Year 10	*Curriculum Checkpoints: What do students know and what can they do?*			
Psychology	**Developing**	**Securing**	**Flourishing**	**Excelling**
Topic				
Memory	To be able to vaguely identify each type of memory. To have some understanding of the process in which memory is stored and encoded. To be able to identify the different stores in the multistore model of memory and briefly describe features of each store. To be able to identify the primacy and recency effect. To be able to describe Murdock's Serial poisition curve study. To be able to describe the Theory of Reconstructive memory. To be able to vaguely describe the concept of 'effort after meaning'. To be able to describe some aspects of Bartlett's 'War of the Ghosts' study. To be able to describe some factors affecting the accuracy of memory (interference, context and false memories).	To be able to identify each type of memory, i.e. episodic, semantic and procedural. To be able to describe the process of how memories are encoded and stored. To be able to identify each store in the multi-store model of memory . To be able to describe features of each store. To be able to briefly describe the primacy and recency effect. To be able to describe Murdock's serial position curve. To be able to briefly describe the Theory of Reconstructive memory. To be able to briefly describe the aim, method, results and conclusion of Bartlett's 'War of the Ghosts' study. To be able to briefly evaluate Bartlett's 'War of the Ghosts' study. To be able to briefly describe and evaluate factors affecting the accuracy of memory(interference, context and false memories).	To be able to identify each type of memory, i.e. episodic, semantic and procedural and give an example for each. To be able to describe the process of how memories are stored. To be able to idetify and explain each store in the multi-store model of memory. To be able to describe features of each store in the multistore model of memory in terms of coding, capacity and duration. To be able to describe and evaluate Murdock's serial position curve. To be able to describe the Theory of Reconstructive memory. To be able to describe the concept of 'effort after meaning'. To be able to describe the aim, method, results and conclusion of Bartlett's 'War of the Ghosts' study. To be able to evaluate Bartlett's 'War of the Ghosts' study. To be able to describe and evaluate factors affecting the accuracy of memory(interference, context and false memories). To be able to use the above knowledge and apply it to a given scenario	To be able to explain how memory is encoded, stored and retrieved. To be able to explain different LTMs with examples. To be able to explain each part of the of the multi-store model of memory and describe features of each store in terms of capacity, duration and coding. To be able to evaluate the multi-store model of memory in detail. To be able to describe the primacy and recency effect. To be able to describe the aim, method results, and conclusion of Murdock's Serial Position Curve study. To be able to effectively evaluate Murdock's Serial Position Curve study. To be able to describe and evaluate the Theory of Reconstructive memory. To be able to describe the concept of 'effort after meaning'. To be able to effectively descibe and evaluate Bartlett's' War of the Ghosts' study. To be able to describe factors that afftect the accuracy of memory: context, intereference and false memories. To be able to effectively evaluate factors affecting the accuracy of memory(interference, context and false memories). To be able to effectively link & apply the above knowledge to a given scenario related to memory. To be able to use knowledge of research methods to critically evaluate research studies.

Perception	To be able to vaguely define perception and sensation. To have some understanding of depth cues and be able to name the two types. To have an awareness that Gibson's theory explains perception as being nature and Gregory as nurture. Be able to identifty the different types of illusions. Name the factors that affect percepion and outline some parts. To be able to describe some aspects of Gilchrist and Bruner's studies.	To be able to define perception and sensation. To be able to define the different depth cues and name the types. To have some understanding of depth cues and be able to name the two types. Briefly describe Gibson's theory that perception is nature and Gregory's is nurture. Be able to briefly describe the different illusions. Name the different factors affecting perception and briefly describe them. To be able to briefly describe the aim, method, results and conclusion of Bruner and Gilchrist' studies, with some evaluation present.	To define the terms percetpion and sensation and link to examples. To be able to describe the two different types of depth cues; monocular and binocular and outline the different types. Be able to describe in detail Gibson's theory that perception is nature and Gregory's is nurture linked to the different elements and briefly evaluate the theories. Describe the different illusions and starting to link to cognitive strategies. To be able to descirbe different factors that affect perception and identify them in scenarios. Be able to descirbe the studies of Bruner and Gilchrist and evaluate the studies in more detail.	To be able to explain how perception and sensation are different using examples. To be able to explain what monocular and binocular depth cues are, describing the different types using examples to support answer. Be able to describe and evaluate in detail Gibson's theory that perception is nature and Gregory's is nurture linked to detailed descriptions of the elements in the theories. Be able to compare the theories. Describe the different illusions in detail, confidently linking them to cogntiive strategies. To be able to explain the factors affecting perception and describe these using examples. Effectively describe and evaluate the keys studies of Bruner and Gilchrist in continuous prose, correctly identifying the research method used in both studies.
