

St. Mary's Catholic High School (2025-2026) PSYCHOLOGY LTP								
YEAR 9 LONG TERM PLAN with CURRICULUM STANDARDS								
YEAR 9	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	TOPIC	TOPIC		TOPIC	TOPIC		TOPIC	TOPIC
	Development: Early brain developmnt	Development: Piaget's stages of development and their role in education. piaget's theory of cognitive	Development: Dweck's Mindset Theory and the Effects of Learning on Development	Development:Willingham's Learning Theory and the Effects of Learning on Development.	Study: Piaget's and Inhelder 'Three Mountains' task	Development: Study:Gunderson et.al (2013 ) Parent praise	Issues and debates	Memory Information Processing
	Ensure that psychology is a science by learning and understanding it. Identify and describe the key elements of early brain development in relation to how brain areas respond to stimuli.	Explore the key role of education and intelligence, including Piaget's Theory of cognitive development, and the four stages of cognitive development, including strengths and weaknesses of the theory: sensorimotor, preoperational, concrete operational, formal operational, schemata/schemas, assimilation, accommodation and equilibrium.	Evaluate the effects of learning on development using Carol Dweck's mindset theory. Outline the strengths and weaknesses of the theory. Define and explain the key terms a. fixed mindset b. growth mindset c. ability and effort.	Describe developmental effects by learning from the theory of Daniel Willingham, including strengths and weaknesses of the theory: Factual knowledge predates skills, the importance of practice and effort, cognitive development strategies, physical development strategies and social development strategies.	Discuss how the Piaget's Theory of Cognitive Development can be supported by the study. Using the "Three Mountain Task" procedure will determine the child's egocentrism in the pre-operartional stage. Explain how qualitative data had been used in the study. Explain the use of standard procedure to establish reliability.	Discuss how the links between learning and development. Studying children's perspectives and exploring the connections between the viewpoint of the child and the perception of other children. Examine the use of love in Gunderson et al. by parents of children.	Identify morality issues in psychology and the individual, including: The terms 'morality' and 'moral(s)' Pre-conventional, conventional and post-conventional stages of morality The use of content, theories and research drawn from cognitive development to explain development of morality	Explain how memory and information processing work and how they are structured. To learn more about how the brain processes information, draw a diagramatic model of the brain. Explain what the term "encoding" means.
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Memory: Short-term and Long-term memory	Memory: Understanding Amnesia	Memory: Bartlett's (1932) Theory of reconstuctive memory	Memory: Atkinsons and Shiffrin (1968) Multi-store Model of memory	Memory: study: Bartlett (1932 War of the Ghosts	Memory: study: Peterson and peterson (1959) Short-term Retention of individual verbal items	Memory: Issues and debates	

Term 1	Identify the key features, structures and processes of memory. Distinguish between short term and long term memory.	Recognize the types of amnesia.Demonstrate understanding of retrograde and anterograde amnesia. Compare and hightlight key differences between symptoms of retrograde amnesia and the symptoms of anterograde amnesia	Examine how schemas are created and how they affect memory. Apply the concept of reconstuctive memory to a variety of circumstances to emphasize essential memory ideas. Compare and contrast reconstuctive memory to the multi-store memory model.	Describe the Multi-Store Model of Memory by Atkinson and Shiffrin. Outline the strengths and weaknesses of the theory of separate memory stores.Such as : Iconic memory,Echoic Memory and the other sensory registers .	Examine whether prior information influences the recall of a story. To see if cultural context and unfamiliarity with a narrative caused memory distortion when it was recalled. To see if people's memories are reconstructive and if they store and recall information according to cultural schemas.	Examine the true duration of a short-term trace by interfering with the rehearsal process.	Define the principles and key concepts of the reductionism/holism debate. To explain how research illustrates different positions within the reductionism/holism debate.To apply understanding of the reductionism/holism debate and synthesise this knowledge when given novel sources	
YEAR 9	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
Term 2	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	REVISION	Psyhcological Problems: Unipolar depression: symptoms and features	Psychological Problems: Unipolar depression: Incidence and influence	Psychological problems: Genetic explanation of unipolar depression	Psychological problems: Cognitive theory as an explanation of depression	Psychological problems: Cognitive behavioural therapy (CBT) as a treatment for depression	Psychological problems: Drug therapy as a treatment for depression.	Psychological problems: Addiction: sumtoms, features, incidence and influence.
