Social Science 2020

Curriculum Overview for Social Science - Psychology

In Malbank School's Social Science department we will develop analytical, empathetic and critical thinkers, giving students opportunities to learn about the causes and motivations behind human behaviour and the consequences, therapies and treatments for when behaviours go wrong. We intend on enabling students to become effective communicators and positive contributors to our local community and society as a whole.
Psychologists, in particular, should develop a passion for learning, a problem-solving ability and a solid ethical core which enables them to have a sensitivity towards all individuals, irrespective of gender, class or culture.

Key Stage 4 – Year 10					
	Term 1a Neuropsychology	**Term 1b Psychological Problems**	**Term 2a Memory**	**Term 2b Developmental**	**Term 3a Social Influence Term 3b Social Influence**
Why has this module been selected for study?	Compulsory topic area on Paper 1	Compulsory topic area on Paper 1	Compulsory topic area on Paper 1	Compulsory topic area on Paper 1	Compulsory topic area on Paper 1
Why is this unit being studied at this point in the students' KS4 learning journey?	The biological knowledge introduced in this topic reappears in all other topic areas or can be used as an alternative for other non-biological theories.	Studying this topic second gives students an opportunity to apply their knowledge of neurotransmitters to the areas of Addiction and Depression. This illustrates the usefulness of the previous topic – reinforcing and adding depth to their prior learning	Memory requires an understanding of the structure of the brain and what areas are affected to cause amnesia	Broader than the previous three topics, but linking them	Fragmented topic area that can be reduced to smaller learning programmes during the term where mock exams, enrichment days, sports day etc might interrupt learning. Elements can also be set as summer work to enable plenty of time for revision in year 11.
What will students learn?	Understand areas of the brain and their functions.	Understand the two mental health problems unipolar depression and addiction	Structure and process of memory and information Processing.	Understand early brain development Understand the role of	Understand factors affecting bystander intervention.

	Lateralisation of function. Study 1 – Sperry. Sex differences in lateralisation. Role of the central nervous system. Synaptic transmission Neurotransmitters Neurological damage Study 2 - Damasio's Phineas Gage How has Psychology changed over time? Students will know the term 'ethical issue(s) and will explain ethical issues in psychological research use content, theories, and research drawn from the compulsory topics (Topics 1, 2, 3, 4, 5).	Know the symptoms and features according to the International Classification of Diseases (ICD) Understand how mental health problems affect individuals and society. The influence of genes as an explanation. The cognitive theory as an explanation of depression and the use of learning theory as an explanation of addiction, including strengths and weaknesses of the explanation. Understand cognitive behavioural therapy (CBT) and the use of drugs as a treatment as treatments. Study 1 - Caspi et al. (2003) Study 2 - Young (2007) Understand the nature and nurture debate.	Understand the features of short-term and long-term memory. Understand retrograde and anterograde amnesia Understand the active process of memory through the Theory of Reconstructive Memory Understand the structure and process of memory through the Multi-store Model of Memory Study 1 - Bartlett (1932) War of the Ghosts Study 2 - Peterson and Peterson (1959) Short-term Retention of Individual Verbal Items Understand the reductionism and holism debate	education and intelligence, including Piaget's Theory of Cognitive Development, and the four stages of cognitive development Understand the effects of learning on development using Carol Dweck's mindset theory. Understand the effects of learning on development using Daniel Willingham's learning theory Study 1 - Piaget and Inhelder (1956) Three mountains task Study 2 - Gunderson et al. (2013) Parent Praise Understand morality issues in psychology and the individual	Understand conformity to majority influence and factors affecting conformity to majority influence, Understand obedience to authority and factors affecting obedience to authority figures Understand the behaviour of crowds and the individuals within them. Understand possible ways to prevent blind obedience to authority figures Study 1 - Piliavin et al (1969) Good Samaritanism: An Underground Phenomenon? Study 2 - Haney, Banks, and Zimbardo (1973) A Study of Prisoners and Guards in a Simulated Prison Understand social and cultural issues in psychology.
Why do we want students to learn this?	This topic contains the foundations of all biological explanations for other topics at this level and at A level. This	Students will be able to use content, theories, and research drawn from psychological problems to explain the	Students will be able to use content, theories and research drawn from human memory to explain the	Students will be able to use content, theories and research drawn from cognitive development to	Students will be able to use content, theories, and research drawn from social influence to explain social and

