

Psychology
Year 10
Curriculum Overview

Intent: To develop student's knowledge and appreciation of scientific method of study and how to apply scientific methods to experiments and studies on people. To allow students to analyse how effectively this can be done and what knowledge this gives us in the wider world for implications such as education, government, healthcare, mental health, the economy, law enforcement and more. These theories also provide students with a broader knowledge of how people think and behave, which transfers to several areas of interest such as careers in marketing, human resources, advertising, healthcare, childcare, and many more. This specification allows for illustrating how psychological knowledge and ideas change over time and how these inform our understanding of behaviour, demonstrating the contribution of psychology to an understanding of individual, social and cultural diversity, and develop an understanding of the interrelationships between the core areas of psychology.

The students are examined by being given shorter and longer questions, with 9 marks being the most number of marks possible in one question. This means students have an opportunity to learn how to write in more depth, and structure their writing by describing, applying and evaluating, which is also reflected in the assessment objectives for this specification. The specification also offers knowledge of research methods which is a key thread running through psychology, and promotes learning and development of numeracy skills such as interpreting graphs and other data, as well as knowledge of science and how to conduct experiments. The AQA specification also requires students to explain how to design their own experiments, which is excellent to develop application skills and an understanding of how to control variables in a scientific manner.

Students will obtain a fundamental understanding of research methods, how psychology can be perceived as a science, how memory works, perception, and social influence.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Assessment 1			Assessment 2		
<p>Core Course Topic: These topics are taught through the identified terms. They are taught in small bitesize chunks and revisited regularly.</p>	<p>Research methods: How is psychology done?</p> <p>Experimental designs (independent, repeated, matched pairs) methods (lab, field, natural), variables (independent, dependent, extraneous), hypothesis design, operationalising, standardisation of methods used to obtain results.</p>	<p>Memory: How is it structured and how does it function?</p> <p>Encoding, storage, retrieval, types of memory, primacy and recency, multi store model of memory. Proactive interference and retroactive interference, memory context, Bartlett, and false memories.</p>	<p>Social influence: How do others affect whether we conform or obey?</p> <p>Conformity and Asch's research, Milgram's obedience studies, agency theory, Adorno and authoritarianism, the role this plays in social behaviour and dispositional traits.</p> <p>Research methods: ethical issues, role of the BPS (British Psychological Society)</p>	<p>Social influence: How does our behaviour change in a large public group?</p> <p>Piliavin, social/dispositional factors in bystander behaviour, crowd and collective behaviour (deindividuation).</p> <p>Research methods: self report, correlations, observations, sampling, matched pairs, natural experiments.</p>	<p>Development: How do we learn and develop our cognitions?</p> <p>Piaget's theory, conservation, egocentrism, sensorimotor, pre operational, concrete operational and formal operational stages, application in education Development: Dweck, the role of self efficacy, learning styles, Willingham's theory.</p> <p>Research methods: field experiments.</p>	<p>Perception: How do we interpret what we see?</p> <p>The difference between sensation and perception. Monocular depth cues: height in plane, relative size, occlusion and linear perspective.</p> <p>Binocular depth cues: retinal disparity, convergence.</p> <p>Gibson's direct theory of perception Visual illusions</p> <p>Gregory's constructivist theory of perception – the influence of nurture Factors affecting perception</p>
<p>Additional support links: Here are links to additional resources which will help your child</p>	<p>https://learndojo.org/gcse/aaa-psychology/</p>	<p>https://learndojo.org/gcse/aaa-psychology/</p>	<p>https://learndojo.org/gcse/aaa-psychology/ https://www.prisonexp.org/ https://www.verywellmind.com/the-stanford-prison-experiment-2794995</p>	<p>https://learndojo.org/gcse/aaa-psychology/</p>	<p>https://learndojo.org/gcse/aaa-psychology/ http://www.urbanchildinstitute.org/why-0-3/baby-and-brain https://www.thirteen.org/wnet/braint/episode1/index.html</p>	<p>https://learndojo.org/gcse/aaa-psychology/ https://www.optics4kids.org/illusions</p>
<p>Knowledge: Included here is the specific knowledge your child will learn in detail</p>	<p>Students will: Have a fundamental understanding of key research methods, particularly how experiments can be designed and carried out. Understand the empirical nature of science and how abstract concepts can be tested in a rigorous and empirical manner, avoiding</p>	<p>Students will: Understand fundamentals of how memory works in terms of there being different types and how they're accessed Understand how various factors can affect the reliability of memory and why, as well as implications for this, for example in an educational setting (overall understanding of the role of psychology in the real world).</p>	<p>Students will: Understand the difference between conformity, obedience, and bystander behaviour, and how to investigate these in a controlled empirical manner Assess various reasons for obedience/bystander behaviour and the thought processes behind this. They will also develop an understanding of reasons why people behave the way they do in</p>	<p>Students will: Develop knowledge of none experimental methods, such as observations, and the role they play in psychological research and data gathering. Various observation techniques Understand how being in a crowd can change the psychology of someone when they're alone, and the implications of this.</p>	<p>Students will: Develop knowledge of how the brain develops and a child's understanding of the world in comparison to an adult's. They will learn the 4 stages of cognitive development and how this has been applied in a school curriculum: Sensorimotor, pre operational, concrete operational, and formal operational. They will also understand how a child's mind develops over time and what this links to in terms of their concrete</p>	<p>Students will: Understand how we perceive various objects and how this has developed as an evolutionary trait and why. They will also learn how this can facilitate learning in education. Students will learn how perception can either be related to nature (evolution and inheritance), or nurture (learned through experiences), and analyse which is the more likely root of perception techniques applied by the brain.</p>

