



Learning Journey: YEAR 10 PSYCHOLOGY

This first term in _____ I want to focus on _____. I will do this by ...

Term 1:

Memory: Content covered

- How many types of long-term memory are there?
- What is the structure of memory?
- Is memory an active process?
- What factors affect the accuracy of memory?

Social influence: Content covered

- What is conformity and how does it affect behaviour?
- What factors affect obedience?

Term 1: How far I demonstrated the Habits?

Hardworking: ____/5

Inquisitive: ____/5

Resilient: ____/5

Respectful: ____/5

Responsible: ____/5

Aspirational: ____/5

Next term I will focus on _____ by ...

TA1 Projected Grade:

Term 2:

Social influence: Content covered

- What stops helping behaviours?
- How does deindividuation affect crowd and collective behaviours?

Perception: Content covered

- What is the difference between sensation and perception?
- What, how and why visual illusions occur
- Is perception nature or nurture (Gibson and Gregory's theory)?
- What are the different factors affecting perception? – culture, emotions, motivation and expectation

Term 2: How far I demonstrated the Habits?

Hardworking: ____/5

Inquisitive: ____/5

Resilient: ____/5

Respectful: ____/5

Responsible: ____/5

Aspirational: ____/5

Next term I will focus on _____ by ...

TA2 Projected Grade:

Term 3: Developmental and research methods

Content covered

- How does the brain develop in the womb and mature
- Explain how mature thinking matures in stages
- *Piaget theory *egocentrism *application in education
- *conservation *stages of cognitive development
- What makes a person work hard and in what situation?

Term 3: How far I demonstrated the Habits?

Hardworking: ____/5

Inquisitive: ____/5

Resilient: ____/5

Respectful: ____/5

Responsible: ____/5

Aspirational: ____/5

Next year I will focus on _____ by ...

Final Projected Grade:

Careers:

The career that interests me is ...

Subject will help me achieve this because ...

METG



LEARNING
HABITS

Hard working
Inquisitive
Resilient



CHARACTER
HABITS

Respectful
Responsible
Aspirational



Knowledge Organiser: Year 11 Psychology;

BRAIN AND NEUROPSYCHOLOGY

<u>STRUCTURE AND FUNCTION OF THE NERVOUS SYSTEM</u>		1	<u>AUTONOMIC NERVOUS SYSTEM</u>		2	
THE NERVOUS SYSTEM: • Collects and responds to information • Co-ordinates organs including the brain FUNCTIONS OF THE NERVOUS SYSTEM: Central nervous system: • Brain – conscious awareness and decision making • Brain stem – automatic functions Peripheral nervous system: • Information from outside world to CNS • Information from CNS to muscles Autonomic nervous system: • Automatic functions e.g. breathing, heart rate Somatic nervous system: Voluntary movements of muscles			HOMEOSTASIS: • Maintains a balanced internal state by monitoring activity of the organs AN AUTOMATIC SYSTEM: • No conscious control because the functions are vital for life SYMPATHETIC NERVOUS SYSTEM: • Physiological arousal triggered when stressed and leads to fight or flight PARASYMPATHETIC NERVOUS SYSTEM: • Opposite to sympathetic, produces rest and digest response			
<u>FIGHT OR FLIGHT</u>			3	<u>THE JAMES-LANGE THEORY OF EMOTION</u>		4
• Hypothalamus identifies a stressor which triggers the sympathetic division • As sympathetic nervous system is triggered, adrenaline is released • Fight or flight response is immediate and body goes through physiological changes e.g. increased heart rate • Once the threat has passed, parasympathetic is triggered (rest and digest)				PHYSIOLOGICAL AROUSAL FIRST: • Adrenaline is released into the body EMOTION AFTERWARDS: • Brain interprets physiological activity which causes emotion NO PHYSICAL CHANGES = NO EMOTION EVALUATION: + Emotions do come after arousal – particularly in the case of phobias. - Challenged by Canon-Bard theory – some emotions occur at the same time as physiological arousal		
<u>NEURONS AND ELECTRICAL TRANSMISSION</u>						5
TYPES OF NEURON: • Sensory – from PNS to CNS • Relay – connect sensory to motor • Motor – from CNS to muscles		STRUCTURE OF NEURONS: • Cell body • Axon • Myelin sheath • Terminal button		ELECTRICAL TRANSMISSION: • Resting state – negative charge • When firing, charge inside the cell changes which causes an action potential		

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- Low serotonin effects thinking and behaviour

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Knowledge Organiser: Year 11 Psychology; BRAIN AND NEUROPSYCHOLOGY

NEUROLOGICAL DAMAGE

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THE IMPORTANCE OF LOCALISATION:

- Damage of specific areas of the brain affect certain behaviours.

THE EFFECTS OF STROKE:

- When areas of the brain are deprived of oxygen they die, which leads to effects on behaviour.

EFFECTS OF NEUROLOGICAL DAMAGE ON MOTOR ABILITY:

- Damage to motor area can impair movement.

EFFECTS OF NEUROLOGICAL DAMAGE ON BEHAVIOUR:

- Broca's aphasia
- Wernicke's aphasia

TULVING'S GOLD MEMORY STUDY

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AIM: To investigate if episodic memories produce different blood flow patterns to semantic ones

METHOD: Six participants injected with radioactive gold. Monitored blood flow using PET scans

RESULTS: Different blood flow in 3 out of 6 patients

Semantic memories in posterior cortex and episodic memories in anterior cortex

CONCLUSION: Episodic and semantic memories are localised

Memory has a biological basis

EVALUATION:

- + Objective evidence – evidence from brain scans is difficult to fake, producing unbiased evidence
- Sample issues – only six participants included

SCANNING TECHNIQUES

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CT SCANS:

- Large doughnut shaped scanner that rotates
- Takes lots of x-rays of the brain

PET SCAN:

- Patient injectes with radioactive glucose
- Brain activity shown on computer screen

FMRI SCAN:

- Measures a change in oxygen levels
- Displayed as a 3D computer image

EVALUATION:

CT SCANS:

- + Higher quality
- High levels of radiation

PET SCANS:

- + Shows brain in action
- Unethical because of radiation

FMRI SCANS:

- + Produces clearer image with no radiation
- Expensive

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How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			/10
9 marker exam question			/9
Mid unit assessment			/20
Learning Check point 2			/10
9 marker exam question			/9
END OF UNIT			/40