

KS4 Social Sciences - Psychology

Head of Department: Mr Read



Curriculum Intent

We **serve** our students with an adaptive curriculum that meets the needs of all. Our different subjects have carefully identified plans outlining, what they teach and why. This is shared with all students, staff and parents to empower our community in their learning journey and includes careful consideration of sequencing of knowledge and skills. Cardinal Pole is committed to providing **opportunities** for staff and students to become life-long lovers of learning through personalised feedback, opportunities for reflection and progression. We are a community of **aspirant** learners where teachers are experts and students are critical scholars. This is achieved through absolute clarity of expectations and constant re-evaluation of needs through a shared language. We **reward** our community of learners by celebrating the successes, progress and achievements of all.

How do all KS4 Psychology lessons start? (Ready to Learn)

All lessons at Cardinal Pole start with a 'Ready to Learn' activity. The purpose of this is to support retrieval and prepare students for the lesson with recalling relevant knowledge. This activity is printed for students and handed out at the door. Students are expected to sit at their desk immediately and complete the task before sticking it in their books while the teacher welcomes the class and takes the register.

Ready to learn activities in **Psychology** look like this:

Do Now –

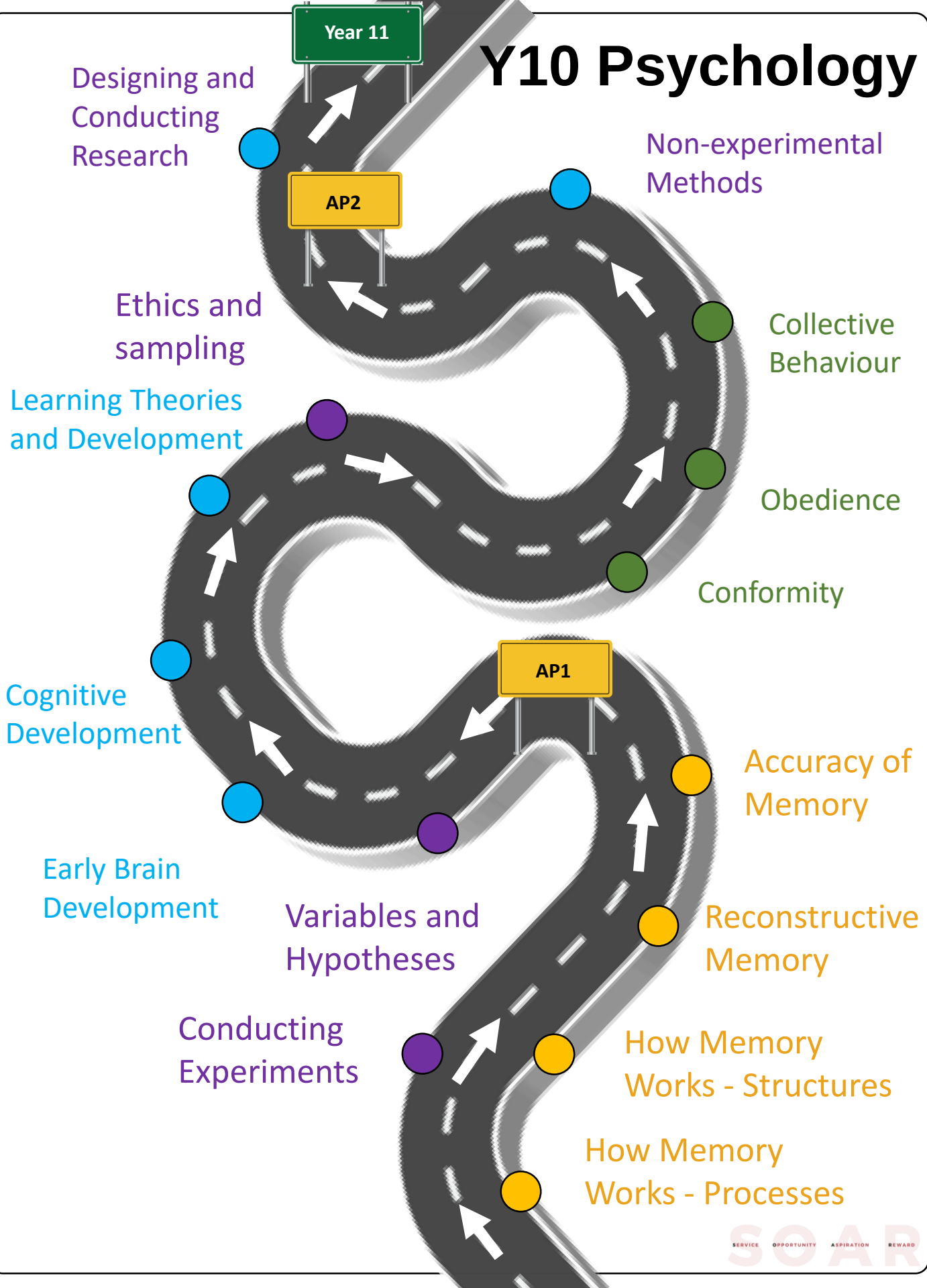
1. Identify three ethical issues: _____

2. Identify the type of correlation that you would expect to find between GCSE English Language grades and GCSE English Literature grades

3. Describe what is meant by a laboratory experiment:

4. Explain one or more strengths of a laboratory experiment

Y10 Psychology



Topic: Memory

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Processes and types of memory	Emerging Memory involves encoding, storage and retrieval. Achieving Episodic, semantic and procedural memories store different types of information. Excelling Explain how information must be encoded before it can be stored and later retrieved.	1. Define encoding, storage and retrieval. 2. Give one example of episodic, semantic and procedural memory. 3. Explain the difference between semantic and episodic memory. 4. Apply the three processes of memory to revising for a test.
The multi-store model	Emerging The multi-store model contains sensory, short-term and long-term memory stores. Achieving Each store differs in coding, capacity and duration. Excelling Use the features of each store to explain how information moves through the memory system.	1. Name the three stores in the multi-store model. 2. Define coding, capacity and duration. 3. Compare short-term and long-term memory. 4. Explain how information can reach long-term memory.
Serial position and Murdock	Emerging Items at the beginning and end of a list are often recalled best. Achieving Primacy and recency effects produce the serial position curve. Excelling Use Murdock's findings to explain primacy and recency using the multi-store model.	1. Define the primacy effect. 2. Define the recency effect. 3. Describe Murdock's serial position curve study. 4. Explain the shape of a serial position curve.

Topic: Memory

GCSE Psychology Golden Nuggets and Work Hard

