

Year 11 Topics

In year 11 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key vocabulary	<i>Procedural Knowledge (To know how...)</i>
Social Influence	Social influence is the change in behaviour that one person causes in another, intentionally or unintentionally, as a result of the way the changed person perceives themselves in relationship to the influencer, other people and society in general.	1. Conformity. Asch's study of conformity.	Social influence, conformity, social factors, group size, anonymity, task difficulty, dispositional factors, personality, expertise, majority influence, Asch effect, group size, confederate, normative social influence, informational social influence, critical trial, independence, 'child of the time', McCarthyism, individualistic culture, collectivist culture, social norm, unanimity, externals, internals, autokinetic, locus of control,	<ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories apply psychological knowledge and understanding in a range of contexts. analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. develop an understanding of the interrelationships between the core areas of psychology. show how the studies for topics relate to the associated theory. Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Obedience. Milgram's Agency theory. Adorno's theory of the Authoritarian Personality.	Obedience, agency theory, authority, culture, proximity, Authoritarian Personality, authority figure, hierarchical, agentic state, autonomous state, agentic shift, legitimate authority, obedience alibi, scapegoating, cognitive style, displacement, identification, internalisation, F-scale, ego-defence mechanism.	
		3. Prosocial behaviour. Bystander behaviour. Piliavin's subway study.	Bystander behaviour, social factors, dispositional factors, expertise, bystander intervention, prosocial behaviour, diffusion of responsibility, bystander effect, cost-reward model, expert,	
		4. Crowd and collective behaviour Prosocial and antisocial behaviour	Crowd, prosocial, antisocial, social loafing, deindividuation, culture, dispositional factors, personality, morality, collective behaviour, individuated, crowd control, crowding, SIDE, identity, social group, 'whistle blowing', morals, social facilitation,	

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key vocabulary	Procedural Knowledge (To know how...)
Language, thought and communication	Language is a representations of ideas, people, places, and events. The given language that children learn is connected to their culture and surroundings. Psychologists have investigated the question of whether language shapes thoughts and actions, or whether our thoughts and beliefs shape our language.	1. The possible relationship between language and thought. The effect of language and thought on our view of the world	Schema, language, sensori-motor, pre-operational, egocentricism, concrete operational, decentre, animism, Sapir-Whorf hypothesis, behaviourist, restricted and elaborated codes.	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories • apply psychological knowledge and understanding in a range of contexts. • analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • develop an understanding of the interrelationships between the core areas of psychology. • show how the studies for topics relate to the associated theory. • Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Differences between human and animal. Communication. Von Frisch's bee study.	Animal communication, ethologist, round dance, waggle dance, evolutionary value, vocal, alarm call, displays, genetic fitness, mating displays, territory, scent marking, pheromones, closed and open system, channels,	
		3. Non-verbal communication	Non-verbal communication, verbal communication, eye contact, flow, intensity of emotion, facial expression, two-way mirror, turn-taking, averted, and direct gaze, autism, body language, open and closed posture, postural echo, touch, personal space, tells, rapport, culture, gender, status, ergonomics, intimate, personal, social and public zones.	
		4. Explanations of non-verbal behaviour. Darwin's evolutionary theory of non-verbal. Yuki's study of emoticons.	Evolutionary, evolved, adaptive, Neonates, hard-wired, natural selection, serviceable habits, sensory, deprived, social learning theory, social releasers, interactionist, emoticon.	

