



Sandon Road, Meir, Stoke-on-Trent, ST3 7DF Telephone: 01782 377100 Fax: 01782 377101

Email: info@omera.co.uk Website: www.ormistonmeridianacademy.co.uk

Principal: Mrs C Stanyer

Subject: Psychology Year 10 Curriculum Map 2020-21

Week Commencing	Topic (including links to additional resources)	Assessment Window
31/8/20	<ul style="list-style-type: none"> Explain formulation of testable hypotheses Describe the difference between null hypothesis and alternative hypothesis. <p>Extended reading: https://tuxfordqcsepsychology.wordpress.com/unit-3-research-methods/</p> <p>HAIL: A psychologist is interested in whether people who wear a security guard uniform will be obeyed more than someone wearing jeans and T-shirt. The psychologist first dresses in a security guard uniform and asks ten people to pick up litter and then repeats the experiment again with ten people but this time just wearing jeans and a T-shirt. For this study:</p> <ol style="list-style-type: none"> Write an aim for this experiment. [2 marks] Identify the independent variable in this experiment. [1 mark] Write a suitable hypothesis for this experiment. [2 marks] 	
7/9/20	<ul style="list-style-type: none"> Describe the types of variable Explore and explain the difference between independent variable, dependent variable, extraneous variables. <p>Extended reading: https://linguistics.byu.edu/faculty/henrichsen/ResearchMethods/RM_2_14.html</p> <p>HAIL: Interactive textbook- complete the practice questions on page 97</p>	
14/9/20	<ul style="list-style-type: none"> Describe and evaluate the sampling methods such as: <p>Target populations, samples and sampling methods and how to select samples using these methods:</p> <ul style="list-style-type: none"> •random •opportunity •systematic •stratified. <ul style="list-style-type: none"> Explain the strengths and weaknesses of each sampling method. <p>Extended reading: https://www.simplypsychology.org/sampling.html</p> <p>HAIL: Provide strengths and weaknesses for each of the sampling methods</p>	

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21/9/20	<ul style="list-style-type: none"> Describe and evaluate the sampling methods such as: <p>Target populations, samples and sampling methods and how to select samples using these methods:</p> <ul style="list-style-type: none"> •random •opportunity •systematic •stratified. <ul style="list-style-type: none"> Explain the strengths and weaknesses of each sampling method. <p>Extended reading: https://www.simplypsychology.org/sampling.html</p> <p>HAIL: Provide strengths and weaknesses for each of the sampling methods</p>	
28/9/20	<ul style="list-style-type: none"> Designing research- explain the following quantitative and qualitative methods: •the experimental method (experimental designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design) •laboratory experiments •field and natural experiments •interviews •questionnaires •case studies •observation studies (including categories of behaviour and interobserver reliability). <p>Evaluate types of research and explain why they could be suitable</p> <p>Extended reading: https://www.skillsyouneed.com/learn/quantitative-and-qualitative.html#:~:text=Quantitative%20research%20is%20%E2%80%9Cexplaining%20phenomena.depth%20in%20formation%20about%20human%20behaviour.</p> <p>HAIL: A group of researchers want to investigate whether characteristics of a victim affect whether or not the victim receives help. They want to see if people will help someone who has fallen over in the street more quickly if the 'victim':</p> <ul style="list-style-type: none"> Carries a walking stick. Smells of alcohol. <ol style="list-style-type: none"> Write a suitable alternative hypothesis for this experiment. [2 marks] Explain what type of data the researchers will be gathering in this experiment. [2 marks] Explain what type of experiment is being used in this investigation. [2 marks] Explain one strength and one weakness of using the type of experiment you have identified in part (b). Refer to this investigation in your answer. [6 marks] 	
5/10/20	<ul style="list-style-type: none"> Designing research- explain the following quantitative and qualitative methods: •the experimental method (experimental designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design) •laboratory experiments •field and natural experiments •interviews •questionnaires •case studies •observation studies (including categories of behaviour and interobserver reliability). <p>Evaluate types of research and explain why they could be suitable</p> <p>Extended reading:</p>	

