

Year 10 Psychology Curriculum Plan (Edexcel)

Unit	Core		Hinterland		Justification: Topic choice & sequencing	Assessment	Whole Education Opportunities
	Key components	Disciplinary knowledge	Knowledge	Skills			
Development (Sept-Jan)	<ul style="list-style-type: none"> Understand how the early brain develops Describe and evaluate Piaget's theories (including his 4 stages and theory of cognitive development) Describe and evaluate Dweck's mindset theory Describe and evaluate Willingham's learning theory Describe and evaluate Piaget and Inhelder study Describe and evaluate Gunderson et al's study Define morals Describe and evaluate Kohlberg's theory of morals 	<ul style="list-style-type: none"> How to evaluate a theory How to evaluate a study Application (of Willingham's theory to education) Data analysis (when teaching the 2 studies) Introduction to how to answer 9 mark exam questions (look at the 9 mark exam question on morals from June 2019) 	<ul style="list-style-type: none"> Show examples of the activities for each of Piaget's stages of development (videos if possible or act them out!) Examples of fixed and growth mindset linked to school Use Stroop test to highlight Willingham's concepts Morals – discuss people like Martin Luther King and the Suffragettes as examples of people in the top stage of morality Morals – show the trolley problem and Heinz' dilemma 	<ul style="list-style-type: none"> Design and set up activities Using images to represent ideas (drawing the studies rather than writing them) Condensing information from the book (encouraging students not to just copy!) 	<p>Topic 1 from the specification</p> <p>This topic builds nicely on the topics learned in year 9. It has more science in it than the previous topics, but as students are coming towards the beginning of year 10 their psychological skills have developed to be able to cope with this.</p> <p>This is also a "Hook" topic as it is interesting for students to learn where they are in the developmental cycle and where their siblings may be.</p>	<ul style="list-style-type: none"> Teacher questioning during the lesson Retrieval practice starters Exam questions answered in class PR1 assessment PR2 assessment (PPE) 	<ul style="list-style-type: none"> SMSC – discussion of what morals are and talk through a range of moral dilemmas Careers – use Willingham and Dweck's theories to explain how teachers should educate children at different ages Oracy – discussion of moral dilemmas and students have to justify their decisions Metacognition – retrieval practice gets students reflecting on their learning and knowledge Stroop test – can be part of the House competition.
Sleep and Dreaming (Feb-April)	<ul style="list-style-type: none"> Understand the functions, features and benefits of sleep, including: the 4 sleep stages, REM and the sleep cycle Describe and evaluate the role of internal and external influences on sleep (must include: circadian rhythm, ultradian rhythm, pineal gland, melatonin, zeitgeber/light) Describe the symptoms and explanations of insomnia and narcolepsy Describe and evaluate Freud's theory of dreaming Describe and evaluate the Activation-Synthesis theory of dreaming Describe and evaluate Freud's case study of Little Hans Describe and evaluate Siffre's study of living in a cave for 6 months 	<ul style="list-style-type: none"> Evaluating a study (PEE) Evaluating a theory Application Conclusion questions 9 mark essay's 	<ul style="list-style-type: none"> Introduction lesson discusses dreams more widely (outside of spec) as it is of general interest Look at jet lag and shift work to help explain internal/external influences Explain the Oedipus complex when introducing Freud and the unconscious mind Consider astronauts and similarities between them and Siffre's study 	<ul style="list-style-type: none"> Creativity – through presenting study information in different ways Applying knowledge to own sleep routine Data analysis from the studies How to improve studies 	<p>This is the second OPTIONAL topic for Paper 2 (we have to choose 2 optional topics for this paper).</p> <p>Sleep and dreaming is chosen because it is another topic that tends to interest lots of students – as everyone sleeps and dreams!</p> <p>It is a more challenging topic compared to criminal psychology as it has a lot of science in it. But this is beneficial to include to emphasise that scientific nature of the subject.</p> <p>Also good choice as this does not overlap with A-Level Psychology.</p>	<ul style="list-style-type: none"> Teacher questioning during the lesson Retrieval practice starters Exam questions answered in class PR1 assessment PR2 assessment (PPE) 	<ul style="list-style-type: none"> SMSC – look at the social factors that can influence sleep Careers – good opportunity to reflect on skills developed in GCSE psych and link to careers. This is part of the Little Hans case study lesson.
Psychological Problems (Oct-Jan)	<ul style="list-style-type: none"> Describe the symptoms and features of depression and addiction Describe and evaluate the role of genes on both depression and addiction Describe and evaluate a cognitive theory of depression Describe and evaluate a learning theory of addiction (operant <u>or</u> SLT) Describe and evaluate how CBT can treat depression and addiction Describe and evaluate how drugs can be used to treat depression and addiction Explain how incidence of mental health has changed over time Explain how mental health problems affect individuals and society Describe and evaluate Caspi's study Describe and evaluate Young's study Explain the role of nature and nurture in mental health disorders 	<ul style="list-style-type: none"> Evaluating a theory Evaluating a treatment Application to scenarios Data analysis and interpreting data Conclusion questions 9 mark exam questions 	<ul style="list-style-type: none"> Where to get help if worried about a mental health disorder (first lesson) Basic knowledge on the idea that there are a wide range of mental health disorders How CBT works – put themselves in the role of the therapist Show students the DSM so they can see what a diagnostic book looks like 	<ul style="list-style-type: none"> How to discuss sensitive topics Graph drawing and interpretation (mental health data) How to write a news paper article (nature vs nurture) 	<p>Topic 3 from the specification.</p> <p>This is the last topic from paper 1 that we cover. The reason we do this topic last is because it deals with mental health disorders so requires an element of maturity and sensitivity from the students. They are also often more comfortable discussing this if they have been in the class for longer.</p>	<ul style="list-style-type: none"> Teacher questioning during lesson Retrieval practice starters (test previous learning) Exam questions answered in class PR2 assessment (PPE) Also assessed at the other PR points across the term 	<ul style="list-style-type: none"> SMSC – Lots of sensitive discussion about mental health disorders including cause and treatments Careers – good chance to discuss how to work in the field of mental health (as lots of students are often interested). CBT lessons good opportunity for this. Opportunity to get an external speaker in? Metacognition – Me, We, You, use this when answering conclusion questions and modelling exam questions
Social Influence (May-July)	<ul style="list-style-type: none"> Define: obedience, conformity, deindividuation, bystander behaviour Explain the personal and situational factors that can affect bystander behaviour Explain the personality and situational factors that can affect conformity Explain the personality and situational factors that can affect obedience Understand how deindividuation and other social influence factors can affect pro and anti-social crowds Explain how blind obedience can be prevented Describe and evaluate Piliavin's study Describe and evaluate Haney, Banks and Zimbardo's study Define society and culture 	<ul style="list-style-type: none"> How to evaluate a theory How to evaluate a study Application of ethical guidelines Use knowledge of psychology to answer scenario questions (2 mark exam questions) Know how to answer 'compare' questions 	<ul style="list-style-type: none"> Milgram – to help understand obedience Ash – to help understand conformity Kitty Genovese case – to help understand bystander behaviour Deindividuation – football hooliganism, the KKK, face masks (coronavirus) Discussion of the Holocaust and Hitler to use as an application for all concepts Discussion of coronavirus (?) would link in very well to these concepts too (social and cultural issues) 	<ul style="list-style-type: none"> Application of knowledge to everyday scenarios Ability to spot 'psychology' in their everyday lives Discussion of sensitive topics 	<p>N/A</p> <p>Topic 5 from the specification</p> <p>We teach this topic second (or alongside the memory topic if there are two teachers) as it is one of the more engaging units from Paper 1 and has concepts that everyone can relate to. It also has minimal science in it and is a bit more subjective, so is a nice contrast to the memory topic.</p>	<ul style="list-style-type: none"> Teacher questioning during the lesson Retrieval practice starters Exam questions answered in class PR2 assessment (PPE) 	<ul style="list-style-type: none"> SMSC – runs throughout this topic, lots of examples and discussion of sensitive topics such as the Holocaust, coronavirus, football violence etc. Also look at role of individualist vs collectivist cultures Oracy – class discussion of sensitive topics Metacognition – retrieval practices used as a reflective tool.

