

Subject Psychology		Year 10	Curriculum Map
2017 -2018			
Week Commencing	Topic (including links to additional resources)	Assessment Window	
9/10/17	<p>Early brain development 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.</p> <p>The roles of nature and nurture</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	A	
16/10/17	<p>Memory and perception</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>		AR1
October Half Term			
30/10/17	<p>Memory and perception</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>		AR1
6/11/17	<p>Early brain development 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.</p> <p>The roles of nature and nurture</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	A	
13/11/17	<p>Piaget's stage theory and the development of intelligence The role of Piaget's theory in education</p> <p>Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation.</p> <p>The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education.</p> <p>Reduction of egocentricity, development of conservation.</p> <p>McGarrigle and Donaldson's 'naughty teddy study';</p> <p>Hughes' 'policeman doll study'.</p>		

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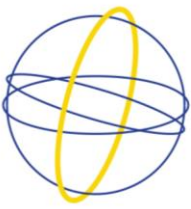




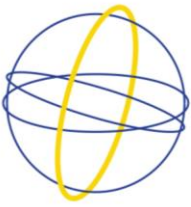
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20/11/17	<p>Piaget's stage theory and the development of intelligence The role of Piaget's theory in education</p> <p>Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation.</p> <p>The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education.</p> <p>Reduction of egocentricity, development of conservation.</p> <p>McGarrigle and Donaldson's 'naughty teddy study'; Hughes' 'policeman doll study'.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
27/11/17	<p>Piaget's stage theory and the development of intelligence The role of Piaget's theory in education</p> <p>Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation.</p> <p>The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational. Application of these stages in education.</p> <p>Reduction of egocentricity, development of conservation.</p> <p>McGarrigle and Donaldson's 'naughty teddy study'; Hughes' 'policeman doll study'.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
4/12/17	<p>The effects of learning on development Dweck's Mind-set Theory of learning: fixed mind-set and growth mind-set. The role of praise and self-efficacy beliefs in learning.</p> <p>Learning styles including verbalisers and visualizers.</p> <p>Willingham's Learning Theory and his criticism of learning styles.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
11/12/17	The effects of learning on development	

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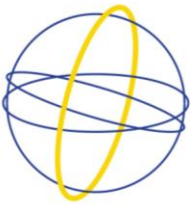
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Christmas Break		
1/1/18	<p>Conformity</p> <p>identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.</p> <p>Asch's study of conformity.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
8/1/18	<p>Obedience</p> <p>Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity.</p> <p>Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
15/1/18	<p>Prosocial behaviour</p> <p>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.</p> <p>Piliavin's subway study.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
22/1/18	<p>Assessed on unit 1</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	AR2
29/1/18	<p>Assessed on unit 1</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	AR2
5/2/18	<p>Crowd and collective behaviour</p> <p>Prosocial and antisocial behaviour in crowds: identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.</p>	



	http://www.illuminate.digital/aqapsychgcse/	
12/2/18	<p>The possible relationship between language and thought The effect of language and thought on our view of the world Piaget's theory: language depends on thought. The Sapir-Whorf hypothesis: thinking depends on language. Variation in recall of events and recognition of colours, e.g. in Native American cultures.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
February Half Term		
26/2/18	<p>Differences between human and animal communication</p> <p>Limited functions of animal communication (survival, reproduction, territory, food).</p> <p>Von Frisch's bee study. Properties of human communication not present in animal communication, e.g. plan ahead and discuss future events.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
5/3/18	<p>Differences between human and animal communication</p> <p>Limited functions of animal communication (survival, reproduction, territory, food).</p> <p>Von Frisch's bee study. Properties of human communication not present in animal communication, e.g. plan ahead and discuss future events.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
12/3/18	<p>Non-verbal communication</p> <p>Definitions of non-verbal communication and verbal communication.</p> <p>Functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.</p> <p>Body language including open and closed posture, postural echo and touch. Personal space including cultural, status and gender differences.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	

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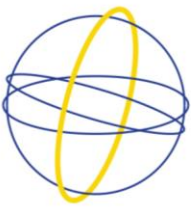




19/3/18	<p>Non-verbal communication</p> <p>Definitions of non-verbal communication and verbal communication.</p> <p>Functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.</p> <p>Body language including open and closed posture, postural echo and touch. Personal space including cultural, status and gender differences.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
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Easter		
16/4/18	<p>Assessed on social influence and language</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	AR3
23/4/18	<p>Assessed on social influence and language</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	AR3
30/4/18	<p>Explanations of non-verbal behavior Darwin's evolutionary theory of non-verbal communication as evolved and adaptive.</p> <p>Evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived.</p> <p>Evidence that non-verbal behaviour is learned. Yuki's study of emotions.</p> <p>http://www.illuminate.digital/aqapsychgcse/</p>	
7/5/18	<p>Explanations of non-verbal behavior Darwin's evolutionary theory of non-verbal communication as evolved and adaptive.</p> <p>Evidence that non-verbal behaviour is innate, e.g. in neonates and the sensory deprived.</p>	

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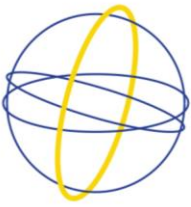




	Evidence that non-verbal behaviour is learned. Yuki's study of emotions. http://www.illuminate.digital/aqapsychgcse/	
14/5/18	Structure and function of the nervous system he divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions. The autonomic nervous system and the fight or flight response. The James-Lange theory of emotion. http://www.illuminate.digital/aqapsychgcse/	T
21/5/18	Structure and function of the nervous system he divisions of the human nervous system: central and peripheral (somatic and autonomic), basic functions of these divisions. The autonomic nervous system and the fight or flight response. The James-Lange theory of emotion. http://www.illuminate.digital/aqapsychgcse/	T
May Half Term		
4/6/18	Neuron structure and function Sensory, relay and motor neurons. Synaptic transmission: release and reuptake of neurotransmitters. Excitation and inhibition. An understanding of how these processes interact. Hebb's theory of learning and neuronal growth. http://www.illuminate.digital/aqapsychgcse/	
11/6/18	Structure and function of the brain Brain structure: frontal lobe, temporal lobe, parietal lobe, occipital lobe and cerebellum. Basic function of these structures. Localisation of function in the brain: motor, somatosensory, visual, auditory and language areas. Penfield's study of the interpretive cortex. http://www.illuminate.digital/aqapsychgcse/	

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18/6/18	Assessed on unit 1 and social influence, development and language http://www.illuminate.digital/aqapsychgcse/	AR4
25/6/18	Assessed on unit 1 and social influence, development and language http://www.illuminate.digital/aqapsychgcse/	AR4
2/7/18	An introduction to neuropsychology Cognitive neuroscience: how the structure and function of the brain relate to behaviour and cognition. The use of scanning techniques to identify brain functioning: CT, PET and fMRI scans. Tulving's 'gold' memory study. A basic understanding of how neurological damage, e.g. stroke or injury can affect motor abilities and behaviour. http://www.illuminate.digital/aqapsychgcse/	
9/7/18	An introduction to mental health How the incidence of significant mental health problems changes over time characteristics of mental health, e.g. positive engagement with society, effective coping with challenges. Cultural variations in beliefs about mental health problems. Increased challenges of modern living, e.g. isolation. Increased recognition of the nature of mental health problems and lessening of social stigma. http://www.illuminate.digital/aqapsychgcse/	C
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