li>● Compassion: Memory, Development, Social Influence</li> </ul>	<ul style="list-style-type: none"> <li>● Skills gained which are vital in the workplace: Debating, research, time management, reflection</li> <li>● Understanding and application using real world scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of key theories linked to human behaviour</li> <li>● Issues and debates e.g. nature-nurture, gender bias, cultural bias</li> </ul>	<ul style="list-style-type: none"> <li>● Effects of development on learning</li> <li>● Conformity and obedience</li> <li>● Prosocial behaviour</li> <li>● Language and thought across culture</li> <li>● Impact of significant mental health</li> </ul>
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Describe and evaluate Murdock's study on the serial position curve. (9)</li> <li>❖ Outline one explanation for visual illusions (4)</li> <li>❖ Outline one difference between assimilation and accommodation (3)</li> <li>❖ Describe and evaluate social factors that affect obedience (9)</li> <li>❖ Outline and evaluate Piaget's theory that language depends on thought (9)</li> <li>❖ Explain one criticism of Hebb's theory of learning and neuronal growth (4)</li> <li>❖ Outline the effects of mental health problems on the individual (3)</li> </ul>			<ul style="list-style-type: none"> <li>● Knowledge Retrieval Tests</li> <li>● Revision documents on Google Classroom</li> <li>● Independent research</li> </ul>	<ul style="list-style-type: none"> <li>● Exam practice</li> <li>● Research methods</li> <li>● DIRT</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum ( <i>including KS2</i> )
Memory	★ Processes of memory (encoding, storage and retrieval)	<b>GCSE Link:</b> → Paper 1: Cognition and behaviour <b>Wider Curriculum Links:</b>		n/a

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7 weeks	<ul style="list-style-type: none"> <li>★ Structures of memory (multi store model, primacy and recency, Murdock's serial position curve study)</li> <li>★ Memory as an active process (reconstructive memory, Bartlett's War of the Ghosts study, factors affecting accuracy)</li> </ul>	<ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Types of psychology - Cognitive Psychology</li> </ul>	
<b>Perception</b>  7 Weeks	<ul style="list-style-type: none"> <li>★ Difference between sensation and perception</li> <li>★ Visual cues (monocular and binocular)</li> <li>★ Gibson's theory of perception</li> <li>★ Gregory's theory of perception</li> <li>★ Factors affecting perception (Gilchrist and Nesberg, Bruner and Minturn)</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Paper 1: Cognition and behaviour</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Types of psychology - Developmental Psychology</li> </ul>	n/a
<b>Development</b>  7 Weeks	<ul style="list-style-type: none"> <li>★ Early brain development</li> <li>★ Piaget's theory of cognitive development (Naughty Teddy study, Policeman doll study)</li> <li>★ The effects of learning on development (Dweck's mindset theory, Willingham's Learning Theory)</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Paper 1: Cognition and behaviour</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Types of psychology - Developmental Psychology</li> </ul>	n/a
<b>Research Methods</b>  7 Weeks	<ul style="list-style-type: none"> <li>★ Testable hypothesis</li> <li>★ Variables</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Paper 1: Cognition and behaviour</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Biology</li> </ul>	n/a

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	<ul style="list-style-type: none"> <li>★ Sampling methods</li> <li>★ Designing research</li> <li>★ Correlation</li> <li>★ Research procedures</li> <li>★ Planning and conducting research</li> <li>★ Ethical considerations</li> <li>★ Data handling</li> </ul>	<ul style="list-style-type: none"> <li>→ Sociology</li> <li>→ Literacy</li> <li>→ Mathematics</li> </ul>	
<b>Social Influence</b>  <i>7 Weeks</i>	<ul style="list-style-type: none"> <li>★ Conformity (Asch's study)</li> <li>★ Obedience (Milgram's agency theory, Adorno's theory of Authoritarian Personality)</li> <li>★ Prosocial behaviour (bystander, Piliavin's subway study)</li> <li>★ Crowd and collective behaviour (prosocial and antisocial behaviour, social and dispositional factors).</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology	n/a
<b>Language, thought and communication</b>  <i>7 Weeks</i>	<ul style="list-style-type: none"> <li>★ Relationship between language and thought (Piaget's theory and Sapir-Whorf)</li> <li>★ Human and animal communication (Von Frisch's bee study)</li> <li>★ Non-verbal communication (eye contact, body language, personal space)</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Cognitive Psychology	n/a

