

Meden School Curriculum Planning							
Subject	Psychology	Year Group	12	Sequence No.	4	Topic	Research Method
Retrieval		Core Knowledge				Student Thinking	
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?				What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'	
<p><u>Psychological retrieval</u></p> <p>Approaches – types of experiments What makes psychology a science Scientific method Variables and hypothesis Students learnt – Lorenz, Ainsworth, Van Ijzendoorn</p> <p><u>KS4</u></p> <p>Students completed scientific experiments in science to support and consolidate scientific concepts. Students recall that doing practical work enables students to make sense of new information and observations, and provides them with insights into the development of scientific thinking.</p> <p>Recall knowledge of</p>		<p>Experimental method.</p> <ul style="list-style-type: none"> - Types of experiment, laboratory and field experiments; natural and quasi-experiments. - Observational techniques. Types of observation: naturalistic and controlled observation; covert and overt observation; participant and non-participant observation. - Self-report techniques. Questionnaires; interviews, structured and unstructured. - Correlations. Analysis of the relationship between co-variables. The difference between correlations and experiments. <p>Scientific processes</p> <ul style="list-style-type: none"> - Aims: stating aims, the difference between aims and hypotheses. - Hypotheses: directional and non-directional. - Sampling: the difference between population and sample; sampling techniques including: random, systematic, stratified, opportunity and volunteer; implications of sampling techniques, including bias and generalisation. - Pilot studies and the aims of piloting. - Experimental designs: repeated measures, independent groups, matched pairs. - Observational design: behavioural categories; event sampling; time sampling. - Questionnaire construction, including use of open and closed questions; design of interviews. 				<p>Impact on false reporting – Wakefield paper linking MMR vaccination to Autism and impact on children's health</p> <p>Students complete their own piece of research where they gather participants, complete experiment and write up on an area of interest.</p>	

<ul style="list-style-type: none"> • devising and investigating testable questions • identifying and controlling variables • analysing, interpreting and evaluating data 	<ul style="list-style-type: none"> - Variables: manipulation and control of variables, including independent, dependent, extraneous, confounding; operationalisation of variables. - Control: random allocation and counterbalancing, randomisation and standardisation. - Demand characteristics and investigator effects. - Ethics, including the role of the British Psychological Society's code of ethics; ethical issues in the design and conduct of psychological studies; dealing with ethical issues in research. - The role of peer review in the scientific process. - The implications of psychological research for the economy. <p>Data handling and analysis</p> <ul style="list-style-type: none"> - Quantitative and qualitative data; the distinction between qualitative and quantitative data collection techniques. - Primary and secondary data, including meta-analysis. - Descriptive statistics: measures of central tendency – mean, median, mode; calculation of mean, median and mode; measures of dispersion; range and standard deviation; calculation of range; calculation of percentages; positive, negative and zero correlations. - Presentation and display of quantitative data: graphs, tables, scattergrams, bar charts. - Distributions: normal and skewed distributions; characteristics of normal and skewed distributions. - Introduction to statistical testing; the sign test. When to use the sign test; calculation of the sign test. <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Hypothesis</td> <td>extraneous variables</td> </tr> <tr> <td>Confounding variables</td> <td>quasi-experiment</td> </tr> <tr> <td>Systematic sampling</td> <td>stratified sampling</td> </tr> <tr> <td>Qualitative</td> <td>quantitative</td> </tr> <tr> <td>Meta-analysis</td> <td>central tendency</td> </tr> </table>	Hypothesis	extraneous variables	Confounding variables	quasi-experiment	Systematic sampling	stratified sampling	Qualitative	quantitative	Meta-analysis	central tendency	
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