**Subject Area:** **Psychology**

Year 11

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|  | Topic and content knowledge/ skills covered: | Key Vocabulary | What to research at home/ recommended websites and reading list |
|  | Relevant to all content  Subject specific key terms  Psychological texts |  | https://www.aqa.org.uk/resources/psychology/gcse/psychology/teach/subject-specific-vocabulary  https://www.aqa.org.uk/subjects/psychology/gcse/psychology-8182/teaching-resources?f.Resource+type%7C6=Subject+specific+vocabularies&f.Resource+type%7C6=Textbooks&sort=title&num\_ranks=10&query= |
| **Autumn Term 1** | Content and knowledge:  **Social influence:**  Social factors and conformity to majority influence  Dispositional factors and conformity to majority influence  Asch’s study of conformity  Milgram’s Agency theory of social factors  Explanation of dispositional factors  Adorno’s theory of the Authoritarian Personality  Bystander behaviour  Piliavin’s subway study  Prosocial and antisocial behaviour in crowds  **Skills:**  Literacy  Numeracy  Critical thinking  Reasoning  Environmental awareness  Interpersonal awareness | Conformity  Social factors  Dispositional factors  Anonymity  Group size  Task difficulty  Obedience  Agency theory  Culture  Proximity  Authority  Authoritarian personality  The ‘F’ scale  Prosocial Behaviour  The Bystander Effect  Field experiment  Collective behaviour  Crowd behaviour  Deindividuation  Social loafing  Culture  Locas of control | AQA-approved Psychology textbook  https://www.youtube.com/watch?v=TYIh4MkcfJA&t=11s  https://www.youtube.com/watch?v=iLfgZCWerIg  https://www.youtube.com/watch?v=vjP22DpYYh8&t=77s  http://www.psych.uncc.edu/pagoolka/LocusofControl-intro.html  https://www.youtube.com/watch?v=Rv9iu-3k-kQ  https://www.youtube.com/watch?v=Urnjs2KY62Q |
| **Autumn Term 2** | Content and knowledge:  **Language, thought and communication unit:**  Piaget’s theory  The Sapir-Whorf hypothesis  Variation in recall of events and recognition of colours  Limited functions of animal communication  Von Frisch’s bee study  Properties of human communication that do not present in animal communication  Functions of eye contact  Body language  Personal space - cultural, status and gender differences.  Darwin’s evolutionary theory  Evidence that non-verbal behaviour is innate  Evidence that non-verbal behaviour is learned.  Yuki’s study of emoticons  **Skills:**  Literacy  Numeracy  Critical thinking  Problem solving  Communication skills  Interpersonal awareness | Schema  Animism  Language determinism  Animal communication  Survival  Reproduction  Eye contact  Body language  Personal space  Gesture  Posture  Touch  Zones of personal space  Evolution  Innate  Adaptive  Universal  Innate  Learned  Nature  Nurture  Artificial materials  Replication | AQA-approved Psychology textbook  https://www.youtube.com/watch?v=-z3QswCgdoU  https://www.youtube.com/watch?v=i74RbATjBk4  https://www.youtube.com/watch?v=SNuZ4OE6vCk  https://www.youtube.com/watch?v=LU\_KD1enR3Q  https://www.youtube.com/watch?v=\_1FY5kL\_zXU |
| **Spring Term 1** | Content and knowledge:  **Brian & neuropsychology:**  The divisions of the human nervous system  The autonomic nervous system  Fight or flight response  The James-Lange theory of emotion  Sensory, relay and motor neurons  Hebb's theory of learning and neuronal growth  Brain structure  Localisation of function in the brain  Cognitive neuroscience  The use of scanning techniques to identify brain functioning  Tulving's 'gold' memory study  Neurological damage  **Skills:**  Scientific comprehension  Critical thinking  Reasoning  Literacy  Numeracy  Problem solving  perspectives | Nerve cells  Neurons  Reflex Arc  Autonomic Nervous System  Emotion  Phobias  Neuron  Sensory  Motor  Synapse  Adrenaline  Serotonin  Cell assemblies  Neuronal growth  Cortex  Localisation  Occipital lobe  Parietal lobe  Temporal lobe  Frontal  Cerebellum  Motor cortex  Somatosensory area  Auditory cortex  Interpretive cortex  Cognitive neuroscience  Brain scanning  Neurological damage | AQA-approved Psychology textbook  https://www.youtube.com/watch?v=q3OITaAZLNc  https://www.youtube.com/watch?v=OdOOIxcUjAs  https://www.youtube.com/watch?v=1oLtNVUbHeU&t=1s  https://www.youtube.com/watch?v=6qS83wD29PY  https://www.youtube.com/watch?v=n0Zc01e1Frw  https://www.youtube.com/watch?v=WhowH0kb7n0  https://www.youtube.com/watch?v=5k8JwC1L9\_k&t=7s  https://www.youtube.com/watch?v=aQZ8tTZnQ8A  https://www.youtube.com/watch?v=XiCrniLQGYc |
| **Spring Term 2** | Content and knowledge:  **Psychological problems:**  Characteristics of mental health  Cultural variations in beliefs about mental health  Increased recognition of mental health  Individual effects  Social effects  The use of International Classification of Diseases in diagnosing unipolar depression  Biological explanation  Psychological explanation  Use of antidepressant medications  Cognitive behaviour therapy (CBT)  Wiles’ study of the effectiveness of CBT  The difference between addiction and substance misuse  The use of International Classification of Diseases in diagnosing addiction  Biological explanation  Kaij’s twin study of alcohol abuse  Psychological explanation - Peer influence  Aversion therapy  Self-management programmes  Reductionist and holistic perspectives.  **Skills:**  Scientific comprehension  Critical thinking  Reasoning  Literacy  Numeracy  Problem solving  Measurement skills  Empathy | Mental health  Diagnosis  Cultural variations  Trends  Individual effects  Social effects  Behavioural effects  Cognitive effects  Depression  Unipolar Depression  Bipolar  Depression  Neurotransmitters  Selective Serotonin Re-uptake Inhibitors (SSRIs)  Anti-Depressants  Negative schemas  Beck's Negative Triad  Attribution  Cognitive  Behaviour  Treatment  Depression  Addiction  Twin studies  Peer Influence  Adolescence  Classical conditioning  Unconditioned stimulus  Addiction  Self-Management | AQA-approved Psychology textbook  https://www.youtube.com/watch?v=9c\_Bv\_FBE-c  https://www.youtube.com/watch?v=KispXWwDaOc |
| **Summer Term 1** | Content and knowledge:  **Revision based on students’ needs** |  |  |
| **Summer Term 2** | Exam season |  |  |