


Psychology Department – Year 10

 Shirley High Curriculum Map	<i>Intent: Students will be introduced to the core principles and theories that underpin this social science. Studying psychology at GCSE will give them a solid foundation upon which to build their psychological knowledge. It will help them to understand human behaviour and what compels people to make the decisions they do.</i>					
	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:	Theme/Topic/Skill:
	Research Methods	Research Methods/Memory	Memory/Perception	Perception/ Development	Development/ Social Influence	Social Influence/ Revision
Why Now?	Research Methods gives students important information required to understand and evaluate named studies throughout each other unit. There are Research Methods components including maths etc that are spread throughout the remainder of the course.	The memory unit uses research methods which are easier to understand such as lab studies. This builds upon the knowledge from the previous research methods unit. The practicals are effective in encouraging student engagement early on. This unit offers insights useful to learners in general.	Perception is closely linked to memory as the process of remembering incorporates information from an individual's perception. It helps the students prepare for the way the paper will be presented.	Development offers valuable insights such as Dweck and focuses on cognition, so matches with the content covered so far.	Many students report Social Influence as being their favourite module. It is fairly short and ideal for the end of year.	
Fundamental Concepts	Formulation of hypotheses, Types of variable, Research procedures, Types of Experiment, Experimental design, Sampling methods, Ethical considerations, Self-report methods, Observations, Correlation and case studies.	Encoding, storage and retrieval, Different types of memory, The multi-store model of memory, Primacy And recency effects in recall, Bartlett's War of the Ghosts' study, The theory of reconstructive memory, Factors affecting the accuracy of memory, including interference, context and false memories.	Sensation and perception, Visual cues and constancies, Visual illusions, Gibson's direct theory, Gregory's constructivist theory, Culture, Emotion, Motivation and Expectation.	Early brain development, Piaget's Theory of Cognitive Development, Stages of Development, Application to Education, Conservation, Egocentricity, Dweck's Mindset Theory of Learning, The role of praise and self-efficacy, Learning styles and Willingham's Learning Theory.	Asch's study of conformity, Social and Dispositional factors Affecting Conformity, Obedience: Milgram's Agency Theory, Adorno's Theory, Piliavin Subway Study, Social and Dispositional Factors Affecting Bystander Intervention, Deindividuation, Crowd and collective behaviour: social and dispositional factors.	
Students will...	The research methods unit will introduce students to the way in which psychological research is conducted. Initially, students will learn how to formulate hypotheses, identify types of variables and understand the use of research procedures. Students will be introduced to various types of experiment, the way participants are allocated to experimental groups and various sampling methods. They will gain an insight into the ethical considerations within research and be introduced to self-report methods, types of observations, correlation and case studies. Students will develop their evaluation skills and will be introduced to types of data and descriptive statistics. They will learn how to construct and interpret graphical techniques and will learn various methods of computation.	During the memory unit, students will learn about different types of memory and gain an understanding of how new information is processed. They will be introduced to the different structures of memory (sensory, long term and short-term) and learn how each structure affects recall. Students will apply their newly acquired knowledge of research methods to Murdock's Serial Position Curve study and will explore Bartlett's War of the Ghosts study. Students will learn the factors that affect the accuracy of memory (interference, context and false memories).	In the perception unit, students will be introduced to the concepts of sensation and perception and will learn the differences between them. They will explore Monocular Depth Cues and Binocular Depth Cues and learn about Gibson's direct theory of perception (the influence of nature). Students will learn how to explain and evaluate Gregory's Constructivist Theory of Perception and explore factors affecting perception (culture, emotion, motivation and expectation).	Within the development unit, students will acquire basic knowledge of early brain development and gain an understanding of the roles of nature and nurture. They will learn Piaget's Theory of Cognitive Development, the four stages of development and the application of these stages in education. They will then explore McGarrigle and Donaldson's 'naughty teddy study' and Hughes' 'policeman doll study' and learn about the effects of learning on development.	During the social influence unit, students will be introduced to the concept of conformity through the exploration of Asch's study and learn how social and dispositional factors affect conformity to majority influence. They will learn about Milgram's Agency Theory of social factors affecting obedience and acquire knowledge of dispositional factors affecting obedience through the exploration of Adorno's theory of the Authoritarian Personality. Students will link these concepts to prosocial behaviour and crowd and collective behaviour.	Students will practise exam skills by answering exam questions in timed conditions and will receive thorough feedback. Students will do teacher assessed, self assessed and peer assessed work using past papers and exam questions. Students will work with the teacher and their peers to develop revision techniques and will engage in revision sessions.
Language for Life (Key terms/Vocabulary)	Reliability Validity Ecological Validity Internal Validity Variable Independent variable Dependent variable Aim Hypothesis Alternate hypothesis Null hypothesis Extraneous Variables Laboratory Experiment Field Experiment Natural Experiment Experimental Design Independent Groups Repeated Measures Matched Pairs Random Allocation Counter Balancing Sample Target Population Generalisation Random sampling Opportunity sampling Systematic sampling Stratified sampling Informed Consent Deception Protection from Harm Privacy and Confidentiality Open Questions Closed Questions Interview Social desirability bias Observation Categories of Behaviour Interobserver reliability Correlation Case Study Quantitative Data Qualitative Data Primary Data Secondary Data	Encoding Storage Retrieval Visual encoding Acoustic encoding Semantic encoding Other encoding Recognition Cued recall Free recall Episodic Memory Semantic Memory Procedural Memory Coding Capacity Duration Sensory Register Short Term Memory Long Term Memory Primacy Effect Recency Effect Serial Position Curve Reconstructive Memory Interference Context Cues False Memories	Sensation Perception Visual Cues Visual Constancies Monocular Depth Cues Binocular Depth Cues Ambiguity Fiction Misinterpreted Depth Cues Size Constancy Nature Nurture Sufficient information for direct perception Optic flow patterns Motion parallax Perception is a construction Inference Visual cues Perceptual Set Culture Emotion Motivation Expectation	Neural Tube Forebrain Midbrain Hindbrain Brain Stem Cerebellum Thalamus Cortex Nature Nurture Cognitive Development Schemas Assimilation Accommodation Sensorimotor Pre-operational Concrete operational Formal operational Child-centered Readiness Approach Conservation Egocentricity Fixed Mindset Growth Mindset Person Praise Process Praise Self-Efficacy Learning Styles Verbaliser Visualiser Kinaesthetic Willingham's Learning Theory	Social Factors Dispositional Factors Conformity Group Size Anonymity Task Difficulty Personality Expertise Obedience Agentic State Autonomous State Agentic Shift Authority Culture Proximity Authoritarian Personality Prosocial Behaviour Bystander Intervention Presence of Others Cost of Helping Similarity to Victim Expertise Collective Behaviour Social Loafing Deindividuation Culture Personality Morality	