		Develop and further knowledge of common psychological disorders.a. Describe the symptoms and features of unipolar depression that diagnose this as a mental health problem.	Explain how the number of people diagnosed with unipolar depression has changed over time. Discuss how unipolar depression can affect individual people and society in general.	Explore on how the influence of genes can explain why people develop unipolar depression. Evaluate the genetic explanation of unipolar depression.	Understand how cognitive theory can be used to explain why people develop depression. Evaluate the cognitive theory as an explanation of developing unipolar depression.	Evaluate how CBT is used to treat people with depression and evaluate the therapy.	Explain how different drugs antidepressant treats patients with depression Define the terms: neurotransmitters, noradrenaline, reuptake, placebo and relapse. Assess the effectiveness of drugs like antidepressant in treating depression.	Identify the symptoms and features of drug addiction. Explain how addiction is diagnosed as a mental health problem. Describe how number of people diagnosed with addiction has changed over time. Outline how addiction can affect individuals and society in general.
		WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	TOPIC	TOPIC		TOPIC		TOPIC	TOPIC	

Term 2	Psychological problems: Genetic explanation of addiction.	Psychological problems: Learning theory as an explanation of addiction.Cognitive behavioural therapy as treatment for addiction.	Psychological problems:Dryg therapy as a treatment for addiction.Study: Caspi et al. (2003) Influence of life stress on depression: Moderation by a Polymorphism in the 5-HTT Gene.		Psychological problems: Study: Young (2007) Cognitive Behavior Therapy with Internet Addicts	Psychological problems: Issues and Debates.Nature and nurture	REVISION	
	Asses how the influence of genes can explain why people get addictions. Identify the gene that causes addiction. c. Explain the genetic variation as to why some are more prone to get addiction.	Evaluate the social learning theory to explain how people get into addiction. Discuss thoroughly how classical conditioning and operant conditioning shape ones behavior and relates to addiction. Explain what is functional analysis and skills training. Study the background of cognitive behavioural therapy. Describe the procedure of CBT when it is used with people who have got addiction. State the strengths and weaknesses of the therapy as used to treat addiction.	Investigate how drugs are used to treat people with addiction. Outline how effective is the drug therapy to treat addiction.Assess the strengths and weaknesses of the drug therapy. Explain stressful experiences lead to depression in some people but not others. Investigate the role of a gene involved with serotonin to see if it contributed to depression.		Write hypotheses for experimental design exercises undertaken on memory. Evaluate whether there is a genetic basis for addictive behaviour . To investigate the effect of using CBT to treat a group of patients diagnosed with internet addiction. To see how problem behaviours improved over time both during the therapy and after sessions had ended.	Investigate the principles and key concepts within the nature/nurture debate.Outline the key features of the nature/nurture debate. Identify evidence to support each side of the debate . Critique the methods used by each position within the debate.		