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	https://www.skillsyouneed.com/learn/quantitative-and-qualitative.html#:~:text=Quantitative%20research%20is%20%E2%80%9Cexplaining%20phenomena,depth%20information%20about%20human%20behaviour.	
12/10/20	<ul style="list-style-type: none"> Designing research- explain the following quantitative and qualitative methods: <ul style="list-style-type: none"> the experimental method (experimental designs, independent groups, repeated measures, matched pairs, including strengths and weaknesses of each experimental design) laboratory experiments field and natural experiments interviews questionnaires case studies observation studies (including categories of behaviour and interobserver reliability). <p>Evaluate types of research and explain why they could be suitable</p> <p>Extended reading: https://www.skillsyouneed.com/learn/quantitative-and-qualitative.html#:~:text=Quantitative%20research%20is%20%E2%80%9Cexplaining%20phenomena,depth%20information%20about%20human%20behaviour. </p>	
10/10/20	<ul style="list-style-type: none"> Describe the different types of correlation Explain and demonstrate an understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships Evaluate the different types of correlations. <p>Extended reading: https://www.simplypsychology.org/correlation.html#:~:text=There%20are%20three%20possible%20results,move%20in%20the%20same%20direction. </p> <p>HAIL: Google Classroom- use of interactive textbook and revision materials. Evidence of revision to be presented to teacher</p>	
October Half Term		
2/11/20	<ul style="list-style-type: none"> Describe the different types of research procedures Explain the use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables (including explaining the effect of extraneous variables and how to control for them). <p>Extended reading: https://www.tutor2u.net/psychology/reference/research-control#:~:text=Standardisation%20refers%20to%20the%20process,be%20attributed%20to%20the%20I.V. </p>	
9/11/20	<ul style="list-style-type: none"> Explore the planning and purpose of conducting research Describe how research should be planned, taking into consideration the reliability and/or validity of: <ul style="list-style-type: none"> sampling methods experimental designs quantitative and qualitative methods. <p>Extended reading: https://www.tutor2u.net/psychology/reference/validity</p> <p>HAIL: Explain one strength of using independent groups design</p>	
16/11/20	<ul style="list-style-type: none"> Explain ethical considerations in psychological research as outlined in the British Psychological Society guidelines Analyse ways of dealing with each of these issues <p>Extended research: https://www.simplypsychology.org/Ethics.html </p> <p>HAIL: Explain the purpose of the British Psychological guidelines</p>	
23/11/20	<ul style="list-style-type: none"> Explore and explain the difference between quantitative and qualitative data Explain the difference between primary and secondary data <p>Extended reading: https://www.tutor2u.net/psychology/topics/secondary-data</p>	

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	HAIL: Complete practice examination questions on page 109 of the interactive textbook	
30/11/20	AR1 assessment All revision materials available on Google Classroom Assessment to be completed in one lesson	AR1
7/12/20	DDI wave one Re-teaching of misconceptions relating to the unit on what is RE Specific feedback and guidance to every students Completion of DDI wave two based on teacher feedback and guidance HAIL: All students act on guidance from teachers based upon wave two feedback	
14/12/20	DDI wave one Re-teaching of misconceptions relating to the unit on what is RE Specific feedback and guidance to every students Completion of DDI wave two based on teacher feedback and guidance HAIL: All students act on guidance from teachers based upon wave two feedback	
Christmas Break		
4/1/21	<ul style="list-style-type: none"> Recognise and use expressions in decimal and standard form: use ratios, fractions and percentages, estimate results, find arithmetic means and use an appropriate number of significant figures. Understand and calculate mean, median, mode and range. <p>Extended reading: https://psychologyhub.co.uk/descriptive-statistics-measures-of-central-tendency-mean-median-and-mode/</p> <p>HAIL: Identify the experimental design used in one study and explain one weakness of this design.</p>	
11/1/21	<ul style="list-style-type: none"> Construct and interpret frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation. Explain the characteristics of normal distribution. <p>Extended reading: https://www.verywellmind.com/what-is-a-frequency-distribution-2795187</p> <p>HAIL: Revision for AR1 All revision materials is located on Google Classroom</p>	
18/1/21	<ul style="list-style-type: none"> Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence. Describe and evaluate Asch's study of conformity <p>Extended reading: https://www.simplypsychology.org/asch-conformity.html</p> <p>HAIL: Explain what is meant by the term 'conformity'.</p> <p>Briefly outline what participants were asked to do in Asch's conformity study.</p> <p>Asch's study of conformity has been criticised. Use your knowledge of psychology to evaluate this study. [5 marks]</p>	
25/1/21	<ul style="list-style-type: none"> Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence. Describe and evaluate Asch's study of conformity <p>Extended reading: https://www.simplypsychology.org/asch-conformity.html</p>	

