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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 Responsible:/5 Aspirational:/5
TA1 Pr	ojected 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 Jemonstrated theHabits?Next term I will focus onHardworking:/5junctionInquisitive:/5junctionRespectful:/5junctionResponsible:/5junctionAspirational:5junction
TA2 Pr	ojected 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 theHabits?Next year I will focus onHardworking:/5
Final	Projected Grade: Careers: The career that interests me is Subject will help me achieve this because	
	LEARNING HABITS HABITS HABITS Hard working Inquisitive Resilient	HARACTERRespectful Responsible Aspirational



Knowledge Organiser: Year 11 Psychology; BRAIN AND NEUROPSYCHOLOGY

STRUCTURE AND FUNCTION OF THE	AUTONOMIC NERVOUS SYSTEM 2			
NERVOUS SYSTEM 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	 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 			
 Information from CNS to muscles Autonomic nervous system: Automatic functions e.g. breathing, heart rate 	THE JAMES-LANGE THEORY OF EMOTION 4			
Somatic nervous system: Voluntary movements of muscles	 Adrenaline is released into the body EMOTION AFTERWARDS: Brain interprets physiological activity 			
FIGHT OR FLIGHT3• Hypothalamus identifies a stressor which triggers the sympathetic division	which causes emotion NO PHYSICAL CHANGES = NO EMOTION			
 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) 	 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 			
NEURONS AND ELECTRICAL TRANSMISSION 5				
TYPES OF NEURON:STRUCTURE• Sensory – from PNS to CNS• Cell body• Relay – connect sensory to• Myelin sl	OF NEURONS: ELECTRICAL TRANSMISSION: • Resting state – negative			



Knowledge Organiser: Year 11 Psychology; BRAIN AND NEUROPSYCHOLOGY

SYNAPSE AND CHEMICAL TRANSMISSION 6	HEBBS THEORY 7		
 THE SYNAPSE: This is where neurons connect with each other RELEASE OF NEUROTRANSMITTERS: Electrical signal triggers the release of neurotransmitters into the synaptic cleft EXCITATION AND INHIBITION: Excitatory neurotransmitters make the neuron more likely to fire Inhibitory make it less likely to fire SUMMATION: The sum of excitatory and inhibitory neurotransmitters 	 THE BRAIN IS PLASTIC: Synaptic connections become stronger the more they are used THE BRAIN ADAPTS: Brain changes in response to new experiences LEARNING PRODUCES AN ENGRAM: Learning leaves a trace called an engram, this can be permanent CELL ASSEMBLIES AND NEURONAL GROWTH: Groups of neurons that fire together. Neuronal growth occurs as cell assemblies rewire EVALUATION: Hebb's theory is scientific 		
STRUCTURE AND TUNCTION OF THE DRAIN			
FRONTAL LOBE: At the front of the brain. Controls thinking and planning PARIETAL LOBE: Behind the frontal lobe.	LOCALISATION OF FUNTION IN THE BRAIN 9 MOTOR AREA: Movement		
Where sensations are processed. OCCIPITAL LOBE: Back of the brain.	SOMATOSENSORY AREA: Sensory information		
TEMPORAL LOBE: Behind frontal lobe. Processes auditory information	VISUAL AREA: visual field		
CEREBELLUM: receives information from brain and spinal cord. Co-ordinates	AUDITORY AREA: Information of sound		
movement and balance.	LANGUAGE AREA: In the left hemisphere only. Broca and Wernicke's area		
PENFIELDS STUDY: INTERPRETIVE CORTEX	COGNITIVE NEUROSCENCE 11		
AIM: To investigate the function of the temporal lobe using the Montreal procedure.	 WHAT IS IT? Aims to create a detailed map of localised functions in the brain 		
severe epilepsy RESULTS: Temporal lobe stimulations: experiences and feelings associated with those experiences including déjà vu CONCLUSION: Area of the brain called interpretive cortex stores the personal meaning of previous events	 STRUCTURE AND FUNCTION OF THE BRAIN RELATES TO BEHAVIOUR: Frontal love and motor area – movement Temporal lobe and amygdala – emotion and aggression STRUCTURE AND FUNCTION OF THE BRAIN RELATES TO COGNITION: 		
EVALUATION: + Precise method – he could stimulate the exact same areas of the brain and have verbal responses from patients - Unusual sample – all participants had severe epilepsy	 Different types of memory are in different areas of the brain COGNITIVE NEUROSCIENCE AND MENTAL ILLNESS: Low serotonin effects thinking and behaviour 		



Knowledge Organiser: Year 11 Psychology; BRAIN AND NEUROPSYCHOLOGY

NEUROLOGICAL DAMAGE	12	SCANNING TECHNIQUES	13
 THE IMPORTANCE OF LOCALISATION: Damage of specific areas of the brain certain behaviours. THE EFFECTS OF STROKE: When areas of the brain are deprived oxygen they die, which leads to effect behaviour. EFFECTS OF NEUROLOGICAL DAMAGE OMOTOR ABILITY: Damage to motor area can impair movement. EFFECTS OF NEUROLOGICAL DAMAGE OBEHAVIOUR: Broca's aphasia Wernicke's aphasia 	d of cts on DN	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	
TULVING'S GOLD MEMORY STU	py 14	- High levels of radiation PET SCANS: + Shows brain in action	
AIM: To investigate if episodic memory produce different blood flow pattern semantic ones METHOD: Six participants injected w radioactive gold. Monitored blood fl using PET scans RESULTS: Different blood flow in 3 of 6 patients Semantic memories in posterior corf and episodic memories in anterior co CONCLUSION: Episodic and semanti memories are localised Memory has a biological basis	vith ow out of cex ortex c	 Shows brain in action Unethical because of radiation FMRI SCANS: Produces clearer image with no radiation Expensive 	
EVALUATION: + Objective evidence – evidence from brain scans is difficult to fake, produce unbiased evidence - Sample issues – only six participant included	m cing s		



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</u> ORGANISER	<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