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	<ul style="list-style-type: none"> <li>★ Explanations of non-verbal communication (Darwin's evolutionary theory)</li> </ul>		
<b>Brain and neuropsychology</b>  7 Weeks	<ul style="list-style-type: none"> <li>★ Structure and function of the nervous systems (central and peripheral, James-Lange theory of emotion).</li> <li>★ Neuron structure and function (sensory, motor and relay, synaptic transmission)</li> <li>★ Structure and function of the brain (localisation of function, Pernfield's study)</li> <li>★ Introduction to neuropsychology (scanning techniques, Tulving's 'gold' memory study)</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Biopsychology	n/a
<b>Psychological problems</b>  7 Weeks	<ul style="list-style-type: none"> <li>★ An introduction to mental health (cultural variations, challenges of modern day life, social stigma)</li> <li>★ Effects of significant mental health on society (individual and social effects)</li> <li>★ Characteristics of clinical depression (unipolar and bipolar depression, diagnosis)</li> <li>★ Theories of depression (biological and psychological, drug therapy and CBT)</li> <li>★ Characteristics of addiction (difference</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology	n/a

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	between addiction and substance abuse) ★ Theories of addiction (biological explanations, psychological explanations, aversion therapy)		
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### Post 16 Psychology - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Debates on theories</li> <li>❖ Opportunities for substantiated judgements</li> <li>❖ Structured assessments with a focus on both knowledge and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>● Respect: Attachment, issues &amp; debates and Social Influence</li> <li>● Dignity: Issues &amp; debates and Social Influence</li> <li>● Courage: Biopsychology, Social Influence, Memory</li> <li>● Ambition: Research</li> </ul>	<ul style="list-style-type: none"> <li>● Skills gained which are vital in the workplace: Debating, research, time management, reflection</li> <li>● Understanding and application using</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of key theories linked to human behaviour</li> <li>● Issues and debates e.g. nature-nurture, gender bias, cultural bias</li> </ul>	<ul style="list-style-type: none"> <li>● Conformity to social roles</li> <li>● Social influence in social changes</li> <li>● Ainsworth's Strange Situation</li> <li>● Issues and debates in Psychology</li> </ul>

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	Methods, Neuropsychology <ul style="list-style-type: none"> <li>Compassion: Memory, Attachment, Social Influence and Psychopathology</li> </ul>	real world scenarios		
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Discuss normative and informational social influences as explanations of conformity (16)</li> <li>❖ Discuss interference and retrieval failure as explanations for forgetting (16)</li> <li>❖ Explain the behaviour of a child who is classified as insecure-avoidant (3)</li> <li>❖ Describe and evaluate the behaviourist approach (16)</li> <li>❖ Discuss two or more definitions of abnormality (16)</li> <li>❖ Discuss how split brain research has been used to investigate hemispheric lateralisation (16)</li> </ul>			<ul style="list-style-type: none"> <li>Knowledge Retrieval Tests</li> <li>Revision documents on Google Classroom</li> <li>Independent research</li> <li>Tutor2u</li> </ul>	<ul style="list-style-type: none"> <li>Exam practice</li> <li>Research methods</li> <li>DIRT</li> </ul>
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing		National Curriculum <i>(including KS2)</i>
<b>Social Influence</b>  <i>5 weeks</i>	<ul style="list-style-type: none"> <li>★ Types of conformity</li> <li>★ Conformity to social roles</li> <li>★ Explanations for obedience</li> <li>★ Explanations of resistance to social influence</li> <li>★ Minority influence</li> <li>★ Social influence in social change</li> </ul>	<b>GCSE Link:</b> → Paper 1: Cognition and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology		n/a
<b>Memory</b>  <i>5 Weeks</i>	<ul style="list-style-type: none"> <li>★ The multi-store model of memory</li> <li>★ Types of long term memory</li> <li>★ The working memory model</li> </ul>	<b>GCSE Link:</b> → Paper 1: Cognition and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology		n/a

