

**PSYCHOLOGY**

YEAR GROUP	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
	<b>Y11</b>					
<b>KNOWLEDGE</b>	<p>6.1 Social influence Students will need to have knowledge and understanding of the following: - Know the terms. - Understand factors affecting bystander intervention. - Understand conformity to majority influence and factors affecting conformity to majority influence. - Understand obedience to authority and factors affecting obedience to authority figures. - Studies Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: - Milgram et al (1969) Good Samaritanism: An Underground Phenomenon? - Understand the behaviour of crowds and the individuals within them and the effect of collective behaviour. - Understand possible ways to prevent blind obedience to authority figures. - Studies Understand the aims, procedures, and findings (results and conclusions), strengths and weaknesses of: - Issues and debates 5.3.1 Understand social and cultural issues in psychology.</p>	<p>6.1 Criminal psychology Students will need to have knowledge and understanding of the following: - Understand learning theories as an explanation of criminality, including strengths and weaknesses of each theory. 2 Studies Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 6.2.1 Bandura, Ross and Ross (1961) 6.2.2 Charlton et al (2000) - Understand biological explanations of criminality, including personality types (Eysenck, 1964), to include strengths and weaknesses of the theory. Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 9.2.2 Siffre (1975) Six months alone in a cave 9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: a. manifest content b. latent content c. dreamwork 9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: a. manifest content b. latent content c. dreamwork</p>	<p>9.1 Sleep and dreaming 9.1.1 Understand the functions, features and benefits of sleep, including: a. the four sleep stages b. REM c. the sleep cycle 9.1.2 Understand the internal and external influences on sleep, including strengths and weaknesses of each explanation: Bodily rhythms, to include (i) circadian rhythms (ii) ultradian rhythms hormones, to include (i) pineal gland (ii) melatonin zeitgebers, to include (i) light Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 9.2.2 Siffre (1975) Six months alone in a cave</p>	<p>9.1 Sleep and dreaming 9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: a. manifest content b. latent content c. dreamwork 9.1.3 Understand symptoms and explanations of sleep disorders, including: a. insomnia b. narcolepsy 9.1.4 Understand Freudian theory of dreaming (Freud, 1900), including strengths and weaknesses of the theory: a. manifest content b. latent content c. dreamwork 9.1.5 Understand Activation Synthesis Theory (Hobson and McCarley, 1977), including strengths and weaknesses of the theory: a. random activation b. sensory blockade c. movement inhibition Understand the aims, procedures and findings (results and conclusions), strengths and weaknesses of: 9.2.1 Freud (1909) Little Hans, analysis of a phobia in a five-year- old boy</p>	Mock Prep	Social Issues Research Project
<b>SKILLS</b>	<p>To be able to study and critically evaluate theories and explanations. - To be able to analyse and plan the conducting of research, through the consideration of the reliability and validity of sampling methods, experimental designs, quantitative and qualitative methods. They must be able to do this when evaluating the studies. This would have been taught in Y9 but will need building up to remote learning. • demonstrating knowledge and understanding of ethical issues in psychological research, ethical guidelines, and ways of dealing with ethical issues</p>					