	will enable students to have the confidence to apply their knowledge to explain behaviour in everyday situation.	nature and nurture debate which is fundamental to psychology at all levels.	reductionism and holism debate which is fundamental to psychology at all levels.	explain development of morality	cultural issues in psychology such as mob behaviour, anti-social behaviour, helping behaviour.
What character skills will students develop? 	Students will understand the biological foundations of emotional responses such as aggression. They will understand how brain chemistry and structure can determine our behaviour and personality enabling them to understand and perhaps empathise with others.	Students will understand the biological foundations of psychological problems enabling them to have tolerance and understanding of those with mental health issues. Students should understand that the patient is not to blame and that treatments are often problematic.	Intuition in designing a suitable experiment to test memory. Communication and leadership skills whilst conducting the lab experiment. Resilience from having to pilot, amend and conduct the experiment.	Resilience is understood by learning the psychology behind Growth Mindset and the science behind PiXL type learning. Understanding that the brain is malleable and can be shaped with effort to be its best.	This topic sheds light on reasons why people behave badly – destructive/blind obedience, refusal to help when assistance is needed, mob-rule etc. Knowing why, may enable students to question their own behaviour when such situations arise. It may also enable them to have understanding and empathy when others behave badly. It may give them the security to show leadership in uncertain times.
What practical skills will students develop? 	How to use a case study to look in depth at individuals using qualitative and quantitative data.	Students will learn how to draw and interpret scatter diagram and correlation coefficients. Students will learn how to conduct their own correlational study and analyse the results, plotting two variables	Freeing up the working memory to enhance revision techniques. How to design and run a lab experiment. They will develop maths skills to analyse the results including: mean, median, mode,	Translate information between graphical and numerical forms e.g. plot two variables from experimental or other data and interpret graphs.	Students will learn how to construct, conduct and analyse results from questionnaires and interviews. Construct and interpret frequency tables and diagrams.

		on a scatter diagram to interpret graphs.	ratios, fractions, percentages, range and will know the characteristics of normal distributions. Construct and interpret bar charts.		Construct and interpret histograms.
How are students assessed on this unit?	Unit 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Unit 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Unit 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Unit 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3	Unit 1 examination – mix of short and long answer questions. Balance of AO1, AO2 and AO3

Key Stage 4 – Year 11		
	Term 1 – Sleep and Dreaming	**Term 2 – Criminal Psychology**
Why has this module been selected for study?	An optional topic on paper 2, selected because it includes a fundamental theory that does not appear elsewhere in the specification, Freud's idea of the 'unconscious mind'.	An optional topic on paper 2, selected because it includes fundamental theories that can be applied to many different behaviours and are a crucial link to the A level course. It also illustrates better than most other optional topics, the question of behaviour as a result of nature or nurture.
Why is this unit being studied at this point in the students' KS4 learning journey?	This topic is covered at the start of the second year to reintroduce the nature v nurture debate and remind students about the reductionism v holism issue first seen in the Memory topic. It is a reminder of the biological influences on psychology and introduces the more traditional, psychological theory of psychodynamic psychology.	This topic enables us to revisit previous topics to explain them in different ways, to act as a synoptic/revision approach to the course. It offers students a way to offer alternative explanations without intense revision – to be more analytical.
What will students learn? 	Students will learn about the functions, features and benefits of sleep and the internal (endogenous) and external (zeitgebers) influences on sleep.	Students will learn about the 'learning theories' (classical conditioning, operant conditioning and social learning theories) as an explanation of criminality.