	<ul style="list-style-type: none"> Explain how social influence factors can cause social issues Explain the role of culture on social influence factors (individualist vs collectivist cultures) 						
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Curriculum End Point

By the end of Year 10 students will have developed the following:

<u>Core knowledge</u>	<p>Build upon year 9 "Brain" topic to psychological problems and developmental psychology. Application of the knowledge to a different context.</p> <p>A better understanding that everyone is different. Links to mental health.</p> <p>An understanding of how children best learn and develop (built upon the memory topic)</p> <p>An understanding of mental health and how commonly this affects people around us.</p> <p>An understanding of how social factors like conformity and obedience influence everyone around us.</p> <p>An understanding of the importance and factors affecting our sleep.</p>
<u>Disciplinary knowledge</u>	<p>Continuing to "think like a psychologist"</p> <ul style="list-style-type: none"> - Describe theories and studies in more detail (APRC) - A confident ability to evaluate studies using acronyms. - A developing ability to evaluate theories. - A developed ability to apply theories and studies to unseen scenarios. - A better understanding of what it means to be "ethical" <p>A basic understanding of how to analyse data in psychology.</p>
<u>Exam technique</u>	<p>Developing ability to answer short answer questions using AO1, AO2 and AO3. Starting to develop extended response answers by the end of the year (9 markers)</p>
<u>Cross curricular links</u>	<p>Cross-curricular links to science in psychological problems and development.</p>
<u>Careers</u>	<p>Aspiration to careers such as working with children, psychiatry, clinical psychology, social workers, army, police force (cont.).</p>
<u>A4L</u>	<p>Assessment will consist of end of unit assessments where appropriate and then at PR points assessments will be generated to assess based on content covered at that time. PPEs will be done at the end of the academic year which will consist of a full Paper 1 and then a modified Paper 2 (without research methods)</p>