YEAR 10 LONG TERM PLAN with CURRICULUM STANDARDS								
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	The brain and neuropsychology: The structure and function of the brain	The brain and neuropsychology: Lateralisation of function in the hemispheres	The brain and neuropsychology: The role of the central nervous system	The brain and neuropsychology: The impact of neurological damage	The brain and neuropsychology: Study: Damasio et al.(1994) The return of Phineas Gage: Clues about the brain from the skull of a famous patient	The brain and neuropsychology: Study: Sperry (1968) Hemisphere Deconnection and unity in conscious awareness	The brain and neuropsychology: Issues and Debates: How Psychology has changed over time	Social influences: How do others affect you? Terms used in Social Influence

Term 1	Understand the structure of the human brain. Identify the location of the temporal, occipital, frontal and parietal lobes of the brain and their functions. Explore the location and function of the cerebellum.	Analyze how the two hemispheres of the brain have asymmetrical (different) functions. Describe the role of the left and right hemispheres. Explain The role of the corpus callosum. Evaluate the strengths and weaknesses of lateralisation as an explanation of sex differences between males and females.	Describe the role of the central nervous system. Explain how neurotransmitters (chemicals) pass messages around the body. Investigate how synapses work to pass on the messages. Describe how neurons and synapses interact.	Assess how your thoughts and behaviour can be affected by damage to your brain. Explain the Signs and symptoms of two disorders linked to brain damage known as ‘visual agnosia’ and ‘prosopagnosia’. Describe how damage in the pre-frontal cortex of the brain might affect a person’s behaviour.	Identify the location of damage in Phineas Gage using modern neuroimaging techniques. Explain the background to the study. Explain the Aims, Procedures, results and conclusions. Evaluate the strengths and weaknesses of the study.	Investigate the cognitive functions that are linked to each hemisphere in the brain. Assess the behavioural, and psychological effects of the split-brain surgery on the patients. Explain the background to the study. Explain the Aims, Procedures, results and conclusions. Evaluate the strengths and weaknesses of the study.	Explain how psychology changed over time using concepts, theories and research drwan from studying the brain to explain how psychology changed over time.	Describe the meaning of the terms associated with social influence
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC		TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	REVISION
	Social influences: How do others affect you? - Bystander Intervention		Social influences: How do others affect you?- Conformity	Social influences: How do others affect you?- Obedience to an authority figure	Social influences: How do others affect you?- Understanding the behaviour of crowds	Social influences: How do others affect you?- Understand ways to prevent blind obedience to authority figures	Social influences: How do others affect you?: Study: Piliavin et al. (1969) Good Samaritanism: An underground	
	Define and explain what is meant by a bystander effect. Distinguish between bystander ‘intervention’ and bystander ‘apathy’ .Demonstrate knowledge about why some people are willing to help and others are not. Explain the conditions under which bystanders may intervene.		Relate conformity to majority influence and factors affecting conformity to majority influence, including: a. personality b. the situation . Describe the situations in which we are more likely to conform.	Recognize obedience to authority and factors affecting obedience to authority figures, including: a. personality b. the situation.	Evaluate the behaviour of crowds and the individuals within them and the effect of collective behaviour, including a. pro- and anti-social behaviour.	Understand possible ways to prevent blind obedience to authority figures	Describe the background to the study. Explain Aims, procedure, results and conclusion. Evaluate Strengths and weaknesses. Investigate the effect that the type of victim would have on the speed and frequency with which someone would respond to aid them in an emergency.	
YEAR 10	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Social influences: How do others affect you? Study: Haney, Banks and Zimbardo (1973) A study of Prisoners and Guards	Social influences: How do others affect you? Issues and Debates- Social and Cultural issues in Psychology	Research Methods- How do you carry out Psychological Research? - Designing psychological research	Research Methods- How do you carry out Psychological Research? - Hypotheses	Research Methods- How do you carry out Psychological Research? - Methods of Sampling	Research Methods- How do you carry out Psychological Research? - Research and Experimental designs	Research Methods- How do you carry out Psychological Research? - Issues of reliability and validity	Research Methods- How do you carry out Psychological Research? - Ethical issues in psychological research

Term 2	Describe the background to the study. Explain Aims, procedure, results and conclusion. Evaluate Strengths and weaknesses.Assess behaviour of ‘normal-average’ people when assigned the roles of ‘guards’ and ‘prisoners’. Analyze changes in emotions, mood, interactions, coping skills and attitudes towards oneself and others.	Demonstrate knowledge on social and cultural issues in psychology, including: a. know the terms ‘society’ and ‘social issues’ b. know the term ‘culture’ c. the use of content, theories, and research drawn from social influence to explain social and cultural issues in psychology	Identify: a. an independent variable (IV) b. a dependent variable (DV) c. extraneous variables, including (i) situational variables (ii) participant variables Analyze the influence of extraneous variables and suggest possible ways to control for them, including: a. use of standardised procedures b. counterbalancing c. randomisation d. single-blind techniques e. double-blind techniques	Define null hypothesis and write them out. Define alternative hypothesis and write different ones down.	Discuss the meaning of target population and samples.Evaluate the different methods of sampling, including strengths and weaknesses of each sampling method	Explore the experimental and research designs, including strengths and weaknesses: a. independent measures b. repeated measures c. matched pairs	Outline how reliability and validity is affected in sampling methods, experimental design, and quantitative and qualitative methods.	Analyze ethical issues in psychological research and how to deal with ethical issues.
