## St. Mary's Catholic High School (2024-2025) PSYCHOLOGY LTP YEAR 9 LONG TERM PLAN with CURRICULUM STANDARDS WEEK 1 YEAR 9 WEEK 2 WEEK 3 WEEK 4 WEEK 5 WEEK 6 WEEK 7 WEEK 8 TOPIC TOPIC TOPIC TOPIC TOPIC TOPIC Development **Development: Dweck's** Piaget's stages of Development:Willingham's Mindset Theory and the Study: Piaget's and Inhelder Development: Study:Gunderson **Development: Early** development and earning Theory and the Effects Issues and debates **Memory Information Processing** Effects of Learning on 'Three Mountains' task et.al (2013) Parent praise brain developmnt their role in of Learning on Development. education. piaget's Development Ensure that psychology Explore the key role of Evaluate the effects of Describe developmental Discuss how the Piaget's Theory Discuss how the links between Identify morality issues in Explain how memory and information psychology and the is a science by learning education and earning on development effects by learning from the of Cognitive Development can be learning and development. processing work and how they are and understanding it. intelligence, including using Carol Dweck's supported by the study. Using the Studying children's perspectives individual, theory of Daniel Willingham, structured. Identify and describe Piaget's Theory of Three Mountain Task" procedure and exploring the connections including: mindset theory. Outline including strengths and To learn more about how the brain Term<sub>1</sub> the key elements of The terms 'morality' and cognitive development, the strengths and will determine the child's between the viewpoint of the child weaknesses of the theory: processes information, draw a early brain and the four stages of weaknesses of the theory. egocentrism in the preand the perception of other moral(s)' Factual knowledge predates diagramatic model of the brain. development in relation cognitive development, Define and explain the key operartional stage. Explain how children. Examine the use of love in Pre-conventional, skills, the importance of Explain what the term "encoding" to how brain areas ncluding strengths and terms qualitative data had been used in Gunderson et al. by parents of conventional and postpractice and effort, cognitive means. respond to stimuli. weaknesses of the a. fixed mindset the study. Explain the use of children. conventional development strategies, o. growth mindset theory: sensorimotor, standard procedure to establish stages of morality physical development preoperational, ability and effort. relibility. The use of content. strategies and social concrete operational theories and research development strategies. formal operational, drawn from schemata/schemas, cognitive development to assimilation. explain development of accommodation and morality equilibrium. WEEK 9 WEEK 10 **WEEK 11 WEEK 13 WEEK 14 WEEK 15 WEEK 16 WEEK 12** TOPIC TOPIC TOPIC TOPIC TOPIC TOPIC TOPIC TOPIC Memory: Bartlett's (1932) Memory: Atkinsons and Memory: study: Peterson and Memory: Short-term and Memory: Understanding Memory: study: Bartlett (1932 War Theory of reconstuctive Shiffrin (1968) Multi-store peterson (1959) Short-term Memory: Issues and debates Long-term memory of the Ghosts Model of memory Retention of individual verbal items memory Identify the key Recognize the types of Examine how schemas are Describe the Multi-Store Examine whether prior information Examine the true duration of a short Define the principles and key concepts of the reductionism/holism Model of Memory by Atkinson influences the recall of a story. debate. To explain how research illustrates different positions features, structures and mnesia.Demonstrate created and how they affect term trace by interfering with the understanding of and Shiffrin. rehearsal process. within the reductionism/holism debate. To apply understanding of processes of memory. memory. Apply the concept To see if cultural context and Distinguish between retrograde and of reconstuctive memory to Outline the strengths and unfamiliarity with a narrative the reductionism/holism debate and synthesise this knowledge short term and long term anterograde amnesia. a variety of circumstances to weaknesses of the theory of caused memory distortion when it when given novel memory. Compare and hightlight emphasize essential separate memory stores. Such was recalled. sources Term<sub>1</sub> as : Iconic memory, Echoic To see if people's memories are key differences between memory ideas. Compare and contrast reconstuctive Memory and the other sensory reconstructive and if they store and symptoms of retrograde amnesia and the nemory to the multi-store egisters . recall information according to symptoms of cultural schemas. memory model. anterograde amnesia YEAR 9 **WEEK 17 WEEK 18 WEEK 19 WEEK 20 WEEK 21 WEEK 22 WEEK 23 WEEK 24**

	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC	TOPIC
		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.
Term 2	REVISION	of unipolar depression that diagnose this as a	people diagnosed with unipolar depression has changed over time. Discuss how unipolar depression can affect	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.		patients with depression Define the terms: neurotransmitters, noradrenaline, reuptake, placebo and relapse. Assess the effectiveness of	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.
	1	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30	WEEK 31	WEEK 32
Term 2	people get addictions.	Psychological probles explanation of addict therapy as treas  Evaluate the social learn people get into addiction. Discuss thoroughly how coperant conditioning shalto addiction. Explain what is functional Study the background of therapy. Describe the prowith people who have go	classical conditioning and pe ones behavior and relates all analysis and skills training. cognitive behavioural ocedure of CBT when it is used	Psychological problems: E addiction. Study: Caspi et al depression: Moderation by a linvestigate how drugs are used Outline how effective is the druthe strengths and weaknesses of Explain stressful experiences leanot others. Investigate the role of a gene in contributed to depression.	Oryg therapy as a treatment for . (2003) Influence of life stress on a Polymorphism in the 5-HTT Gene.  It to treat people with addiction. In the drug therapy to treat addiction. Assess of the drug therapy. In additional to depression in some people but a wolved with serotonin to see if it	Psychological problems: Study: Young (2007) Cognitive Behavior Therapy with Internet Addicts  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.	Psychological problems: Issues and Debates.Nature and nurture  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.	REVISION