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Reconstructive memory and Bartlett	Emerging Memory is an active reconstruction rather than an exact recording. Achieving Bartlett argued that people use effort after meaning when recalling unfamiliar material. Excelling Explain how interference, context and false memories can reduce the accuracy of recall.	1. What is reconstructive memory? 2. Define effort after meaning. 3. Describe Bartlett's War of the Ghosts study. 4. Explain one way interference, context or false memories can affect accuracy.

Topic: Research methods

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Hypotheses and variables	Emerging A testable hypothesis predicts a relationship or difference. Achieving Research can use null and alternative hypotheses and identify independent, dependent and extraneous variables. Excelling Operationalise variables so they can be measured or manipulated clearly and consistently.	1. Define a null hypothesis. 2. Define IV and DV. 3. Identify the IV and DV in an example experiment. 4. Write an operationalised alternative hypothesis.
Sampling	Emerging A sample is selected from a target population. Achieving AQA requires random, opportunity, systematic and stratified sampling. Excelling Compare the strengths and weaknesses of sampling methods and judge how representative a sample may be.	1. Define target population and sample. 2. Describe opportunity sampling. 3. Explain how to obtain a systematic sample. 4. Compare random and stratified sampling.
Experimental designs	Emerging Experiments can use independent groups, repeated measures or matched pairs designs. Achieving Each design has strengths and weaknesses linked to participant variables and order effects. Excelling Select and justify the most suitable design for a proposed investigation.	1. Define independent groups design. 2. What are order effects? 3. Give one strength of matched pairs. 4. Choose a design for an investigation and justify your choice.

Topic: Development

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Early brain development	Emerging The brain develops from simple neural structures in the womb. Achieving Development includes the brain stem, thalamus, cerebellum and cortex, linked to different functions. Excelling Explain how both nature and nurture contribute to brain development.	1. Name four brain structures included in early development. 2. Which functions are linked to the brain stem and cerebellum? 3. What is meant by nature and nurture? 4. Explain how both could influence early brain development.
Piaget's cognitive development	Emerging Piaget proposed four stages of cognitive development. Achieving Children adapt schemas through assimilation and accommodation. Excelling Explain how cognition changes across sensorimotor, pre-operational, concrete operational and formal operational stages.	1. Name Piaget's four stages in order. 2. Define assimilation and accommodation. 3. What is conservation? 4. Explain one difference between pre-operational and concrete operational thinking.
Piaget in education and studies	Emerging Children become less egocentric and develop conservation as thinking develops. Achieving McGarrigle and Donaldson and Hughes tested aspects of Piaget's claims. Excelling Use findings from these studies to assess Piaget's ideas and their application to education.	1. Define egocentrism. 2. Describe the naughty teddy study. 3. Describe the policeman doll study. 4. Explain one implication of Piaget's theory for education.