<p>Extended writing Opportunities</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements.</p>	<p>Students will participate in essay planning activities in order to develop their ability to write high quality psychology based essays.</p> <p>Students will use key terms/vocabulary and apply them to STEM questions. They will develop their ability to write effective evaluations of studies through the use of GRAVE paragraphs and will evaluate theories using SODA paragraphs.</p> <p>Students will practise extended writing exam questions worth 6 and 9 marks in line with the AQA exam requirements.</p>	
<p>Maths Across the Curriculum</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages</p>	<p>Students will periodically answer research methods questions throughout different topics. This will require them to review and use mathematical calculations. They will also be required to interpret data from key studies e.g. graphs and percentages</p>	
<p>Links to careers/aspirations</p>	<p>Market Research, Policy Work, Experimental Psychology,</p>	<p>links to police/ criminal justice system-</p>	<p>Perceptual Psychology,</p>	<p>Early Years, Teaching, Child Psychology, Social Work, Educational Psychology</p>	<p>Activism/Social Justice, Social Impact careers,</p>	
<p>Cultural Capital</p>	<p>The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.</p> <p>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour. Their awareness of diversity is further enhanced through learning various views of psychologists from different countries including Piaget (a Swiss Psychologist known for his research on child development) and Asch (a Polish-American Gestalt psychologist and pioneer in social psychology).</p> <p>Students learn about the Sapir-Whorf hypothesis, which is the idea that the particular language an individual speaks influences the way they think about reality. This can help students with their understanding of others and day to day interactions, empowering them to navigate and thrive in a culturally diverse society.</p>	<p>The course provides cultural capital by offering students a comprehensive understanding of key psychological theories, concepts, and research that are relevant in today's society and outside of their current understanding of the world.</p> <p>They explore the behaviour of humans and animals and expand their understanding of mental processes including thoughts, feelings, and motives which can aid their interaction in various contexts.</p> <p>Cultural issues are constantly addressed throughout the units, allowing students to gain insight into individual differences in communities outside of their experience, improving their awareness of diversity and promoting an appreciation of different cultural, social, and individual factors that influence behaviour. 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<p>Practical Application of Skills</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	<p>Students will carry out their own psychological research throughout the course and participate in practical tasks and experiments relevant to each unit.</p> <p>The use of GRAVE and SODA paragraphs will assist them in developing and applying their critical thinking and debating skills.</p> <p>Students will develop the ability to apply their acquired analytical skills and construct evidence based opinions throughout the course and life.</p> <p>Students will develop the use of complex psychological</p>	

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