	They will also learn about symptoms and explanations of sleep disorders, insomnia and narcolepsy. Students will be introduced to the origins of Psychology – the work of Sigmund Freud and his Theory of Dreaming and, as a biological alternative, will learn about the activation-synthesis model of dreaming. Study 1 - Freud (1909) Little Hans, analysis of a phobia in a five-year old boy. Study 2 - Siffre (1975) Six months alone in a cave	Students will learn about the biological explanations of criminality, including personality types (Eysenck, 1964). They will also understand the effects of punishments on recidivism, i.e. prison, community sentencing and restorative justice. Students will learn about two treatments, token economy programmes and anger-management programmes, to rehabilitate and reduce criminal and antisocial behaviour and increase pro-social behaviour. Study 1 - Bandura, Ross and Ross (1961) Transmission of Aggression through Imitation of Aggressive Models Study 2 - Charlton et al (2000) Children's Playground Behaviour Across Five Years of Broadcast Television: A Naturalistic Study in a Remote Community.
Why do we want students to learn this?	This theory can be applied to many different behaviours and is an important part of the history of psychology and the basis of much modern-day therapy. Without this theoretical understanding, psychologists are at risk of confusing psychology with biology given the increasing move towards psychology as a science.	This topic acts as a bridge to A level Psychology. This topic inspires students to continue into a career of psychology.
What character skills will students develop? 	Self- awareness is developed through the understanding that our behaviour is not always predictable and that there are causes that are not always immediate. Organisation and communication when keeping a dream diary for a week.	This topic creates an understanding of empathy for those that find themselves in a life of crime and enables students to see that it is not an 'evilness' in individuals that causes it but often a result of innate or learned characteristics that can be treated with intervention. Designing and conducting a field experiment gives students the opportunity to show leadership skills, to use their initiative in the design and

		analysis and to be organised when conducting the procedure. Using ethical guidelines, students should have empathy in terms of how the procedure will affect the participants. Effective communication with participants is essential if the study is to be conducted successfully.
What practical skills will students develop? 	Maths skills - Students will recognise and use expressions in decimal and standard form b. estimate results c. use an appropriate number of significant figures. Interpretation of an EEG graph to illustrate stages of sleep.	Students will learn to design, conduct and analyse the results from a field experiment. They will develop maths skills to analyse the results including the mean, median, mode, ratios, fractions, percentages, range and will know the characteristics of normal distributions. Construct and interpret bar charts.
How are students assessed on this unit?	Paper 2 – 1 hour and 20 minutes – This paper will ask students to answer all questions on a compulsory Research Methods section (content covered throughout the topics) and two from five options which will include multiple-choice, short-open and open-response questions, and one extended open-response question. Balance of AO1, AO2 and AO3	Paper 2 – 1 hour and 20 minutes – This paper will ask students to answer all questions on a compulsory Research Methods section (content covered throughout the topics) and two from five options which will include multiple-choice, short-open and open-response questions, and one extended open-response question. Balance of AO1, AO2 and AO3
The third term is reserved for any catching up and a holistic review of research methods. The use of past questions for revision will also fill this third term until the exam is sat.		

Appendix 1

Social Science Recovery Curriculum

At this time there will be no concessions for Social Science and exams will be presented as full content assessments at both GCSE and A level.

We are aware that some students did not engage with remote learning as well as others, indeed, some completed no work at all. For GCSE Psychology we have therefore designed a block plan that enables us to re-cover content set during lockdown, as well as keep to an ordinarily tight timetable at GCSE for the Yr11 material. This reteaching differs according to group and so bespoke plans have been drawn. They are attached.

At A level, again, no change is currently planned for formal assessment, so we have audited any missed learning and incorporated any weak/missed content into our first three weeks of teaching. This includes any practical work that must now be completed using the students in the class only and is best conducted by the teacher.

The probability that some students will miss face to face learning again this year has been addressed by the adaption of our learning booklets so that for each topic, we have added activities, tasks and assessments that should be completed, to both aid and assess learning.

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Appendix 2

11PsyP/1

Week	Content	Assessment	Covered
1 (Thus.3/9/20)) Wk1- 2 lessons	Audit on remote learning on Memory Change to green for homework	Starters and HW on Memory MSM and Reconstructive Memory	✓
2 (w/b 7/9/20) Wk2 – 3 lessons	**Developmental - How Did You Develop?** Early brain development. Effects of Learning on development – Dweck	Starters on Strengths and weaknesses of MSM HW – read Dweck and create poster.	✓
3(w/b 14/9/20) Wk1- 2 lessons	Strengths and weaknesses of Dweck's theory Gunderson's Parent Praise study	Starters on Reconstructive Memory strength and weakness and HW on Willingham's pros and cons.	✓
4 (w/b 21/9/20) Wk2 – 3 lessons	Strengths and weaknesses of Gunderson's study + improvements Effects of Learning on development – Willingham Strengths and weaknesses of Willingham's theory	Starters and HW on Memory	
5 (w/b 28/9/20) Wk1- 2 lessons	Piaget - Schema, assimilation and accommodation Stages of development	Starters and HW on Psychological Problems	
6 (w/b 05/10/20) Wk2 – 3 lessons	Piaget stages of development + strengths and weaknesses	Starters and HW on Psychological Problems	
7 (w/b 12/10/20) Wk1- 2 lessons	Piaget and Inhelder's 3 Mountains Study+ strengths and weaknesses	Starters and HW on Developmental	
8 (w/b 19/10/20) Wk2 – 3 lessons	Issues and Debates – Moral Development Attempt to apply Piaget to moral development. 9-mark essay skills	Starters and HW on Developmental	
Half Term			
9 (w/b 2/11/20) Wk1- 2 lessons	Therapy	Developmental open book Test	

