Year: 9 Psychology	Curriculum Intent: This course is an excellent foundation for A Level psychology. Students will be expected to demonstrate knowledge and understanding of psychological concepts, theories, studies, research methods and ethical issues in relation to research methods, criminal psychology and social influence. They will learn how to apply their knowledge and understanding of attachment in a range of contexts as well as analyse, interpret, and evaluate concepts, theories, studies and research methods in relation to attachment. Throughout the year, the focus will be on developing evaluation skills to achieve 'effective evaluation' level on exam mark schemes.				
Unit title:	**Term 1** **Research Methods/Criminal Psychology**		**Term 2** **Social Influence/Research Methods**		**Term 3** **Social Influence/Revision**
Topic Titles (in order of delivery)	1. Intro to GCSE Psychology 2. Hypothesis writing 3. Types of crime 4. Measuring crime 5. Experimental design 6. Nature/Nurture debate 7. Social Learning Theory and Crime 8. Evaluating SLT Sampling 9. Core study: Cooper and Mackie	1. Assessment and consolidate Cooper and Mackie 2. Ethical issues and guidelines 3. Experimental methods 4. Assessment 5. Eysenck PEN theory 6. Biological aspects of 7. Eysenck's theory 8. Interviews 9. Questionnaires 10. Core study: Heaven	1. Correlations 2. Observations 3. Ways of reducing crime 4. Debates 5. Intro to 13-mark questions 6. Planning and assessment on criminal topic 7. Key concepts in social influence 8. Types of conformity 9. Crowd and collection behaviour 10. Assessment review	1. Obedience and deindividuation 2. Culture and social influence 3. Types of data 4. Explanations of obedience 5. Validity and reliability 6. Obedience research 7. Other obedience explanations 8. Evaluating situational factors 9. Types of bias 10. Case studies	1. Core study: Bickman 2. Self-esteem 3. Locus of control 4. Morality 5. Tables, graphs, and charts 6. Brain 7. Conformity 13 marker 8. Authoritarian personality 9. Evaluating dispositional factors 10. Revision of social influence, research methods and criminal behaviour	1.Revision of Social influence, research methods and criminal behaviour 2. Core study: NatCen 3. Minority influence 4. Social change 5. Measures of central tendency 6. Measures of dispersion 7. Mathematical skills in Psychology 8. Intro to psychological problems
Key knowledge / Retrieval topics	Introduction to research methods and criminal psychology.	Continue with Research Methods knowledge and outline and evaluation of key theories and studies in Criminal Psychology.	Introduction to social influence including types of conformity.	Research into conformity, outline and evaluation and research methods knowledge.	Evaluation of theories and core studies using research methods.	Revision of previous topics and outline and evaluation of key studies.

| Understanding / Sequence of delivery | 1. Intro to GCSE Psychology – course content and assessment criteria
2. Hypothesis writing: Identify and construct null and alternative hypothesis
3. Define 5 different types of crimes. Identify examples of different types of offences. Apply knowledge of 5 different types of crimes.
4. Describe different methods of how crime is measured including official statistics and self-report. Discuss problems with using official statistics as a way of measuring crime. Discuss problems with self-report as a method of measuring. Apply knowledge and | 1. Describe and identify ethical issues. Describe and identify ways of dealing with ethical issues. Outline the BPS Code of Ethics and Conduct. Apply knowledge of ethical issues to novel sources
2. Demonstrate knowledge and understanding of the features of a laboratory, field and natural experiment. Apply knowledge of laboratory, field and natural experiments to a novel source. Be able to plan a laboratory, natural and field investigation. Describe strengths and weaknesses of laboratory, field and natural experiments.
3. Describe Eysenck's Criminal | 1. Demonstrate knowledge and understanding of the features of correlations. Apply knowledge of correlations to a novel source. Be able to plan correlational research. Describe strengths and weaknesses of correlations. Describe when to use a scatter diagram. Construct an accurate and correctly labelled scatter diagram.
2. Identify different types of observations. Demonstrate knowledge and understanding of the features of different types of observations. Apply knowledge of different types of observations to a novel source. Be able to plan an observational investigation. Describe strengths and weaknesses of | 1. Define obedience. Explain reasons for obeying the orders of authority figures. Apply knowledge of obedience
2. Describe and identify examples of situational factors. Describe the role of situational factors to explain conformity. Describe the role of situational factors to explain crowd and collective behaviour. Describe the role of situational factors to explain pro and antisocial behaviour. Describe the role of situational factors to | 1. Outline the Background of Bickman's research. Describe the method, design), sample, materials/apparatus, and procedure of Bickman's research. Describe the results of Bickman's research. Describe the conclusions of Bickman's research
2. Describe and identify examples of dispositional factors. Describe the role of dispositional factors to explain conformity. Describe the role of dispositional factors to explain crowd and collective behaviour. Describe the role of dispositional factors to explain pro and anti- | 1. Outline the Background of NatCen's research. Describe the method, design), sample, materials/apparatus, and procedure of NatCen's research. Describe the results of NatCen's research. Describe the conclusions of NatCen's research
2. Describe how minority influence affects social change Apply this knowledge to change attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination
3. Describe how majority influence affects social change Apply this |