Topic: Development

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Learning and development	Emerging Dweck distinguishes fixed and growth mindsets. Achieving Praise and self-efficacy beliefs can affect learning; learners may be described as verbalisers or visualisers. Excelling Willingham criticises learning styles and argues teaching should be based on how memory and cognition work.	1. Distinguish fixed and growth mindsets. 2. What is self-efficacy? 3. What are verbalisers and visualisers? 4. Explain one criticism Willingham makes of learning styles.

Topic: Research methods

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Research methods	Emerging Psychologists use experiments, interviews, questionnaires, case studies and observations. Achieving Experiments may be laboratory, field or natural; observations can use behavioural categories and interobserver reliability. Excelling Evaluate which method is most suitable for a particular research question.	1. Distinguish laboratory, field and natural experiments. 2. Give one strength of a questionnaire. 3. What is interobserver reliability? 4. Explain why a case study may be useful for unusual behaviour.
Correlations	Emerging A correlation measures an association between two co-variables. Achieving Scatter diagrams can show positive, negative or no correlation. Excelling Correlations identify relationships but cannot establish cause and effect.	1. What two things are measured in a correlation? 2. Sketch a positive correlation. 3. Give one strength of correlations. 4. Explain why correlation does not show causation.
Research procedures and quality	Emerging Standardised procedures help make research consistent. Achieving Randomisation, allocation, counterbalancing and control of extraneous variables can improve research. Excelling Plan research with reliability and validity in mind and explain how specific controls improve them.	1. Define standardised procedure. 2. What is counterbalancing used for? 3. Explain how an extraneous variable could affect results. 4. Suggest one way to improve reliability and one way to improve validity.

Topic: Social influence

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Conformity	Emerging Conformity is changing behaviour or beliefs in response to majority influence. Achieving Group size, anonymity and task difficulty, plus personality and expertise, can affect conformity. Excelling Use Asch's study to explain and evaluate factors affecting conformity.	1. Define conformity. 2. Name three social factors affecting conformity. 3. Describe Asch's study. 4. Explain how expertise might affect conformity.
Obedience	Emerging Obedience is following a direct order from an authority figure. Achieving Milgram's Agency theory explains effects of agency, authority, culture and proximity. Excelling Adorno's Authoritarian Personality provides a dispositional explanation of obedience.	1. Define obedience. 2. What is an agentic state? 3. Explain how proximity can affect obedience. 4. Explain the Authoritarian Personality as a dispositional explanation.
Prosocial behaviour	Emerging Bystander intervention is helping another person in need. Achieving Presence of others and cost of helping, plus similarity and expertise, can affect helping. Excelling Use Piliavin's subway study to explain social and dispositional influences on bystander behaviour.	1. Define bystander intervention. 2. Give two social factors affecting helping. 3. Describe Piliavin's subway study. 4. Explain how expertise could increase helping.

Topic: Social influence

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Crowd and collective behaviour	Emerging Crowds can show prosocial or antisocial collective behaviour. Achieving Social loafing, deindividuation and culture can influence crowd behaviour. Excelling Personality and morality can interact with social factors to influence collective behaviour.	1. Define social loafing. 2. Define deindividuation. 3. Give one dispositional factor affecting crowd behaviour. 4. Explain how deindividuation could lead to antisocial behaviour.

