

**Psychology curriculum map: Year 10**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowledge	<p><b>Memory</b></p> <p><b>Processes of memory: encoding (input) storage and retrieval (output):</b> Different types of memory: episodic memory, semantic memory and procedural memory. How memories are encoded and stored.</p> <p><b>Structures of memory:</b> The multi-store model of memory: sensory, short term and long term. Features of each store: coding, capacity, duration. Primacy and recency effects in recall: the effects of serial position. Murdock's serial position curve study.</p> <p><b>Memory as an active process:</b> The Theory of Reconstructive Memory, including the concept of 'effort after meaning'. Bartlett's War of the Ghosts study. Factors affecting the accuracy of memory, including interference, context and false memories.</p>	<p><b>Perception</b></p> <p><b>Sensation and perception:</b> The difference between sensation and perception.</p> <p><b>Visual cues and constancies:</b> Monocular depth cues: height in plane, relative size, occlusion and linear perspective. Binocular depth cues: retinal disparity, convergence.</p> <p><b>Gibson's direct theory of perception – the influence of nature:</b> The real world presents sufficient information for direct perception without inference. Role of motion parallax in everyday perception.</p> <p><b>Visual illusions:</b> Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy. Examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.</p> <p><b>Gregory's constructivist theory of perception – the influence of nurture:</b> Perception uses inferences from visual cues and past experience to construct a model of reality.</p> <p><b>Factors affecting perception:</b></p>	<p><b>Development</b></p> <p><b>Early brain development:</b> A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition. The roles of nature and nurture.</p> <p><b>Piaget's stage theory and the development of intelligence. The role of Piaget's theory in education:</b> Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation. The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education. Reduction of egocentricity, development of conservation. McGarrigle and Donaldson's 'naughty teddy study'; Hughes' 'policeman doll study'.</p> <p><b>The effects of learning on development:</b> Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning. Learning styles</p>	<p><b>Research Methods</b></p> <ul style="list-style-type: none"> <li>• <b>Formulation of testable hypotheses</b></li> <li>• <b>Types of variables</b></li> <li>• <b>Sampling methods</b></li> <li>• <b>Designing research</b></li> <li>• <b>Correlation</b></li> <li>• <b>Research procedures</b></li> <li>• <b>Planning &amp; conducting research</b></li> <li>• <b>Ethical considerations, Quantitative &amp; Qualitative data</b></li> <li>• <b>Primary &amp; Secondary data</b></li> <li>• <b>Computation</b></li> <li>• <b>Descriptive statistics</b></li> <li>• <b>Interpretation and display of quantitative data</b></li> <li>• <b>Normal distributions</b></li> </ul>	<p><b>Social Influence</b></p> <p><b>Conformity:</b> Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence. Asch's study of conformity.</p> <p><b>Obedience:</b> Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity. Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality.</p> <p><b>Pro social behaviour:</b> Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention. Piliavin's subway study.</p> <p><b>Crowd &amp; collective behaviour:</b> Prosocial and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional</p>	<p><b>Recap and introduction to year 11</b></p>

		Perceptual set and the effects of the following factors affecting perception: culture, motivation, emotion, expectation. The Gilchrist and Nesberg study of motivation and the Bruner and Minturn study of perceptual set.	including verbalisers and visualisers. Willingham's Learning Theory and his criticism of learning styles.		factors (personality and morality) affect collective behaviour.	
<b>Skills</b>	<p><b>AO1:</b> Demonstrate knowledge and understanding of psychological ideas, processes and procedures. <b>AO2:</b> Apply knowledge and understanding of psychological ideas, processes and procedures. <b>AO3:</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p><b>Students should be able to:-</b></p> <p>Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</p> <p>Analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions and produce</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of psychological ideas, processes and procedures. <b>AO2:</b> Apply knowledge and understanding of psychological ideas, processes and procedures. <b>AO3:</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p><b>Students should be able to:</b></p> <p>Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</p> <p>Analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions and produce</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of psychological ideas, processes and procedures. <b>AO2:</b> Apply knowledge and understanding of psychological ideas, processes and procedures. <b>AO3:</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p><b>Students should be able to:</b></p> <p>Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 1 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 1 content in a range of contexts</p> <p>Analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 1 content and make judgements, draw conclusions and produce</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of psychological ideas, processes and procedures. <b>AO2:</b> Apply knowledge and understanding of psychological ideas, processes and procedures. <b>AO3:</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p> <p><b>Students should be able to:</b></p> <p>Use of knowledge and understanding of research methods including practical research skills and mathematical skills will be assessed across all topic areas in Paper 1. These skills should be developed by studying the specification content and through ethical, practical research activities, involving:</p> <ul style="list-style-type: none"> <li>designing research</li> <li>conducting research</li> <li>analysing and interpreting data.</li> </ul> <p>By carrying out practical research</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of psychological ideas, processes and procedures. <b>AO2:</b> Apply knowledge and understanding of psychological ideas, processes and procedures. <b>AO3:</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions. .</p> <p><b>Students should be able to:</b></p> <p>Demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories in relation to the specified Paper 2 content</p> <p>Apply psychological knowledge and understanding of the specified Paper 2 content in a range of contexts.</p> <p>Analyse and evaluate psychological ideas, information, processes and procedures in relation to the specified Paper 2 content and</p>	<p><b>AO1:</b> Demonstrate knowledge and understanding of psychological ideas, processes and procedures. <b>AO2:</b> Apply knowledge and understanding of psychological ideas, processes and procedures. <b>AO3:</b> Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>