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	<p>HAIL: Design a study that investigates the effect of either task difficulty or group size on conformity. Refer to the following: A suitable alternative hypothesis.</p> <p>A description of the task participants would be expected to do.</p> <p>The results that would be expected. [6 marks]</p>	
1/2/21	<ul style="list-style-type: none"> • Explain what is meant by obedience • Describe and evaluate Milgram's Agency theory • Explain how social factors can affect obedience including agency, authority, culture and proximity. <p>Extended reading: https://www.simplypsychology.org/milgram.html#:~:text=The%20Milgram%20Shock%20Experiment,-By%20Saul%20McLeod&text=One%20of%20the%20most%20famous,to%20authority%20and%20personal%20conscience.&text=Could%20we%20call%20them%20all,%22%20(Milgram%2C%201974).</p> <p>HAIL: Describe what Milgram's study shows about obedience. [3 marks]</p> <p>Describe the results and conclusion of one study that investigated obedience. [4 marks]</p>	
8/2/21	<ul style="list-style-type: none"> • Explore and explain dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality. <p>Extended reading: https://www.psychologistworld.com/influence-personality/authoritarian-personality</p> <p>HAIL: Describe and evaluate the study on authoritarian personality</p>	
February Half Term		
22/2/21	<ul style="list-style-type: none"> • Explain what is meant by prosocial behaviour • Explain 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. • Describe and evaluate Piliavin's subway study. <p>Extended reading: https://psychology.wikia.org/wiki/Bystander_intervention#:~:text=Recreational%20drugs-,Bystander%20intervention,than%20when%20they%20are%20alone.</p>	
1/3/21	<ul style="list-style-type: none"> • Explain what is meant by prosocial behaviour • Explain 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. • Describe and evaluate Piliavin's subway study. <p>Extended reading: https://psychology.wikia.org/wiki/Bystander_intervention#:~:text=Recreational%20drugs-,Bystander%20intervention,than%20when%20they%20are%20alone.</p> <p>HAIL: Describe and evaluate one study on prosocial behaviour</p>	
8/3/21	<ul style="list-style-type: none"> • Explain what is meant by crowd and collective behaviour • Identify and explain how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour. <p>Extended reading: https://www.britannica.com/science/collective-behaviour</p>	
15/3/21	<ul style="list-style-type: none"> • Explain what is meant by crowd and collective behaviour • Identify and explain how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour. <p>Extended reading: https://www.britannica.com/science/collective-behaviour</p> <p>HAIL: Explain how psychologists have applied crowd and collective behavior to real life situations</p>	