understanding of how crime is measured. 5. Describe and identify independent measures and repeated measures design. Identify strengths and weaknesses of experimental designs. 6. Describe the nature/nurture debate Apply the nature/nurture debate to criminal behaviour 7. Describe the Social Learning Theory. Apply the Social Learning Theory as an explanation of Criminal/Anti-Social Behaviour. Define the key terminology from Social Learning Theory Discuss criticisms of the Social Learning Theory	Personality Theories (1964 and 1992) and the Biological Basis of Personality (1967) Apply Eysenck's Theory as an explanation of Criminal/AntiSocial Behaviour. Define the key terminology from Eysenck's Theory 4. Know and understand key concepts in relation to the brain and neuropsychology in regarding to Eysenck's PEN theory. 5. Demonstrate knowledge and understanding of the features of structured and unstructured Interviews. Apply knowledge of Interviews to a novel source. Be able to plan structured and unstructured	different types of observations 3. Describe the role of rehabilitation in reducing criminal/anti-social behaviour and increasing pro-social behaviour. Apply knowledge of the changing nature of punishment to a novel source. 4. Define conformity and majority influence. Explain the process of conformity and majority influence. Identify different types of conformity. Apply knowledge of conformity and majority influence 5. Define collective and crowd behaviour and pro and antisocial behaviour. Identify examples of prosocial and anti-social crowd behaviour. Identify features of crowds. Apply knowledge of collective and crowd behaviour.	explain obedience. Apply knowledge of situational explanations to a novel source. 3. Describe criticisms of situational factors. Describe the freewill/ determinism debate. Apply the freewill/determinism debate to situational factors. 4. Define and identify different types of reliability and validity. Apply knowledge of different types of reliability and validity. 5. Describe sources of bias. Apply Sources of Bias to Research 6. Demonstrate knowledge and understanding of the features	social behaviour. Describe the role of dispositional factors to explain obedience. Apply knowledge of dispositional explanations to a novel source 3. Describe criticisms of dispositional factors. Describe the issue of generalisability. Apply the issue of generalisability to dispositional factors 4. Describe when to use Histograms and Line graphs. Construct an accurate and correctly labelled Histogram. Construct an accurate and correctly labelled Line Graph. Frequency tables Scatter diagrams	knowledge to change attitudes and behaviour towards, increasing awareness of, and reducing mental health stigma and discrimination 4. Identify different measures of central tendency. Calculate different measures of central tendency. Apply knowledge to identify when to use differences measures of central tendency. 5. Range Calculate Ratios. Calculate Percentages. Calculate Fractions. Express data in decimal and standard form. Analyse data to a required decimal place and significant figure. Identify the features of Normal distributions. Make estimations

	as an explanation of Criminal/Anti Social Behaviour. Describe the Nature/Nurture Debate. Apply the Nature/Nurture Debate to the Social Learning Theory as an explanation of Criminal/Anti-Social Behaviour. 8. Outline the Background of Cooper and Mackie's research. Describe the method, design), sample, materials/apparatus, and procedure of Cooper and Mackie's research. Describe the results of Cooper and Mackie's research. Describe the conclusions of Cooper and Mackie's research.	Interviews. Describe strengths and weaknesses of structured and unstructured Interviews 6. Demonstrate knowledge and understanding of the features of a questionnaire. Apply knowledge of questionnaires to a novel source. Be able to plan a questionnaire. Describe strengths and weaknesses of questionnaires. 7. Outline the Background of Heaven's research. Describe the method, design), sample, materials/apparatus, and procedure of Heaven's research. Describe the results of Heaven's		of case studies. Apply knowledge of case studies to a novel source. Be able to plan a case study investigation. Describe strengths and weaknesses of case studies.		from data collected.

		research. Describe the conclusions of Heaven's research.			

