

Meden School Curriculum Planning																					
Subject	Psychology	Year Group	13	Sequence No.	8	Topic	IDA														
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>Research in psychology – elements of A03 previously explored, such as Asch only using male participants, Ainsworth applying her theory to other cultures, memory models have reductionist qualities</p>		<ul style="list-style-type: none"> - Gender and culture in Psychology – universality and bias. Gender bias including androcentrism and alpha and beta bias; cultural bias, including ethnocentrism and cultural relativism. - Free will and determinism: hard determinism and soft determinism; biological, environmental and psychic determinism. The scientific emphasis on causal explanations. - The nature-nurture debate: the relative importance of heredity and environment in determining behaviour; the interactionist approach. - Holism and reductionism: levels of explanation in Psychology. Biological reductionism and environmental (stimulus-response) reductionism. - Idiographic and nomothetic approaches to psychological investigation. - Ethical implications of research studies and theory, including reference to social sensitivity. <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Universality</td> <td>Androcentrism</td> </tr> <tr> <td>Alpha bias</td> <td>Beta bias</td> </tr> <tr> <td>Ethnocentrism</td> <td>Cultural relativism</td> </tr> <tr> <td>Determinism</td> <td>Heredity</td> </tr> <tr> <td>Interactionist</td> <td>Diathesis-stress model</td> </tr> <tr> <td>Holism</td> <td>Reductionism</td> </tr> <tr> <td>Idiographic</td> <td>Nomothetic</td> </tr> </table>			Universality	Androcentrism	Alpha bias	Beta bias	Ethnocentrism	Cultural relativism	Determinism	Heredity	Interactionist	Diathesis-stress model	Holism	Reductionism	Idiographic	Nomothetic	<p>Students to consider the concept of ethnocentrism and how claiming white-British culture is dominant to other cultures could be damaging and oppressive</p> <p>Students to explore the economic implications of research on society – for example the role of the father and the links to economy</p>		
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