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22/3/21	<ul style="list-style-type: none"> Explain possible relationships between language and thought Explain the effect of language and thought on our view of the world <p>Extended reading: https://courses.lumenlearning.com/waymaker-psychology/chapter/reading-language-and-thought/</p> <p>HAIL: Describe and evaluate all sampling methods we have studied</p>	
29/3/21	<ul style="list-style-type: none"> Describe and evaluate Piaget's theory on language depends on thought Compare Piaget's theory to the Sapir-Whorf hypothesis: thinking depends on language. Variation in recall of events and recognition of colours, eg in Native American cultures. <p>Extended reading: https://learndojo.org/gcse/aqa-psychology/language-thought-communication/#:~:text=The%20Sapir%2DWhorf%20hypothesis%20was,by%20the%20language%20we%20speak</p> <p>HAIL: Describe and evaluate the Sapir-Whorf hypothesis and Piaget's theory on language, thought and communication</p>	
Easter		
19/4/21	<ul style="list-style-type: none"> Explain differences between human and animal communication Analyse the limited functions of animal communication (survival, reproduction, territory, food). Describe and evaluate Von Frisch's bee study. <p>Extended reading: https://www.mpiwg-berlin.mpg.de/research/projects/deptII_munz_ScienceofAnimals</p> <p>HAIL: Evaluate the use of animals in psychology research. Consider the ethical implications of this research</p>	
26/04/21	<ul style="list-style-type: none"> Explain differences between human and animal communication Analyse the limited functions of animal communication (survival, reproduction, territory, food). Describe and evaluate Von Frisch's bee study. <p>Extended reading: https://www.mpiwg-berlin.mpg.de/research/projects/deptII_munz_ScienceofAnimals</p> <p>HAIL: Evaluate the use of animals in psychology research. Consider the ethical implications of this research</p>	
3/5/21	<ul style="list-style-type: none"> Explain what is meant non-verbal communication Define non-verbal communication and verbal communication. Describe and evaluate functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion. Analyse and evaluate studies on body language including open and closed posture, postural echo and touch. <p>Extended reading: https://www.sciencedirect.com/topics/psychology/nonverbal-communication#:~:text=Nonverbal%20Communication%2C%20Social%20Psychology%20of&text=Behavioral%20Sciences%2C%202001-Nonverbal%20communication%20refers%20to%20the%20ways%20in%20which%20beings%20convey,the%20use%20of%20verbal%20language</p> <p>HAIL: Design your own study on non-verbal communication Explain the aim, methods, results and conclusions to expect to find</p>	
10/5/21	<ul style="list-style-type: none"> Explain what is meant non-verbal communication Define non-verbal communication and verbal communication. Describe and evaluate functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion. Analyse and evaluate studies on body language including open and closed posture, postural echo and touch. 	

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	<p>Extended reading: https://www.sciencedirect.com/topics/psychology/nonverbal-communication#:~:text=Nonverbal%20Communication%2C%20Social%20Psychology%20of&text=Behavioral%20Sciences%2C%202001-.Nonverbal%20communication%20refers%20to%20the%20ways%20in%20which%20beings%20convey,the%20use%20of%20verbal%20language.</p> <p>HAIL: Design your own study on non-verbal communication Explain the aim, methods, results and conclusions to expect to find</p>	
17/5/21	<ul style="list-style-type: none"> Explain why personal space can differ including cultural, status and gender differences. <p>Extended reading: https://www.psychologytoday.com/gb/blog/fulfillment-any-age/201904/5-things-you-need-know-about-personal-space</p> <p>HAIL: Why does personal space differ depending on your sex? What is the difference between sex and gender?</p>	
24/5/21	<p>AR1 assessment All revision materials available on Google Classroom Assessment to be completed in one lesson</p>	AR1
May Half Term		
7/6/21	<p>DDI wave one Re-teaching of misconceptions relating to the unit on what is RE Specific feedback and guidance to every students Completion of DDI wave two based on teacher feedback and guidance</p> <p>HAIL: All students act on guidance from teachers based upon wave two feedback</p>	
14/6/21	<ul style="list-style-type: none"> Explore evidence that non-verbal behaviour is innate, eg in neonates and the sensory deprived. Explain evidence that non-verbal behaviour is learned. Yuki's study of emoticons. <p>Extended reading: https://learndojo.org/gcse/aqa-psychology/language-thought-communication/</p> <p>HAIL: Why is non-verbal communication innate?</p>	
21/6/21	<ul style="list-style-type: none"> Describe explanations of non-verbal behavior including Darwin's evolutionary theory of non-verbal communication as evolved and adaptive. <p>Extended reading: https://www.verywellmind.com/types-of-nonverbal-communication-2795397</p> <p>HAIL: Describe and evaluate Darwin theory on non-verbal communication</p>	
28/6/21	<ul style="list-style-type: none"> Explore evidence that non-verbal behaviour is innate, eg in neonates and the sensory deprived. Explain evidence that non-verbal behaviour is learned. Yuki's study of emoticons. <p>Extended reading: https://learndojo.org/gcse/aqa-psychology/language-thought-communication/</p> <p>HAIL: Why does non-verbal communication depend on culture?</p>	
6/7/21	Review of Social Influence	
12/7/21	Review of Research Methods	
19/7/21	Review of Brain and Neuroscience	

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