	<p>Developments or refinements of psychological procedures based on their reasoning and synthesis of skills</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness</p> <p>Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour</p> <p>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity</p> <p>Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Show how the studies for topics relate to the associated theory.</p>	<p>Developments or refinements of psychological procedures based on their reasoning and synthesis of skills</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness</p> <p>Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour</p> <p>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity</p> <p>Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Show how the studies for topics relate to the associated theory.</p>	<p>Developments or refinements of psychological procedures based on their reasoning and synthesis of skills</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness</p> <p>Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour</p> <p>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity</p> <p>Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Show how the studies for topics relate to the associated theory.</p>	<p>activities, students will manage associated risks and use information and communication technology (ICT).</p>	<p>make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills</p> <p>Evaluate therapies and treatments including in terms of their appropriateness and effectiveness</p> <p>Show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour</p> <p>Demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity</p> <p>Develop an understanding of the interrelationships between the core areas of psychology</p> <p>Show how the studies for topics relate to the associated theory.</p>	
Key Questions	<p>What are memories? What are the different types of memories? How do we store memories and how do we retrieve them? How long do memories last? How do we test for memory? How can memories be manipulated? Why and how do we forget?</p>	<p>What is the difference between sensation &amp; perception? What are visual cues? How do we perceive our environment? What are visual illusions and how do they work? What is perception and how does nurture affect this? What are the different factors that affect perception?</p>	<p>How is the brain formed? How does this process occur in utero and early brain development? How does intelligence develop? What is Piaget's research in this area? How has Piaget's theory shaped education? How do we investigate child development? What are the effects of learning on development?</p>	<p>How do we undertake our own research? How do we communicate our findings with others? How do we ensure Psychology is a Science? How do we ensure research is ethical? Is all research valid and reliable?</p>	<p>What is conformity? What is obedience? How can we test for these? Is this ethical? What is pro social behaviour? Do we behave the same way in the presence of others?</p>	<p>How to improve your grade • Studying model answers • Development of essays • Examiner reports • Creating effective revision material for paper 1 • How do I effectively revise?</p>

<p>Assessment focus on core knowledge &amp; skills.</p>	<p>Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay questions; <b>End of topic full mock exam paper.</b> REACT - intervention and re-sit.</p>	<p>Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay questions</p>	<p>Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay questions; <b>End of topic full mock exam paper.</b> REACT - intervention and re-sit.</p>	<p>Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay questions</p>	<p>Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay questions; <b>End of topic full mock exam paper.</b> REACT - intervention and re-sit.</p>	<p>Low stakes questioning, live task marking using exam style questions, knowledge based short questions assessment. Recap starter every lesson; short question knowledge test every 3 weeks. Essay questions.</p>
<p>Literacy/numeracy/SMSC/Character</p>	<p>Structured whole class and independent reading, challenging articles used alongside core texts • Use of questioning to support reading • Structured writing • Terminology &amp; definitions of Tier 3 and tier 2 words - key vocabulary and academic terminology • SEN support – differentiated writing frames i.e. PEEL paragraphs, sentence starters • Development and questioning of opinions and new ideas on psychological research • Public speaking and opportunities to develop debating skills in every term • Starters i.e. key word bingo, key concept recall • Terminology booklet (glossary)• Inquiry skills • Analytical skills SMSC – Directly and indirectly embedded across lessons - Psychological issues in society and the impact on the individual and the wider community.</p>					
<p>Enrichment opportunities and futures</p>	<p>Futures in the subject embedded across lesson plans and presentations directly and indirectly. Career options displayed on the display board including further education options. Core skills are developed to support the transition to the world of work including: Independent research skills ; Group work and ability to work independently; Communication and Cooperation ; Public speaking . Encourage students to engage in enrichment activities set through google classroom e.g. links to Ted Talks</p> <p><b>Specific enrichment</b> - External speakers, interviews with people suffering with various conditions where possible, university outreach projects.</p>					