

Year 10 Topics

In year 10 we teach the following topics over the course of the year. Each topic develops and deepens the Core knowledge that will underpin all areas of the curriculum at KS4 and KS5.

Topic	Rationale	<i>Declarative Knowledge (To know that...)</i>	Key vocabulary	<i>Procedural Knowledge (To know how...)</i>
Memory	Memory is the ability to take in information, store it, and recall it at a later time.	1. Processes of memory: encoding (input) storage and retrieval (output)	Encoding, retrieval, storage, memory, cognitive, recognition, cued recall, free recall, acoustic, semantic, mnemonic, input , output, long term memory , short term memory, validity, articulatory	Students will learn to: <ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories apply psychological knowledge and understanding in a range of contexts. analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. develop an understanding of the interrelationships between the core areas of psychology. show how the studies for topics relate to the associated theory. Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Processes of memory: Long term memory	Episodic, procedural, semantic, muscle memory, declarative, non-declarative, prefrontal cortex, motor area, amnesiac, hippocampus, epilepsy	
		3. Structures of memory: Multistore Model of Memory	Capacity, coding, duration, sensory memory, multi-store model , maintenance rehearsal, serial position effect	
		4. Structures of Memory: Serial Position Curve Study	Primacy effect, recency effect, serial position effect	
		5. Memory as an Active Process: Bartlett Study War of the Ghosts	Reconstruction, protocol, transformation, culture, serial reproduction	
		6. Memory as an Active Process: Reconstructive theory	Effort after meaning, reconstructive memory, active process, leading questions, eyewitness testimony.	
		7. Memory as an Active Process: Factors affecting the accuracy of memory: interference, context and False Memories	Interference, synonym, antonym, proactive interference, retroactive interference, context, false memories	

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Perception	Perception is the organisation and interpretation of sensory information by the brain in order to understand the world around us. Focus is on visual perception.	<ol style="list-style-type: none"> <li data-bbox="636 264 1149 483">1. Sensation and Perception <li data-bbox="636 483 1149 663">2. Visual cues and constancies: Monocular depth cues and Binocular depth cues. <li data-bbox="636 663 1149 810">3. Gibson's direct theory of perception – the influence of nature. Role of motion parallax. <li data-bbox="636 810 1149 957">4. Visual illusions. Explanations and examples of visual illusions. <li data-bbox="636 957 1149 1104">5. Gregory's constructivist theory of perception – the influence of nurture. Visual cues and past experience used to produce model of reality. <li data-bbox="636 1104 1149 1391">6. Factors affecting perception: culture, motivation, motivation and perceptual set. The Gilchrist and Nesberg study of motivation Bruner and Minturn study of perceptual set. 	<p data-bbox="1171 264 1621 483">Perception, sensation, stimulus, sense receptor, constructivist, direct theory, visual illusion, Ponzo illusion, Muller-Lyer illusion, Rubin's vase illusion, the Ames Room, misinterpreted depth cue</p> <p data-bbox="1171 483 1621 663">Binocular depth cue, convergence, height in plane, linear perspective, monocular depth cue, occlusion, relative size, retinal disparity, visual constancies, visual cue,</p> <p data-bbox="1171 663 1621 810">Motion parallax, nature, perceptual errors, visual cliff, optic flow patterns, optic array, inference, affordances, texture, innate</p> <p data-bbox="1171 810 1621 957">Size constancy, ambiguity, fiction, Necker cube, Kanizsa Triangle, built environment, scaling, illusory contour</p> <p data-bbox="1171 957 1621 1104">Nurture, constructivist theory, mistaken hypothesis, cultural differences, two dimensional, model of reality</p> <p data-bbox="1171 1104 1621 1391">Perceptual set, motivation, emotion, expectation, cross-cultural, repress, taboo, Galvanic Skin Response GSR, perceptual defence, delayed recognition, perceptual sensitisation, unconscious, ambiguous figure, schema.</p>	<ul style="list-style-type: none"> <li data-bbox="1644 264 2033 384">• demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories <li data-bbox="1644 384 2033 483">• apply psychological knowledge and understanding in a range of contexts. <li data-bbox="1644 483 2033 743">• analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. <li data-bbox="1644 743 2033 863">• evaluate therapies and treatments including in terms of their appropriateness and effectiveness. <li data-bbox="1644 863 2033 983">• show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. <li data-bbox="1644 983 2033 1102">• demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. <li data-bbox="1644 1102 2033 1190">• develop an understanding of the interrelationships between the core areas of psychology. <li data-bbox="1644 1190 2033 1249">• show how the studies for topics relate to the associated theory. <li data-bbox="1644 1249 2033 1391">• Knowledge and understanding of research methods practical research skills and mathematical skills

