



YEAR 1 Summer 1

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Sleep and Dreaming

Curriculum Intent

Pupils will be taught, following National Curriculum guidelines, the following this term: Biopsychology

Why do we teach this to students?

Students have by now gained a solid understanding of the various influences on human behaviour and seen psychology in action in research methods. Students get to explore a more in-depth investigation of the working of the brain and how it impacts sleep.

Why do we teach this now?

Another topic that students find fascinating, a good one to end the year on and re-visit in year 2. Students will try to understand dreaming and why we have sleep. Having a go at interpreting dreams being a highlight. Students will also learn more about the Biological side of Psychology, another major perspective.

The functions, features and benefits of sleep: healthy brain; physical repair; emotional stability; stages of the sleep cycle and when dreaming occurs; the role of the pineal gland and melatonin

- The causes of sleep disorders: sleep onset and sleep maintenance insomnia
- Endogenous pacemakers; and exogenous zeitgebers; and their role in sleep.

The Freudian Theory of Dreaming:

the unconscious mind
the role of repression
the concept of wish fulfilment
manifest and latent content of dreams
criticisms of the theory including the issue of subjectivity.

The Freudian Theory of Dreaming Research Study – Freud (1918): dream analysis study of 'The Wolfman'.

- The Activation Synthesis Theory of Dreaming:

the role of REM sleep

the function and actions of the brain during sleep, including the limbic system

activity of neurons in the pons during sleep

the process of synthesis as a function of the cerebral cortex

criticisms of the theory including the reductionism/holism debate.

The Activation Synthesis Theory of Dreaming Research Study

Differences in actions and functions of the brain when dreaming and when awake – Williams et al. (1992): study into Bizarreness in Dreams and Fantasies: Implications for the Activation Synthesis hypothesis

Features of insomnia, the role of the nervous system and its management through relaxation techniques and the role of the physical environment in insomnia and its treatment through improved sleep hygiene

- The impact of neurological damage to the hypothalamus on sleep.

Skills/Assessment Objective Links

Assessment Objective

	<p>AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures</p> <p>AO2 Apply knowledge and understanding of psychological ideas, processes and procedures</p> <p>AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions</p>
Spiritual, moral, social, and cultural development	<p>SMSC: BPS guidelines</p> <p>PSHE:</p> <ol style="list-style-type: none"> 1. How to talk about emotions accurately and sensitively 2. That happiness is linked to being connected with others 3. How to recognise the early signs of mental wellbeing concerns 4. Common types of mental ill-health <p>British Values: Individual liberty – through understanding that people are products of their neural networks.</p> <p>Rule of law – through understanding that psychologists can be barred from the BPS for breaking the ethical guidelines.</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p>Relationships: the functions of hormones and how they can affect our behavior and relationships. The role of adrenaline in affecting behaviour.</p>
Numeracy	Numeracy is embedded throughout the course and across all papers and can appear in any of the topic questions. For example, statistical analysis of concordance studies.
Literacy	<p>Vocabulary Tier 2: glands, hormones, adrenaline, post-mortem examination, pacemaker, zeitgeber</p> <p>Vocabulary Tier 3: Nervous system: Central & peripheral (somatic and autonomic), hormones & glands, neurons, synapses, localisation fMRI, ERP, EEG, circadian rhythms, ultradian rhythms, infradian rhythms, endogenous pacemakers, exogenous zeitgebers, Synaptic transmission, excitation & inhibition</p> <p>Reading: reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p>Writing: As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 13 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and an critical analysis and discussion when evaluating.</p> <p>Oracy: group work in the majority of lessons, think pair share activities eg a debate on whether the brain has plasticity or not.</p>
Becoming future ready	<p>Personal Skills: As a Psychology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p>Careers/Employability: As well as the above personal skills leading to employability, Psychology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of the human mind and behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:

QFT/SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support, psychology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery	
Learning Outcomes (Most powerful knowledge)	<p>To be able to:</p> <p>See PLCs copied below</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	Further discussion of the brain and its effects on behaviour in year 2 topics such as schizophrenia and forensic. Treatments of disorders, the role of neurotransmitters; serotonin, dopamine. Memory topic to support localisation of function.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

PLC – Sleep and Dreaming Topic 5	Assessment Objective	RED	AMBER	GREEN
I can describe the functions, features and benefits of sleep, including; a) The five stages of sleep b) REM c) Why we sleep	AO1			
I can describe and explain the neuropsychology of sleep; a) Endogenous pacemakers and exogenous zeitgebers b) The role of melatonin	AO1			
I can describe and explain Freud's (1900) theory of dreaming including; a) Manifest content b) Latent content c) Wish fulfilment	AO1/AO2			
I can evaluate Freud's theory of dreaming	AO3			
I can describe Freudian Theory of Dreaming Research study: Freud (1918)-dream analysis of the Wolfman • Aims • Procedures • Findings (results and conclusions)	AO1/AO2			
I can evaluate Freudian Theory of Dreaming Research study: Freud (1918)-dream analysis of the Wolfman	AO3			
I can describe the Activation Synthesis Theory (Hobson and McCarley, (1977)	AO1			
I can evaluate Hobson and McCarley's theory of dreaming	AO3			
I can describe The Activation Synthesis Theory of Dreaming Research study: Williams et al (1992)-a study into bizarreness in dreams and fantasies implications for the activation synthesis hypothesis • Aims • Procedures • Findings (results and conclusions)	AO1/AO2			
I can describe Heaven (1996)- a study into delinquency, extraversion, psychoticism and self-esteem. • Aims • Procedures • Findings (results and conclusions)	AO1			
I can evaluate Williams et al (1992)-a study into bizarreness in dreams and fantasies	AO3			

implications for the activation synthesis hypothesis				
I can apply the development for treatments for insomnia: Neurological damage/ relaxation techniques/sleep hygiene education	A02			