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	PPEs		
10 (w/b 23/11/20) Wk2 – 3 lessons	**Sleep and Dreaming** Features, functions, and benefits of the sleep cycle	Starters and HW on Developmental	
11 (w/b 30/11/20) Wk1- 2 lessons	Internal influences on sleep; Bodily rhythms and hormones + strengths and weaknesses of each explanation.	Starters and HW on Sleep and Dreaming	
12 (w/b 7/12/20) Wk2 – 3 lessons	External influences on sleep; zeitgebers (light) + strengths and weaknesses of this explanation. Siffre's cave study	Starters and HW on sleep and dreaming	
13 (w/b 14/12/20) Wk1- 2 lessons	Strengths and weaknesses of Siffre's study. Sleep Disorders; Insomnia and narcolepsy	Starters and HW on sleep and dreaming	
Christmas Break			
14 (w/b 04/01/21) Wk2 – 3 lessons	Activation Synthesis model of Dreams + strengths and weaknesses Little Hans study + strengths and weaknesses. Freud's theory of dreams + strengths and weaknesses	Starters and HW on sleep and dreaming	
15 (w/b 11/1/20) Wk1- 2 lessons	**Criminal Psychology** Biological Explanations – Personality (Eysenck) + strengths and weaknesses	Revision	
16 (w/b 18/01/21) Wk2 – 3 lessons	Operant Conditioning + strengths and weaknesses	Starters and HW on Criminal Psychology	
17 (w/b 25/01/21) Wk1 – 2 lessons	Social Learning Theory + strengths and weaknesses	Starters and HW on Criminal Psychology	
18 (w/b 01/02/21) Wk2- 3lessons	Bandura Bobo + strengths and weaknesses Charlton + strengths and weaknesses	Starters and HW on Criminal Psychology	
19 (w/b 08/02/21) Wk1 – 2 lessons	Punishments: prison (including token economy and anger-management) + strengths and weaknesses.	Starters and HW on Criminal Psychology	

20 (w/b 22/02/21) W21- 3 lessons	Punishments: community sentencing and restorative justice + strengths and weaknesses.	Starters and HW on Criminal Psychology	
21 (w/b 01/03/21) W2 – 2 lessons	Revision Walking-talking Mock		
08/03/21) Mock Exams			
	Therapy		
22 (w/b 15/03/21) Wk1- 2 lessons	Therapy		
23 (w/b 22/03/21) Wk2 – 3 lessons	Research Methods Primary and secondary data Quantitative and qualitative data	Identify studies covered that fit into these categories.	
Easter Break			
24 (w/b 29/03/21) Wk1- 2 lessons	**Research Methods** Recap on Variables, participant designs and hypotheses	Starters and HW on research methods	
25 (w/b 19/04/21) Wk2 – 3 lessons	Research Methods Sampling and ethics.	Starters and HW on research methods	
26 (w/b 26/04/21) Wk1- 2 lessons	Research Methods Recap on Methods – Experiments, Interviews, questionnaires, correlation, case study and observations.	Starters and HW on research methods	
27 (w/b 04/05/21) Wk2 – 3 lessons	Recap on Methods – Experiments, Interviews, questionnaires, correlation, case study and observations.	Starters and HW on research methods	
28 (w/b 10/05/21)	Revision - Recap on Methods – Experiments, Interviews, questionnaires, correlation, case study and observations	Starters and HW on research methods	

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Wk1- 2 lessons			
29 (w/b 10/05/21) Wk2- 3 lessons	Revision - Recap on Methods – Experiments, Interviews, questionnaires, correlation, case study and observations.	Starters and HW on research methods	
	Revision - Improving studies.		