Topic: Research methods

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Ethics	Emerging Psychological research must consider the welfare and rights of participants. Achieving Researchers should recognise ethical issues using BPS guidelines and know ways of dealing with them. Excelling Apply ethical principles to realistic research scenarios and propose appropriate safeguards.	1. Give three ethical issues in psychological research. 2. Why is informed consent important? 3. How can researchers deal with deception? 4. Identify an ethical issue in a scenario and explain how to address it.
Data types and sources	Emerging Quantitative data are numerical; qualitative data are descriptive. Achieving Primary data are collected first-hand; secondary data already exist. Excelling Choose appropriate data types and sources for a research aim and justify the choice.	1. Define quantitative data. 2. Give an example of qualitative data. 3. Distinguish primary and secondary data. 4. Explain one strength of collecting primary data.
Descriptive statistics and displays	Emerging Mean, median and mode measure central tendency; range measures spread. Achieving Psychologists use frequency tables, bar charts, histograms and scatter diagrams to display data. Excelling Select, calculate and interpret suitable statistics and displays, including characteristics of a normal distribution.	1. Calculate a mean from a small data set. 2. When might the median be better than the mean? 3. Distinguish a bar chart from a histogram. 4. Describe the characteristics of a normal distribution.

Topic: Perception

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Sensation, perception and depth cues	Emerging Sensation detects sensory information; perception interprets it. Achieving Monocular cues include height in plane, relative size, occlusion and linear perspective. Excelling Binocular depth perception uses retinal disparity and convergence.	1. State the difference between sensation and perception. 2. Name four monocular depth cues. 3. Explain retinal disparity. 4. Explain how convergence provides depth information.
Gibson's direct theory	Emerging Gibson argued that the environment provides enough information for direct perception. Achieving Direct perception does not require inference from past experience. Excelling Motion parallax provides changing visual information about relative distance during movement.	1. Is Gibson's theory mainly nature or nurture? 2. What does direct perception mean? 3. Define motion parallax. 4. Explain how motion parallax helps us judge distance.
Visual illusions	Emerging Visual illusions occur when perception does not match physical reality. Achieving Illusions can result from ambiguity, misinterpreted depth cues, fiction or size constancy. Excelling Apply these explanations to specified illusions such as Ponzo, Müller-Lyer, Rubin's vase, Ames Room, Kanizsa triangle and Necker cube.	1. Define a visual illusion. 2. Name three specified visual illusions. 3. Explain the Ponzo or Müller-Lyer illusion. 4. Explain how ambiguity or size constancy can create an illusion.

Topic: Perception

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Gregory and perceptual set	Emerging Gregory argued that perception is constructed using visual cues and past experience. Achieving Culture, motivation, emotion and expectation can create a perceptual set. Excelling Use Gilchrist and Nesberg and Bruner and Minturn as evidence for factors affecting perception.	1. Is Gregory's theory mainly nature or nurture? 2. Define perceptual set. 3. Describe the Bruner and Minturn study. 4. Explain what Gilchrist and Nesberg found about motivation.

Topic: Language, thought and communication

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Language and thought	Emerging Piaget argued that language depends on thought. Achieving The Sapir-Whorf hypothesis proposes that thinking depends on language. Excelling Use cultural variation in recall and colour recognition to discuss the relationship between language and thought.	1. What did Piaget propose about language and thought? 2. State the Sapir-Whorf hypothesis. 3. Give an example of cultural variation relevant to language and thought. 4. Compare Piaget and Sapir-Whorf.
Human and animal communication	Emerging Animal communication has limited functions such as survival, reproduction, territory and food. Achieving Human communication has properties that allow discussion of things beyond the immediate situation. Excelling Use Von Frisch's bee study to explain both the abilities and limitations of animal communication.	1. Give four functions of animal communication. 2. State one property of human communication not found in animals. 3. Describe Von Frisch's bee study. 4. Explain one limitation of bee communication compared with human language.
Non-verbal communication	Emerging Non-verbal communication conveys information without words. Achieving Eye contact, body language, touch and personal space communicate social information. Excelling Explain cultural, status and gender differences in personal space and functions of eye contact.	1. Define verbal and non-verbal communication. 2. Give two functions of eye contact. 3. What is postural echo? 4. Explain one factor affecting personal space.

Topic: Language, thought and communication

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Explanations of non-verbal behaviour	Emerging Darwin argued that non-verbal behaviour evolved because it was adaptive. Achieving Evidence from neonates and sensory-deprived people can support innate explanations. Excelling Learned explanations are supported by cultural evidence such as Yuki's emoticon study.	1. Outline Darwin's explanation of non-verbal behaviour. 2. What does innate mean? 3. Describe Yuki's emoticon study. 4. Compare an innate and learned explanation of non-verbal behaviour.