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Creative
Education
Trust

	subjectivity or none operationalised concepts.	Understand how to investigate memory using both experimental and none experimental methods (case studies), as well as analysing strengths and weaknesses of these methods and their role in psychology. Memory factors such as proactive and retroactive interference.	social situations, such as the role of authority figures, peer influence, identification, costs and benefits of helping behaviour, and more.		abilities and thinking styles, as well as how this relates to real life implications such as childcare	
Skills: Included here is the specific skills your child will learn in detail	Description, application and evaluation of these methods, to novel scenarios and also being able to design an experiment independently on a given area of interest. Development of how to empirically test and measure variables. Evaluation of various methods and analysis of which is best and why	Developing knowledge of theoretic concepts, learning about how abstract theories can be illustrated in diagram form in order to demonstrate complex mental processes. Analysis of theories in order to construct criticisms, constructing ideas of why these theories may not always be applicable using their own knowledge and experiences	Learning how to balance ethical issues with the needs of research, analysing using a cost benefit analysis why ethical issues exist in psychology and how to apply them. Applying psychological theory to novel scenarios independently. Being able to describe research using clear and formal language in scientific depth.	How to read and interpret scatter graphs and carry out observational experiments Explaining and applying theory to novel scenarios.	Applying the theory of learning to novel scenarios, and descriptions of styles of learning. Describing and evaluating scientific studies. Description and application of learning styles to novel scenarios. Understanding the importance and application of psychology in the wider world and its use in institutions, for society and the economy.	Description and application of these theories to novel scenarios, understanding how best to carry out research in this area (e.g. lab based vs field experiments)
Common Lexicon: These are the key words and terms learnt. These can be found on knowledge organisers.	Lab experiment, field experiment, independent measures, repeated measures, independent variable, dependent variable, extraneous variable, operationalise, hypothesis, experimenter	Long term memory, short term memory, case study, self report, multi store model, encoding, storage, retrieval, primacy, recency	Bystander, empathy, apathy, social, dispositional, conformity, obedience	Agency theory, Agentic, deindividuation, collective, overt, covert, random, volunteer, opportunity, sample, participant, none participant, naturalistic, controlled	Conservation, egocentrism, concrete, operational, formal operational, development	Monocular, occlusion, binocular, perception, convergence, relative, depth, illusion