Assessment		• Grade 2
		
		  o Demonstrate basic psychological knowledge and understanding of development and apply, in a limited way, a few concepts, terms and theories using some psychological terminology.
		
		  o Use some simple mathematical skills
		
		  o Make simple judgements about the developmental theories and research with some reference to evidence.
		
		  o Make basic comments that demonstrate some awareness of alternative explanations.
			• Grade 2
			
			  o Demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology
			
			  o Use some simple mathematical skills
			
			  o Make simple judgements with some reference to evidence
			
			  o Make basic comments that demonstrate some awareness of competing viewpoints.
				• Grade 2
				
				  o Demonstrate basic psychological knowledge and understanding and apply, in a limited way, a few concepts, terms and theories using some psychological terminology
				
				  o Use some simple mathematical skills
				
				  o Make simple judgements with some reference to evidence
				
				• Make basic comments that demonstrate some awareness of competing viewpoints.

		• Grade 5
		
		  o Demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures within development, and apply these mostly correctly to familiar and unfamiliar contexts, using mostly accurate psychological terminology.
			• Grade 5
			
			  o Demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using
				• Grade 5
				
				  o Demonstrate mostly accurate and appropriate knowledge and understanding of psychological ideas, processes and procedures, and apply these mostly correctly to familiar and unfamiliar contexts, using

o Use some mathematical skills relevant to research methods in psychology o Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments about concepts in development supported by some evidence. o Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints.	mostly accurate psychological terminology o Use some mathematical skills relevant to research methods in psychology o Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence o Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints.	mostly accurate psychological terminology o Use some mathematical skills relevant to research methods in psychology o Analyse psychological information, constructing an appropriate line of reasoning that leads to plausible judgments supported by some evidence • Evaluate psychological ideas and research methodology, developing plausible conclusions, supported by some evidence, including from competing viewpoints.
• Grade 8 o Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures within development, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology o Use a range of mathematical skills relevant to research methods in psychology	• Grade 8 o Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology	• Grade 8 o Demonstrate relevant, comprehensive knowledge and understanding of psychological ideas, processes and procedures, and apply these correctly to both familiar and unfamiliar contexts using accurate psychological terminology

	o Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements o Critically evaluate psychological ideas and research methodology within development, developing well-evidenced conclusions from competing viewpoints.	o Use a range of mathematical skills relevant to research methods in psychology o Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements o Critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints	o Use a range of mathematical skills relevant to research methods in psychology o Critically analyse psychological information, constructing a sustained line of reasoning that leads to substantiated judgements • Critically evaluate psychological ideas and research methodology, developing well-evidenced conclusions from competing viewpoints
	• Assessment will consist of past exam questions including multiple choice questions assessing knowledge (AO1), 2-, 3-, 4-, 5-, 6-mark questions assessing knowledge, application of knowledge and evaluation (AO1, AO2 and AO3), and a 13-mark question which assesses knowledge and evaluation (AO1 and AO3).	• Assessment will consist of past exam questions including multiple choice questions assessing knowledge (AO1), 2-, 3-, 4-, 5-, 6-mark questions assessing knowledge, application of knowledge and evaluation (AO1, AO2 and AO3), and a 13-mark question which assesses knowledge and evaluation (AO1 and AO3).	• Assessment will consist of past exam questions including multiple choice questions assessing knowledge (AO1), 2-, 3-, 4-, 5-, 6-mark questions assessing knowledge, application of knowledge and evaluation (AO1, AO2 and AO3), and a 13-mark question which assesses knowledge and evaluation (AO1 and AO3).