Term 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	REVISION
	Research Methods- How do you carry out Psychological Research?- Understanding Research Methods	Research Methods- How do you carry out Psychological Research?- Understanding Research Methods	Research Methods- How do you carry out Psychological Research? - Data Analysis: Arithmetic and numerical computation	Research Methods- How do you carry out Psychological Research? - Maths skills and Descriptive statistics	Research Methods- How do you carry out Psychological Research? - Representing and Interpreting Data	Research Methods- How do you carry out Psychological Research? - Types of data	Research Methods- How do you carry out Psychological Research? : Issues and Debates- Ethical Issues	
	Evaluate research methods,a. Experiments, b. Interviews, c. Questionnaires including the features, strengths and weaknesses of the following, and the types of research for which they are suitable.	Continue Evaluating research methods,d. Correlation, e. Case study and f. Observation including the features, strengths and weaknesses of the following, and the types of research for which they are suitable.	Recognise and use expressions in decimal and standard form b. estimate results c. use an appropriate number of significant figures.	Analyze and use, including calculations: a. mean, and finding arithmetic means b. median c. mode d. ratios e. fractions f. percentages g. range as a measure of dispersion h. identify the characteristics of normal distributions	Be able to: a. construct and interpret frequency tables and diagrams b. construct and interpret bar charts c. construct and interpret histograms d. construct a scatter diagram e. use a scatter diagram to identify a correlation between two variables.	Analyze the difference between: a. primary data b. secondary data	Evaluate ethical issues in psychological research, including: a. know the term ‘ethical issue(s)’ Review the use of content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research.	
YEAR 11 LONG TERM PLAN with CURRICULUM STANDARDS								
YEAR 11	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
	Understanding learning theories as an explanation of criminality	Biological explanations of criminality	Understanding the effectsof punishment on recidivism & Treatments to	Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive	Charlton et al. (2000) Children's Playground Behaviour Across Five Years of Broadcast Television: A	Features, functions and benefits of sleep	Internal and external influences on sleep & Symptoms and	Freud's (1900) heory of dreaming & Hobson and McCarley's (1977)

Term 1	<p>Illustrate how criminality can be explained by learning theories. Explain the strengths and weaknesses of using learning theories to explain criminality.</p>	<p>Illustrate how criminality can be explained by biological explanations. Identify the personality types to explain criminality. Explain the strengths and weaknesses of personality theory as an explanation of criminality.</p>	<p>Describe the types of punishment used to deal with offenders. Explain the strengths and weaknesses of each form of punishment. Describe the two treatments used to rehabilitate and reduce criminal and antisocial behaviour and increase prosocial behaviour. Explain the strengths and weaknesses of these treatments.</p>	<p>Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.</p>	<p>Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.</p>	<p>Outline the four stages of sleep and REM sleep. Describe the functions and benefits of sleep. Explain the strengths and weaknesses of sleep cycle explanations.</p>	<p>Describe the circadian and ultradian rhythms; and sleep. Illustrate how the hormones and zeitgebers influences sleep. Explain the strengths and weaknesses of bodily rhythms as internal and external explanations on sleep. Describe the symptoms and explanations of insomnia and narcolepsy.</p>	<p>Outline the Freud's theory of how dreams are used to access the unconscious. Illustrate the manifest and latent content of dreams and dreamwork. Explain the strengths and weaknesses of Freud's theory. Describe the Hobson and McCarley's biological theory of dreaming. Explain the strengths and weaknesses of Hobson and McCarley's theory.</p>
Term 1	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	REVISION