Topic: Brain and neuropsychology

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
The nervous system	Emerging The nervous system is divided into the central and peripheral nervous systems. Achieving The peripheral system includes somatic and autonomic divisions with different functions. Excelling Explain the autonomic fight-or-flight response and relate it to the James-Lange theory of emotion.	1. Name the two main divisions of the nervous system. 2. Distinguish somatic and autonomic nervous systems. 3. Describe fight or flight. 4. Explain the James-Lange theory of emotion.
Neurons and synapses	Emerging Sensory, relay and motor neurons transmit information through the nervous system. Achieving At synapses, neurotransmitters are released, cross the gap and may be reuptaken. Excelling Explain excitation and inhibition and relate neuronal change to Hebb's theory of learning.	1. Name the three types of neuron. 2. What happens at a synapse? 3. Distinguish excitation and inhibition. 4. Explain Hebb's theory of learning and neuronal growth.
Brain structure and localisation	Emerging The brain includes frontal, temporal, parietal and occipital lobes and the cerebellum. Achieving Motor, somatosensory, visual, auditory and language functions are localised in particular areas. Excelling Use Penfield's interpretive cortex study as evidence about localisation of function.	1. Name the four lobes of the brain. 2. State the basic function of the occipital lobe. 3. What is localisation of function? 4. Describe what Penfield's study showed.

Topic: Brain and neuropsychology

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Neuropsychology and scanning	Emerging Neuropsychology links brain structure and function with behaviour and cognition. Achieving CT, PET and fMRI scans can be used to investigate brain functioning. Excelling Use Tulving's 'gold' memory study and evidence from neurological damage to explain brain-behaviour relationships.	1. Define cognitive neuroscience. 2. Name three brain scanning techniques. 3. Describe Tulving's 'gold' memory study. 4. Explain how a stroke could affect behaviour or motor abilities.

Topic: Psychological problems

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Mental health	Emerging Mental health includes positive engagement with society and effective coping with challenges. Achieving Beliefs about mental health vary across cultures and recognition has changed over time. Excelling Explain how modern living, greater recognition and reduced stigma can affect reported incidence of mental health problems.	1. Give two characteristics of good mental health. 2. Give one cultural variation in beliefs about mental health. 3. How might isolation affect mental health? 4. Explain why reported incidence may change even if underlying prevalence does not.
Effects of mental health problems	Emerging Significant mental health problems can affect everyday functioning and relationships. Achieving They may also affect physical wellbeing and create social care needs. Excelling Explain wider societal effects including crime rates and economic implications.	1. Give two individual effects of significant mental health problems. 2. Give two possible effects on society. 3. How can mental health problems affect relationships? 4. Explain one possible economic implication.
Clinical depression	Emerging Clinical depression is different from ordinary sadness. Achieving Unipolar and bipolar depression differ, and ICD diagnosis considers number and severity of symptoms. Excelling Apply symptoms such as low mood, reduced energy, sleep/appetite changes and low self-confidence to a diagnostic scenario.	1. Distinguish unipolar and bipolar depression. 2. Give four symptoms used in diagnosing unipolar depression. 3. What is the ICD used for? 4. Explain why ordinary sadness is not necessarily clinical depression.

Topic: Psychological problems

GCSE Psychology Golden Nuggets and Work Hard

Lesson Title	Golden Nugget	Work Hard
Depression: explanations and therapies	Emerging A biological explanation links depression to neurotransmitter imbalance such as serotonin. Achieving A psychological explanation focuses on negative schemas and attributions. Excelling Compare antidepressants and CBT, including Wiles' study and reductionist versus holistic perspectives.	1. Outline the biological explanation of depression. 2. What are negative schemas? 3. How does CBT aim to improve mental health? 4. Compare antidepressant medication and CBT.
Addiction	Emerging Addiction or dependence is different from substance misuse or abuse. Achieving ICD diagnosis includes strong desire, impaired control and prioritising the substance despite harm. Excelling Apply diagnostic characteristics to distinguish dependence from harmful but non-dependent use.	1. Define addiction/dependence. 2. Give three ICD characteristics of dependence syndrome. 3. Distinguish dependence from substance misuse. 4. Apply the criteria to an example case.
Addiction: explanations and therapies	Emerging Biological explanations include hereditary factors and genetic vulnerability. Achieving Kaij's twin study relates to alcohol abuse; peer influence provides a psychological explanation. Excelling Compare aversion therapy and self-management programmes, including reductionist and holistic perspectives.	1. Outline a genetic explanation of addiction. 2. Describe Kaij's twin study. 3. Explain peer influence as an explanation. 4. Compare aversion therapy with a self-management programme.