Holy Family Catholic School – Faculty of Science & Physiology

Psychology Autumn Half Term 2 Year 10

	Learning Intention	Vocab	Concept	Retrieval	Success Criteria	Hinge	Red Zone
1	**Willingham's Learning Theory.** Students to outline Willingham's theory of learning, referring to importance of factual knowledge, effort and practice.	Effort Practice Working memory	Practical applications Reductionism	Development	I can outline Willingham's main claims about learning and memory. I can explain the importance of practice and factual knowledge.	Which statement best matches Willingham's view of learning? 1. Learning happens naturally if students are interested. 2. Practice and factual knowledge help move information into long-term memory. 3. Memorising facts prevents deeper understanding. 4. Students should discover everything for themselves. **Correct answer: 2**	Explain why Willingham believes practice is essential for mastering a skill. Use an example from school to support your explanation.
2	**Willingham's Learning Theory 2.** Students to apply knowledge of Willingham's theory to education, offering guidance about how best to support the	Social, cognitive and physical development	Practical applications	Scenario sorting activity: which advice comes from Willingham? Compare to Piaget/Dweck advice.	I can apply Willingham's theory to real-life classroom practice. I can explain strategies to support learning based on the theory.	A student is struggling to learn a basketball technique. What would Willingham most likely recommend? 1. Repeated practice with feedback.	A PE teacher wants to help a student struggling with a new technique. Use Willingham's theory to explain what the teacher should do.

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	learners, with consideration of motor and social development. Evaluate the theory.				I can evaluate the theory	2. Waiting for the student to mature cognitively. 3. Avoiding practice to prevent mistakes becoming habits. 4. Letting the student work it out without guidance. **Correct answer: 1**	Explain one weakness of the teacher using this theory.
3	**Kohlberg's Moral Development.** Students to outline Kohlberg's theory of moral development. Students must be able to identify the three stages of development, associated cognitive features associated with each stage and explain what is meant by the Heinz dilemma. Kohlberg's Moral Development	Pre-conventional Conventional Post-conventional Dilemma	Nature and nurture Practical applications	Development Nature and nurture Cognitive development	I can describe Kohlberg's three levels of moral development. I can explain what the Heinz dilemma shows.	A child says Heinz should not steal the drug because stealing is against the law. Which level is this? 1. Pre-conventional 2. Post-conventional 3. Conventional 4. No moral reasoning shown **Correct answer: 3**	A 12-year-old says Heinz should not steal the drug because stealing is against the law. Which stage of moral development is this? Explain your answer using Kohlberg's theory.

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4	**Kohlberg 2** Evaluate the theory	Moral stages Cultural bias Gender bias	Reductionism Validity	Recap criticisms from other theories.	I can evaluate Kohlberg's theory. I can explain issues with cultural/gender bias.	Which is a valid criticism of Kohlberg's theory? 1. Moral reasoning may be influenced by culture. 2. Morality is entirely determined by genes. 3. Children cannot understand moral dilemmas. 4. Moral development stops at age 10. **Correct answer: 1**	Discuss one strength and one weakness of Kohlberg's theory. Explain how cultural or gender bias might affect how we understand moral development.
5	To introduce the topic of psychological problems and consider the incidence and effects of mental health issues on individuals and society.	Mental health, Incidence, Stigma, Wellbeing, Diagnosis, Prevalence.	Practical Applications, Validity, Reductionism.	Recall previous understanding of abnormal behaviour and psychological definitions.	I can define mental health and psychological problems. I can describe the effects of mental health problems on individuals and society. I can explain why awareness and diagnosis of mental health are important.	**Which statement best describes mental health?** 1. **Mental health only refers to diagnosed disorders.** 2. **Mental health is only affected by biology.** 3. **Mental health means never experiencing stress.** 4. **Mental health affects thoughts,**	**Red Zone:** Describe how mental health problems affect both individuals and society. **STRETCH:** Evaluate whether the increase in reported mental health issues reflects a true rise or improved awareness and diagnosis.

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						feelings and behaviour. **Correct answer: 4**	
6	To describe symptoms and diagnosis of unipolar and bipolar depression using the ICD.	Depression, Bipolar, Unipolar, ICD, Symptoms, Diagnosis.	Validity, Research Methods.	Recall what diagnosis means and how conditions are classified in psychology.	I can describe the symptoms of unipolar and bipolar depression. I can explain how depression is diagnosed using the ICD.	**What is the main difference between unipolar and bipolar depression?** 1. **Bipolar depression includes periods of mania as well as depression.** 2. **Unipolar depression is more severe in every case.** 3. **Bipolar depression only affects adults.** 4. **Unipolar depression is diagnosed without the ICD.** **Correct answer: 1**	**Red Zone:** Outline the symptoms of unipolar and bipolar depression and explain how they are diagnosed. **STRETCH:** Evaluate the usefulness and limitations of classification systems such as the ICD for diagnosing depression.
7	To introduce the nature and nurture debate in the context of depression and	Nature, Nurture, Diathesis, Stress, Interaction, Gene.	Nature/Nurture, Reductionism, Holism.	Recall what "nature" and "nurture" mean in psychology.	I can define the stress-diathesis model. I can explain how biological and	**What does the stress-diathesis model suggest?** 1. **Depression is caused only by**	**Red Zone:** Explain how both nature and nurture contribute to depression using