	<p><b>Freud's (1909) LittleHans: Analysis of a Phobia in a Five Year Old Boy</b></p>	<p><b>Siffre (1975) Six Months Alone in a Cave</b></p>	<p><b>Concepts of the self and self-concept &amp; The role of identity and free will in the development of the self</b></p>	<p><b>The humanistic explanation of the self &amp; Internal and external influences on the self and</b></p>	<p><b>How personality can be measured &amp; The use of trait theory as a measure of personality</b></p>	<p><b>Vohs and Schooler (2008) The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating</b></p>	<p><b>Van Houtte and Jarvis (1995) The Role of Pets in Preadolescent Psychosocial Development</b></p>	
	<p>Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.</p>	<p>Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.</p>	<p>Describe Lewis's ideas about existential and categorical self. Describe Roger's ideas about the way our self is divided and the key terms he used. Outline Erickson's theory of the eight stages of identity development. Explain Baumeister's views about free will and the consequences of belief in free will. Explain the strengths and weaknesses of Erickson and Baumeister's theories.</p>	<p>Describe the humanistic explanations of the development of Roger's theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of Roger and Maslow's theories. Explain the internal and external influences on the self and self-esteem.</p>	<p>Explain how personality can be measured using personality scales and types. Describe Allport's theory and Cattell's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a measure of personality.</p>	<p>Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.</p>	<p>Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.</p>	
YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	TOPIC		TOPIC		TOPIC		TOPIC	
	REVISION OF TOPIC 1 & 2		REVISION OF TOPIC 3 & 4		REVISION OF TOPIC 5		REVISION OF TOPIC 6	

Term 2	Review how brain developments occurs and how memory works.To practice answering exam questions. To revisit material both description and evaluation. To organize notes ready for main exam revision. To be assessed and see if they are on target. To understand how to answer questions on studies and research methods and theories. To recap how to answer flawedstudy question.		To review the ideas learned in the topic that how psychological problems can effect you and use them to illustrate arguments for and against the role of CBT or durgs treatment for psychological disorders of depression and addiction. Reapply the ideas from nature–nurture explanations as exemplified in mental health issues. To become familiar with exam-style questions. To practice answering exam questions To revisit material both description and evaluation To organise notes ready for main exam revision To be assessed and see if they are on target		To reapply ideas about how social influence effects others in a social context. To practice answering exam questions To revisit material both description and evaluation. Revise the strategies to enable people to retain the autonomous state and resist blind obedience. To organise notes ready for main exam revision To be assessed and see if they are on target		These topic are optional topic and will be examined in Paper 2. To use skills learned in the topic 6. To practise exam questions about the topics. to review the concpets are criminal born or made? To reapply ideas from learning theories as an explanation of criminality.	
Term 2	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
	TOPIC		TOPIC		TOPIC			REVISION
	REVISION OF TOPIC 7		REVISION OF TOPIC 9		REVISION OF TOPIC 11			
	These topic are optional topic and will be examined in Paper 2. Recall the concept of The self – What makes you who you are? strengths and weaknesses of each theory • Review the last few weeks, to see areas of weakness and redo them. • Or focus on all multiple choice questions from as many past papers as are available.		These topic are optional topic and will be examined in Paper 2. Sleep and dreaming – Why do you need to sleep and dream? To demonstrate their knowledge, students will undertake a range of activities, including the ability to recall, describe and define, as appropriate. Demonstrate their understanding, candidates should explain ideas and use their knowledge to apply, analyse, interpret and evaluate, as appropriate.		This topic is a compulsory topic and will be examined in both Paper 1 and Paper 2, but in greater depth in Paper 2. Research methods – How do you carry out psychological research? To practice answering exam questions. To revisit material both description and evaluation. To organize notes ready for main exam revision. To be assessed and see if they are on target. To understand how to answer questions on studies and research methods and theories.			