Meden School Curriculum Planning						
Subject Psychology	Year Group	12	Sequence No.	2	Topic	Biopsychology
Retrieval	Core Knowledge			Student Thinking		
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?	What <b>specific ambitious knowledge</b> 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!'	
Biology – The digestive system is an organ system in which several organs work together to digest and absorb food. The structure of the nervous system, which enables humans to react to their surroundings – CNS is the brain and spinal cord and response of effectors, which may be muscles contracting or glands secreting hormones. The brain and neurons within the brain, labelling of the cerebral cortex, cerebellum and medulla and describing their functions. Glands on a human body – pituitary gland, pancreas, thyroid, adrenal gland, ovary and testes.	<ul> <li>The divisions of the nervous system: central and peripheral</li> <li>The structure and functions of sensory, relay and motor neurons. The process of synaptic transmission, including reference to neurotransmitters, excitation and inhibition.</li> <li>The functions of the endocrine system: glands and hormones</li> <li>The flight or flight response including the role of adrenaline</li> <li>Localisation of function in the brain and hemispheric lateralisation: motor, somatosensory, visual, auditory and language centres; Broca's and Wernicke's areas, split brain research. Plasticity and functional recovery of the brain after trauma</li> <li>Ways of studying the rain: scanning techniques, including fMRI, EEG, ERP and post mortem</li> <li>Biological rhythms: circadian, infradian and ultradian and the difference between these rhythms. The effect of endogenous pacemakers and exogenous zeitgebers on the sleep wake cycle</li> <li>Tier 3 vocabulary</li> <li>Cerebral cortex peripheral/semantic/autonomic excitation/inhibition</li> <li>Cerebral cortex Endogenous pacemaker</li> <li>Melatonin infradian/ultradian/circadian</li> </ul>				Development of knowledge to biological rhythms to school/work life and the timings of the day. Should schools start later and finish earlier as would this have an impact on learning based on circadian rhythms?  How do biological rhythms affect people who do shift work? Exploration of the type of jobs that require shift work and the pay they receive. Does the pay support the heath risks linked to shift work? Should there be a better way of completing the work?	