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	<ul style="list-style-type: none"> <li>★ Explanations for forgetting</li> <li>★ Factors affecting accuracy of eyewitness testimony</li> <li>★ Improving the accuracy of eyewitness testimony</li> </ul>	<ul style="list-style-type: none"> <li>→ Literacy</li> </ul> <b>Sequencing Links:</b> <ul style="list-style-type: none"> <li>→ Types of psychology - Cognitive Psychology</li> </ul>	
<b>Attachment</b>  5 Weeks	<ul style="list-style-type: none"> <li>★ Caregiver-infant interactions</li> <li>★ Animal studies of attachment</li> <li>★ Explanations of attachment</li> <li>★ Ainsworths 'Strange Situation'</li> <li>★ Bowlby's theory of maternal deprivation</li> <li>★ The influence of early attachment on adult relationships</li> </ul>	<b>GCSE Link:</b> <ul style="list-style-type: none"> <li>→ Paper 1: Cognition and behaviour</li> </ul> <b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <b>Sequencing Links:</b> <ul style="list-style-type: none"> <li>→ Types of psychology - Developmental Psychology</li> </ul>	n/a
<b>Psychopathology</b>  5 Weeks	<ul style="list-style-type: none"> <li>★ Definitions of abnormality</li> <li>★ Characteristics of OCD</li> <li>★ Behavioural approach to explaining and treating phobias</li> <li>★ Cognitive approach to explaining and treating depression</li> <li>★ The biological approach to explaining and treating OCD</li> </ul>	<b>GCSE Link:</b> <ul style="list-style-type: none"> <li>→ Paper 2: Social context and behaviour</li> </ul> <b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <b>Sequencing Links:</b> <ul style="list-style-type: none"> <li>→ Types of psychology - Social Psychology</li> </ul>	n/a
<b>Approaches in Psychology</b>	<ul style="list-style-type: none"> <li>★ Learning Approach</li> </ul>	<b>GCSE Link:</b> <ul style="list-style-type: none"> <li>→ Paper 2: Social context and behaviour</li> </ul>	n/a

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<p><i>3 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Cognitive Approach</li> <li>★ Biological Approach</li> <li>★ Psychodynamic Approach</li> <li>★ Humanistic Approach</li> <li>★ Comparison of approaches</li> </ul>	<p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Types of psychology -all approaches</li> </ul>	
<p><b>Biopsychology</b></p> <p><i>3 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Division of the nervous system</li> <li>★ Structure and functions of neurons</li> <li>★ Function of the endocrine system</li> <li>★ Fight or flight response</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Paper 2: Social context and behaviour</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> </ul> <p><b>Sequencing Links:</b></p> <ul style="list-style-type: none"> <li>→ Types of psychology -Biopsychology</li> </ul>	n/a
<p><b>Research Methods</b></p> <p><i>7 Weeks</i></p>	<ul style="list-style-type: none"> <li>★ Hypothesis</li> <li>★ Sampling</li> <li>★ Pilot studies</li> <li>★ Experimental designs</li> <li>★ Observational designs</li> <li>★ Control</li> <li>★ Ethics</li> <li>★ Data handling</li> <li>★ Features of science</li> <li>★ Display of quantitative data</li> <li>★ Inferential testing</li> </ul>	<p><b>GCSE Link:</b></p> <ul style="list-style-type: none"> <li>→ Paper 1: Cognition and behaviour</li> </ul> <p><b>Wider Curriculum Links:</b></p> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> <li>→ Mathematics</li> </ul>	n/a

## Psychology & Criminology

<b>Issues and debates</b>  <i>5 Weeks</i>	<ul style="list-style-type: none"> <li>★ Gender and culture</li> <li>★ Free will and determinism</li> <li>★ Nature-nurture debate</li> <li>★ Holism and reductionism</li> <li>★ Idiographic and nomothetic</li> <li>★ Ethical implications</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology	n/a
<b>Relationships</b>  <i>7 Weeks</i>	<ul style="list-style-type: none"> <li>★ Evolutionary explanations for partner preference</li> <li>★ Factors affecting attraction</li> <li>★ Theories of romantic relationships</li> <li>★ Virtual relationships</li> <li>★ Parasocial relationships</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology	n/a
<b>Eating behaviour</b>  <i>7 Weeks</i>	<ul style="list-style-type: none"> <li>★ Explanations for food preferences</li> <li>★ Neural and hormonal mechanism involved in the control of eating behaviour</li> <li>★ Biological explanations for anorexia nervosa</li> <li>★ Psychological explanations for anorexia nervosa</li> <li>★ Biological explanations for obesity</li> <li>★ Psychological explanations for obesity</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology and Biopsychology	n/a

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<b>Addiction</b>  <i>9 Weeks</i>	<ul style="list-style-type: none"> <li>★ Describing addiction</li> <li>★ Risk factors</li> <li>★ Explanations for nicotine addiction</li> <li>★ Explanations for gambling addiction</li> <li>★ Reducing addiction</li> <li>★ Theories of behaviour change</li> </ul>	<b>GCSE Link:</b> → Paper 2: Social context and behaviour <b>Wider Curriculum Links:</b> → Biology → Sociology → Literacy <b>Sequencing Links:</b> → Types of psychology - Social Psychology & Biopsychology	n/a
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### Post 16 Criminology - Scheme of Learning