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	explain the stress-diathesis model.				environmental factors interact to cause depression.	**stressful life events.** **2. Depression is caused only by inherited genes.** **3. Depression can result from a combination of vulnerability and stress.** **4. Everyone exposed to stress develops depression.** **Correct answer: 3**	the stress-diathesis model. **STRETCH:** Evaluate whether the stress-diathesis model provides a holistic explanation of depression.
8	To understand evidence supporting genetic inheritance of depression (twin and adoption studies).	Concordance rate, Twin study, Adoption study, Heritability, Gene.	Nature/Nurture, Reliability, Validity.	Recall what genes are and their function.	I can describe twin and adoption studies. I can explain how these studies provide evidence for a genetic influence on depression.	**Why are identical twins useful in research on depression?** **1. They always develop the same mental health conditions.** **2. They share all of their genes.** **3. They experience identical environments.** **4. They cannot be separated by adoption.**	**Red Zone:** Describe one study that supports the genetic explanation of depression. **STRETCH:** Evaluate the reliability and validity of using twin studies to research depression.

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						Correct answer: 2	
9	To outline the research by Caspi et al. (2003) into the 5HTT gene and depression.	Caspi, Allele, 5HTT gene, Serotonin, Genotype, Phenotype.	Research Methods, Reliability, Nature/Nurture.	Recall previous genetic evidence and 5HTT gene links.	I can describe Caspi's procedure and findings. I can explain the link between alleles on the 5HTT gene and depression.	**What was Caspi et al.'s main finding?** **1. Life events alone cause depression.** **2. Depression is inherited through a single depression gene.** **3. Serotonin levels do not affect mental health.** **4. Certain 5HTT gene variants increased risk when combined with stressful life events.** **Correct answer: 4**	**Red Zone:** Outline the procedure and findings of Caspi et al.'s study. **STRETCH:** Explain how Caspi's study supports an interaction between genes and environment (stress-diathesis model).
10	To evaluate the research by Caspi et al. (2003) including its applications.	Reliability, Validity, Ethics, Application, Reductionism.	Validity, Practical Applications, Research Methods.	Recall Caspi's key findings and methods.	I can identify strengths and weaknesses of Caspi's study. I can explain how findings can be applied in mental health contexts.	**Why is Caspi et al.'s research useful?** **1. It shows how genes and environment may interact.** **2. It proves genes directly cause depression.**	**Red Zone:** Evaluate Caspi et al.'s study with reference to strengths, weaknesses, and applications. **STRETCH:** Suggest one

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						3. **It shows stressful events always result in depression.** 4. **It removes the need for psychological treatments.** **Correct answer: 1**	follow-up study that could improve upon Caspi's limitations and explain why.
11	Spacing lesson – long weekend etc						
12	To understand the structure of a neuron and the process of synaptic transmission.	Neuron, Synapse, Neurotransmitter, Dendrite, Axon, Serotonin, Summation.	Biological Approach, Reductionism.	Recall the structure of a brain cell and communication process.	I can label parts of a neuron. I can describe how messages are transmitted across a synapse.	**How does information pass between neurons?** 1. **Through bones in the nervous system.** 2. **Through neurotransmitters crossing a synapse.** 3. **Through hormones crossing the skull.** 4. **Through dendrites touching each other directly.** **Correct answer: 2**	**Red Zone:** Describe how neurons communicate using neurotransmitters. **STRETCH:** Explain how disruption in serotonin transmission could contribute to depression.

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13	To understand how antidepressants work to treat depression.	SSRI, Serotonin, Synapse, Reuptake, Neurotransmission.	Practical Applications, Reductionism.	Recall the role of serotonin in mood regulation.	I can explain how SSRIs increase serotonin levels. I can describe how antidepressants improve mood and symptoms.	**How do SSRIs help treat depression?** **1. They increase the production of all neurotransmitters.** **2. They stop neurons communicating.** **3. They reduce the reuptake of serotonin.** **4. They permanently cure depression.** **Correct answer: 3**	**Red Zone:** Explain how SSRIs treat symptoms of depression. **STRETCH:** Evaluate the effectiveness of antidepressants compared with talking therapies.
14	To evaluate the effectiveness and limitations of using drugs to treat depression.	Side effects, Placebo, Ethics, Dependency, Relapse.	Validity, Practical Applications, Reductionism.	Recall how SSRIs work.	I can identify strengths and weaknesses of drug treatments. I can evaluate ethical and practical issues in using medication.	**Which is a limitation of antidepressants?** **1. They never improve symptoms.** **2. They may cause side effects.** **3. They only work in children.** **4. They prevent any future relapse.** **Correct answer: 2**	**Red Zone:** Evaluate the use of antidepressants as a treatment for depression. **STRETCH:** Discuss whether biological treatments are too reductionist when explaining complex human emotions.
15	To outline the cognitive explanation of	Cognitive, ABC model, Irrational belief,	Reductionism, Practical Applications.	Recall previous models explaining depression.	I can describe the ABC model.	**In Ellis' ABC Model, what does B stand for?** **1. Behaviour**	**Red Zone:** Explain Ellis' ABC model as an explanation of

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	depression and Ellis' ABC model.	Activating event, Consequence.			I can explain how irrational thoughts cause depression.	**2. Biology** **3. Belief** **4. Bipolar disorder** **Correct answer: 3**	depression. **STRETCH:** Apply the ABC model to a real-life scenario of someone experiencing depression.
	No further LIS due to 2 days off, whole school assemblies, xmas liturgies etc.						