Development	To be able to identify some simple neural structures- brain stem, thalamus, cerebllum & cortex. To be able to identify the 4 lobes of the brain. To have some understanding of the nature versus nurture debate. To be able to identify the concepts of assimilation and accommodation in Piaget's theory of cognitive development. To be able to name the 4 stages of development and name a way they impact education. To be able to describe some aspects of M&D naughty teddy study & Hughes policeman doll study. Be able to identify a fixed versus growth mindset. Have an awareness of praise & self efficacy. Be able to identify learning styles- verbaliser & visualiser. To be able to state a criticism of learning styles.	To be able to describe the functions of some simple neural structures- brain stem, thalamus, cerebllum & cortex. To be able to describe the functions of the a couple of the lobes of the brain. To have some understanding of the nature versus nurture debate in development. To be able to describe the concepts of assimilation and accommodation in Piaget's theory of cognitive development. To be able to describe the 4 stages of development and name a couple of ways they impact education. To be able to describe the aim, method, results and conclusion of M&D naughty teddy study & Hughes policeman doll study, with some evaluation present. Be able to identify egocentricy & conservation. To be able to describe a fixed versus growth mindset. To be able to describe praise & self efficacy in learning. Be able to describe learning styles- verbaliser & visualiser. To be able to describe a criticism of learning styles.	To be able to describe the functions of all neural structures- brain stem, thalamus, cerebllum & cortex. To be able to describe the functions of the all 4 lobes of the brain. To be able to describe the nature versus nurture debate in development. To be able to describe the concepts of assimilation and accommodation in Piaget's theory of cognitive development, with examples of each. To be able to describe the 4 stages of development and name a way each impacts education. To be able to describe the aim, method, results and conclusion of M&D naughty teddy study & Hughes policeman doll study, and evaluate in more detail. Be able to describe egocentricy & conservation. To be able to describe a fixed versus growth mindset, with examples. To be able to describe the 2 types of praise & self efficacy in learning. Be able to describe learning styles- verbaliser & visualiser, with examples. To be able to describe criticisms of learning styles.	To be able to explain the functions of all neural structures- brain stem, thalamus, cerebllum & cortex. To be able to explain in detail the functions of all the 4 lobes of the brain, with specific examples. To be able to explain in detail the nature versus nurture debate in development. To be able to explain the concepts of assimilation and accommodation in Piaget's theory of cognitive development, with examples of each. To be able to explain in detail the 4 stages of development and name a way each impacts education. Effectively describe & evaluate M&D naughty teddy study & Hughes policeman doll study in continuous prose, correctly identifying the research method used in both studies. Be able to describe egocentricy & conservation, using examples. To be able to describe a fixed versus growth mindset, with examples and explain the strengths of a growth mindset. To be able to describe the 2 types of praise & self efficacy in learning in detail. Be able to describe learning styles- verbaliser & visualiser, with examples. To be able to describe in detail the criticisms of learning styles.

Research Methods	To be able to write hypotheses, identify variables (independent & dependent). Name different types of sampling (random, opportunity, systematic and stratified). Describe types of experiments: laboratory, field, natural. Describe self report techniques - interviews & questionnaires. Describe case studies & observations. To be able to describe different types of data (primary, secondary, quantitative and qualitative). To be able to state some ethical considerations when conducting research.	To be able to write hypotheses, identify variables (independent, dependent, control and extraneous), describe different types of sampling (random, opportunity, systematic and stratified), describe experimental methods: labarotory, field, natural, interviews, questionnaires, case studies, observations and some of their strengths and weaknesses. To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to identify types of correlation. To be able to state some ethical considerations when conducting research.	To be able to write hypotheses, identify variables (independent, dependent, control and extraneous), describe and evaluate different types of sampling (random, opportunity, systematic and stratified). Describe and evaluate experimental methods: laboratory, field, natural, interviews, questionnaires, case studies, observations. The student should be able to select which is the most appropriate method in a given scenario. To be able to explain the different experimental designs (independent groups, repeated measures and matched pairs). To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to describe the different types of correlation and explain why correlation does not mean causation. To be able to suggest which ethical guidelines should be considered when conducting different experiments	To be able to write hypotheses, identify variables (independent, dependent, control, extraneous and confounding), describe and evaluate different types of sampling (random, opportunity, systematic and stratified). Describe, evaluate and compare experimental methods: labarotory, field, natural, interviews, questionnaires, case studies, observations. The student should be able to select which is the most appropriate method in a given scenario. To be able to compare and contrast the different experimental designs (independent groups, repeated measures and matched pairs). To be able to explain the importance of randomisation and counterbalancing. To be able to describe different types of data (primary, secondary, quantitative and qualitative) and evaluate them. To be able to describe the types of correlation and explain their strengths and weaknesses. To be able to identify which ethical guidelines should be considered when conducting different experiments and how to overcome them.