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Development	Psychological development, the development of human beings' cognitive, emotional, intellectual, and social capabilities and functioning over the course of the life span, from infancy through old age. Focus is on cognitive development in children.	1. Early brain development. The roles of nature and nurture.	Neural structures, brain stem, thalamus, cerebellum, cortex, autonomic functions, sensory processing, cognition, nature, nurture, womb, rubella, genes, visual area, auditory area, sensorimotor, emotions, autonomic nervous system, cell, spinal column, hemisphere	<ul style="list-style-type: none"> demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories apply psychological knowledge and understanding in a range of contexts. analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. evaluate therapies and treatments including in terms of their appropriateness and effectiveness. show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. develop an understanding of the interrelationships between the core areas of psychology. show how the studies for topics relate to the associated theory. Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Piaget's stage theory and the development of intelligence. The role of Piaget's theory in education. Conservation McGarrigle and Donaldson's 'naughtyteddy study'. Egocentricity Hughes' 'policeman doll study'.	Stage theory, intelligence, assimilation, accommodation, sensorimotor, pre-operational, concrete operational, formal operational, egocentricity, conservation, schema, maturation, abstract, activity-orientated, mental representation, concrete operations,	
		3. The effects of learning on development Dweck's Mindset Theory of learning.	Fixed mindset, growth mindset, performance goals, learning goals, continuum, self-motivating, learned helplessness	
		4. The effects of learning on development. The role of Praise and Self-efficacy	Praise, self-efficacy, self-esteem, motivation, expectation, competence, extrinsic, intrinsic	
		5. The effects of learning on development. Learning styles including verbalisers and visualisers.	Learning style, verbaliser, visualiser. kinaesthetic	
		6. The effects of learning on development. Willingham's Learning Theory.	Evidence-based, marshmallow test, neuroscience, self-regulation, dyslexia	

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Research Methods	Research is a systematic inquiry to describe, explain, predict and control the observed phenomenon. Types of research methods can be broadly divided into two quantitative and qualitative categories.	1. Formulation of testable hypotheses	Null hypothesis, alternative hypothesis, theory, aim	<ul style="list-style-type: none"> • demonstrate knowledge and understanding of psychological ideas, processes, procedures and theories • apply psychological knowledge and understanding in a range of contexts. • analyse and evaluate psychological ideas, information, processes and procedures and make judgements, draw conclusions and produce developments or refinements of psychological procedures based on their reasoning and synthesis of skills. • evaluate therapies and treatments including in terms of their appropriateness and effectiveness. • show how psychological knowledge and ideas change over time and how these inform our understanding of behaviour. • demonstrate the contribution of psychology to an understanding of individual, social and cultural diversity. • develop an understanding of the interrelationships between the core areas of psychology. • show how the studies for topics relate to the associated theory. • Knowledge and understanding of research methods practical research skills and mathematical skills
		2. Types of variable	Independent variable, dependent variable, extraneous Variables, operationalisation, condition, directional, participant variables, situational variables,	
		3. Sampling methods	Target populations, samples, sampling methods, random, opportunity, systematic, stratified, bias, representative, generalisation, self-selecting.	
		4. Designing research. Experiments	Quantitative, qualitative, experimental method, laboratory, field, natural.	
		5. Designing Research. Designs	Experimental designs, independent groups, repeated measures, matched Pairs, order effects, control group, control condition, allocation to conditions, counterbalancing.	
		6. Designing Research. Interviews and Questionnaires	Interviews, questionnaires, script, structured, semi-structured, unstructured, closed, open.	
		7. Designing Research. Observation	Observation studies, natural observation, controlled observation, covert, overt, participant, non-participant categories of behaviour, inter-observer reliability,	
		8. Designing research. Case studies	Case study, case history, longitudinal, subjective	

		9. Correlation	Association, scatter, correlational relationships, positive, negative, zero, co-variable, curvilinear relationship, intervening variables.	
		10. Research procedures	Standardised procedures, randomisation, allocation to conditions, counterbalancing	
		11. Planning and conducting research	Reliability, validity, control, replication, inter-observer reliability, consistency,	
		12. Ethical considerations	Ethical issues, informed consent, deception, privacy, harm, confidentiality, BPS guidelines, debrief, brief, anonymity, right to withdraw, ethics committee, retrospective consent, competence, integrity, responsibility	
		13. Quantitative and qualitative data	Quantitative data, qualitative data.	
		14. Primary and secondary data	Primary, secondary data, authentic,	
		15. Computation	Decimal, standard form, ratios, fractions, percentages, Estimate, arithmetic mean, significant figures	
		16. Descriptive statistics	Descriptive statistic, mean, median, mode, sensitive, extreme score, bimodal, multimodal, range.	
		17. Interpretation and display of quantitative data	Frequency tables, bar charts, histograms, scatter diagrams	
		18. Normal distributions	Normal distribution, bell curve, symmetrical, axes.	