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key vocabulary	Procedural Knowledge (To know how...)
Brain and neuropsychology	Neuropsychology investigates the relations between brain processes and mechanisms on one hand, and cognition and behavioural control on the other.	1. Structure and function of the nervous system	Nervous system: central and Peripheral, somatic, autonomic, fight or flight response, sympathetic, parasympathetic, James-Lange theory of emotion, hemispheres, neuron, homeostasis, polygraphs, adrenaline, physiological, hypothalamus, cardiovascular system, rest and digest, hormone, Cannon-Bard theory, two-factor theory, social cues	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories • apply psychological knowledge and understanding in a range of contexts. • analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • develop an understanding of the interrelationships between the core areas of psychology. • show how the studies for topics relate to the associated theory. • Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Neuron structure and function	Sensory, relay and motor neurons. Synaptic transmission, neurotransmitters, excitation and inhibition, neuronal growth, neurotransmitter, axon, myelin sheath, cell body, nucleus, Nodes of Ranvier, terminal buttons, dendrite, summation, synaptic vesicle, synaptic cleft, plastic, Hebb's theory of neuronal growth, cell assemblies, trace, engram, reductionist.	
		3. Structure and function of the brain	Cerebral cortex, frontal lobe, temporal lobe, parietal lobe, occipital lobe, cerebellum, localisation of function, motor, somatosensory, visual, auditory, language areas, Wernicke's area, Broca's area, central sulcus, homunculus, epilepsy, Montreal Procedure, deja vu, hallucinations, Penfield's study of the interpretive cortex.	
		4. An introduction to neuropsychology	Cognitive neuroscience, CT, PET and fMRI scans, Tulving's 'gold' memory study, neurological damage, aphasia, serotonin, amygdala, stroke, neurorehabilitation, haemodynamic response, post-mortem, radioactive, gamma rays, posterior cortex,	

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key vocabulary	Procedural Knowledge (To know how...)
Psychological Problems	Psychological problems are when people experience difficulties in the way they think, feel and behave. They are associated with distress or impairment and a reaction that is not culturally expected.	1. An introduction to mental health. How the incidence of significant mental health problems changes over time	Mental health problems, social, depression, anxiety, economic deprivation, stigma, social isolation, culture-bound syndrome, koro, anorexia, schizophrenia, anti-psychiatry movement, autonomy, mastery , integration, self-attitudes, personal growth, self-actualisation, labelling.	<p>, Gestaltemonstrate knowledge and understanding of psychological ideas, processes, procedures and theories</p> <ul style="list-style-type: none"> • apply psychological knowledge and understanding in a range of contexts. • analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • develop an understanding of the interrelationships between the core areas of psychology. • show how the studies for topics relate to the associated theory. • Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Effects of significant mental health problems on individuals and society	Negative impact, social care, crime rates, implications for the economy, dementia, phobias, obsessive compulsive disorder, delusions, hallucinations.	
		3. Characteristics of clinical depression	Unipolar depression, bipolar Depression, sadness. International Classification of Diseases, clinical depression, euphoria, manic depression, formulation.	
		4. Theories of depression. Interventions or therapies for depression	Neurotransmitters, serotonin, tryptophan, noradrenaline, diathesis-stress model, negative schemas and attributions, cognitive triad, self-schema, learned helplessness, stable, global, internal, SSRI, reuptake transporter, antidepressant medications, Cognitive behaviour therapy (CBT), reductionist, holistic,	

			<p>perspectives. Wiles' study of the effectiveness of CBT, catastrophizing, behavioural activation, disputing, self-belief, treatment resistant depression, Gestalt, BDI, epidemiology,</p>	
		5. Characteristics of addiction	<p>Addiction, dependence, substance misuse, abuse, dependence syndrome, DSM, withdrawal symptoms, self-medication, clinical characteristics, psychoactive substance, tolerance.</p>	
		6. Theories of addiction. Interventions or therapies for addiction	<p>Hereditary factors, genetic vulnerability, genes, Kaij's twin study of alcohol abuse, alcoholism, peer influence, aversion therapy, self-management programmes, self-help groups, 12 step recovery programmes, eugenic movement, genetic engineering, social identity theory, SLT, operant conditioning, reinforcement, classical conditioning, Antabuse, UCS, CS, NS, CR, UCR, covert sensitisation, peer-sharing model, SMART, self-empowerment,</p>	