Word Rich - Oracy, Vocabulary, Reading, Writing	SMSC & Values	Careers & Employability	Enrichment & Cultural Capital	Equality, Diversity & Inclusivity
<ul style="list-style-type: none"> <li>❖ Debates on theories</li> <li>❖ Opportunities for substantiated judgements</li> <li>❖ Structured assessments with a focus on both knowledge and evaluation</li> <li>❖ Analysis of real world scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Respect: Campaigns to elicit change, causes of policy change</li> <li>● Dignity: Crime reports and public perception, social constructions of crime</li> <li>● Courage: Review criminal cases</li> <li>● Ambition: Causes of policy change</li> <li>● Compassion: Causes of criminality, causes of policy change</li> </ul>	<ul style="list-style-type: none"> <li>● Skills gained which are vital in the workplace: Debating, research, time management, reflection</li> <li>● Understanding and application using real world scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding of key theories linked to human behaviour. Focus on sociological, biological and psychological theories.</li> <li>● Understanding criminal investigations from the crime scene to the courtroom.</li> </ul>	<ul style="list-style-type: none"> <li>● Campaigns for change</li> <li>● Theories of criminality</li> <li>● Review criminal cases</li> <li>● The role of punishment</li> </ul>
Formal Assessments (Title/Date)			Blended Learning	Home Learning
<ul style="list-style-type: none"> <li>❖ Evaluate one sociological theory of criminality (9 marks)</li> <li>❖ Briefly explain the impact of the media's representation of crime on the public perception of crime (4 marks)</li> </ul>			<ul style="list-style-type: none"> <li>● Knowledge Retrieval Tests</li> <li>● Revision documents on</li> </ul>	<ul style="list-style-type: none"> <li>● Exam practice</li> <li>● Research methods</li> </ul>

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<ul style="list-style-type: none"> <li>❖ Discuss how laws have changed over time (9 marks)</li> <li>❖ Briefly describe one behavioural tactic used by prisons to achieve social control (4 marks)</li> <li>❖ Discuss how theories of criminality have influenced the aims of sentencing (9 marks)</li> <li>❖ Evaluate the effectiveness of the police service and the Crown Prosecution Service in achieving social control (9 marks)</li> </ul>		Google Classroom • Independent research • Tutor2u	• DIRT
Unit of Work	Knowledge and Skills	Curriculum Links and Sequencing	National Curriculum <i>(including KS2)</i>
<b>Changing Awareness of Crime</b>  <i>14 weeks</i>	<ul style="list-style-type: none"> <li>★ Crime reports and public perception of crime</li> <li>★ How campaigns are used to elicit change</li> <li>★ Plan campaigns for change related to crime</li> <li>★ Completed as an internal assessment Christmas Year 12</li> </ul>	<b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> <li>→ Psychology</li> <li>→ Law</li> </ul>	n/a
<b>Criminological Theories</b>  <i>14 Weeks</i>	<ul style="list-style-type: none"> <li>★ Understand social constructions of crime</li> <li>★ Know theories of criminality</li> <li>★ Understand causes of criminality</li> <li>★ Understand causes of policy change</li> <li>★ Completed as an external assessment May Year 12</li> </ul>	<b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> <li>→ Psychology</li> <li>→ Law</li> </ul>	n/a
<b>Crime Scene to Courtroom</b>  <i>14 Weeks</i>	<ul style="list-style-type: none"> <li>★ Understand the process of criminal investigations</li> <li>★ Understand the process for prosecution of suspects</li> </ul>	<b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> <li>→ Psychology</li> <li>→ Law</li> </ul>	n/a

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	<ul style="list-style-type: none"> <li>★ Review criminal cases</li> <li>★ Completed as an internal assessment Christmas Year 13</li> </ul>		
<b>Crime and Punishment</b>  14 Weeks	<ul style="list-style-type: none"> <li>★ Understand the criminal justice system in England and Wales</li> <li>★ Understand the role of punishment in a criminal justice system</li> <li>★ Understand the measures used in social control</li> <li>★ Completed as an external assessment May Year 13</li> </ul>	<b>Wider Curriculum Links:</b> <ul style="list-style-type: none"> <li>→ Biology</li> <li>→ Sociology</li> <li>→ Literacy</li> <li>→ Psychology</li> <li>→ Law</li> </ul>	n/a