			YEAR 10 LONG	TERM PLAN	with CURRICULU	JM STANDARDS		
YEAR 10	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Term 1	TOPIC  The brain and neuropsychology: The structure and function of the brain	TOPIC  The brain and neuropsychology: Lateralisation of function in the hemisphers	TOPIC  The brain and neuropsychology: The role of the central nervous system	TOPIC  The brain and neuropsychology: The impact of neurological damage	TOPIC  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	TOPIC  The brain and neuropsychology: Study: Sperry (1968) Hemisphere Deconnection and unity in conscious awareness	TOPIC  The brain and neuropsychology: Issues and Debates: How Psychology has changed over time	Social influences: How do others affect you? Terms use in Social Influence
	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.	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.	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 splitbrain 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.		Describe the meaning of the terms associated with social influence
	WEEK 9	WEEK 10	WEEK 11	WEEK 12	WEEK 13	WEEK 14	WEEK 15	WEEK 16
Term 1	Social influences: How do others affect you? - Bystander Intervention		do others affect you?- Conformity	Social influences: How do others affect you?- Obedience to an authority figure	others affect you?- Understanding the behaviour of crowds	Social influences: How do others affect you?- Understand ways to prevent blind obedience to authority figures	(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.		majority influence and factors affecting conformity to majority influence,	, ,		Understand possible ways to prevent blind obedience to authority figures	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	REVISION
	under which bystanders in		Describe the situations in which we are more likely to conform.				and frequency with which someone would respond to aid them in an emergency.	
YEAR 10	WEEK 17	WEEK 18	Describe the situations in which we are more likely to	WEEK 20	WEEK 21	WEEK 22	someone would respond to	WEEK 24

Term 2	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,	including: a. know the terms 'society' and 'social issues'	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	write them out. Define alternative hypothesis and write different ones down.	Research Methods- How do you carry out Psychological Research? - Methods of Sampling  Discuss the meaning of target population and samples. Evaluate the different methods of sampling, including strengths and weaknesses of each sampling method	Research Methods- How do you carry out Psychological Research? - Research and Experimental designs  Explore the experimental and research designs, including strengths and weaknesses: a. independent measures b. repeated measures c. matched pairs	Research Methods-How do you carry out Psychological Research? - Issues of reliability and validity  Outline how reliability and validity is affected in sampling methods, experimental design, and quantitative and qualitative methods.	Research Methods- How do you carry out Psychological Research? - Ethical issues in psychological research  Analyze ethical issues in psychological research and how to deal with ethical issues.
Term 2	and weaknesses of the	Correlation, e. Case study and f. Observation	b. estimate results c. use an appropriate number of significant	calculations: a. mean, and finding arithmetic means b. median c. mode d. ratios	Research Methods- How do you carry out Psychological Research? - Representing and Interpreting Data  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	b. secondary data	Research Methods- How do you carry out Psychological Research?: Issues and Debates- Ethical Issues  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	REVISION
	they	of research for which they are suitable.		f. percentages	correlation between two variables.		compulsory topics (Topics 1, 2, 3, 4, 5) to explain ethical issues in psychological research.	
YEAR 11	they	of research for which they are suitable.	YEAR 11 LONG	f. percentages g. range as a measure of dispersion h. identify the characteristics of normal distributions	correlation between		2, 3, 4, 5) to explain ethical issues in psychological	WEEK 8

Term 1	can be explained by learning theories. Explain the strengths and weaknesses of using learning theories to explain 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.	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.	Imitation of Aggressive  Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.	of the study. Explain the strengths and weaknesses of the study.	Features, functions and benefits of sleep  Outline the four stages of sleep and REM sleep.  Describe the functions and benefits of sleep.  Explain he strengths and weaknesses of sleep cycle explanations.	Internal and external influences on sleep & Symptoms and  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 insomia and narcolepsy.	Freud's (1900) heory of dreaming  & Hobson and McCarley's (1977)  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.
Term 1	and APRC of the study. Explain the strengths and	and APRC of the study. Explain the strengths and	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	influences on the self and Describe the humanistic explanations of the development of Roger's theory and Maslow's hierarchy of needs. Explain the strengths and weaknesses of	Explain how personality can be measured using personality scales and types. Describe Allport's theory and Cattel's 16PF personality assessment. Explain the strengths and weaknesses of trait theory as a	TOPIC  Vohs and Schooler (2008) The Value of Believing in Free Will: Encouraging a Belief in Determinism Increases Cheating  Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.	TOPIC  Van Houtte and Jarvis (1995) The Role of Pets in Preadolescent Psychosocial Development  Describe the background and APRC of the study. Explain the strengths and weaknesses of the study.	REVISION
YEAR 11	WEEK 17	WEEK 18	WEEK 19	WEEK 20	WEEK 21	WEEK 22	WEEK 23	WEEK 24
	TOPIC REVISION OF TOPIC 1 & 2		TOPIC REVISION OF TOPIC 3 & 4		TOPIC REVISION OF TOPIC 5		TOPIC 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.		explanations as exemplified in mental health issues.  To become familiar with exam-style questions.		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.	
	WEEK 25	WEEK 26	WEEK 27	WEEK 28	WEEK 29	WEEK 30 TOPIC	WEEK 31	WEEK 32
	TOPIC REVISION OF TOPIC 7		TOPIC REVISION OF TOPIC 9		REVISION OF TOPIC 11			
Term 2			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.		in Paper 2. Research methods – How exam questions. To revisit material b exam revision. To be assessed and se To understand how to answer questi	will be examined in both Paper 1 and Pa do you carry out psychological research oth description and evaluation. To orga se if they are on target. ons on studies and research methods a	ch? To practice answering anize notes ready for main	REVISION