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| **This half term: Skills, Knowledge and Understanding to be developed:**  Learners will gain a solid grounding in the Psychodynamic approach. Learners will consider the applications of the approach to key research and therapy. They will develop the skills to evaluate based on usefulness and research methodology. | **Key Terms to be learned this half term:**  psychodynamic, id, ego, superego, unconscious, preconscious, libido, Oedipus, dream analysis, defense mechanisms, psychosexual stages, nature v’s nurture, free will, determinism, reductionism, holism, idiographic, nomothetic. |

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| **Week 1 Learning Objectives etc:** *(week1)*   * identify and describe the assumptions of the Psychodynamic approach * describe Freud’s description of the different levels of consciousness |  | **Objective assessments:**  Learners will demonstrate an understanding of the key assumptions of the psychodynamic approach. |  |
| **Week 2 Learning Objectives etc:** *(week2)*   * identify and describe the 5 psycho-sexual stages of development * describe and explain the main components of *dream analysis* as a key therapy of the psychodynamic approach * evaluate the effectiveness and ethical considerations of the therapy (Dream Analysis) |  | **Objective assessments:**  Learners will be able to apply the assumptions of the approach to maladaptive behaviour and dream analysis.  Learners will critically evaluate dream analysis as an effective form of therapy. | **Homework 1:**  Research the key terms for the unit. |
| **Week 3 Learning Objectives etc:** *(week1)*   * describe the key elements of the classic research: **Bowlby, J. (1944) *‘Forty-four juvenile thieves: Their characters and home-life.’*** * explain the methodology, procedures, findings, conclusions used in the research |  | **Objective assessments:**  Learners will critically evaluate the research carried out by Bowlby. | **Homework 2:**  Exam questions: Assumptions |
| **Week 4 Learning Objectives etc:** *(week2)*   * consider the cultural implications of the mother as the ‘primary care-giver’ (PCG) * consider a range of evidence for and against the role of the mother PCG * critically evaluate the idea that the ‘mother should be the primary care-giver’ |  | **Objective assessments:**  Learners will begin to critically evaluate evidence applied to the debate as to mother should be a primary care-giver. | **Homework 3&4:**  Exam question:  Mother as The  primary care giver. |
| **Week 5 Learning Objectives etc:** *(week1)*   * summarise the key points of the Psychodynamic approach * evaluate the Psychodynamic approach * identify where it sits for each of the debates E.G. Nature/Nurture |  | **Objective assessments:**  Learners will demonstrate a holistic understanding of the psychodynamic approach. | **Homework 3&4:**  Exam question:  Mother as The  primary care giver. |
| **Week 6 Learning Objectives etc:** *(week2)*   * describe the assumptions of the Behaviourist approach applying them to the formation of a relationship * application and evaluation of Classic and Operant conditioning technique |  | **Objective assessments:**  Learners will begin to define and apply some of the key terms for the unit. Learners will know the Behaviourist assumptions. | **Homework 5:**  Key words for Behaviourist Approach |
| **Week 7 Learning Objectives etc:** *(week1)*   * describe and evaluate the key elements of the classic research: **Watson & Rayner (1920) *Conditioned emotional reactions*** |  | **Objective assessments:**  Learners will review a classic piece of Behaviourist research and apply it to everyday life.  . | **Homework 5:**  Exam question:  Watson & Raynor |