SJBC Curriculum Termly Plan: GCSE Psychology – Year 10

Term	Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1	Research methods Processes of memory Structures of memory (1) **Link to other subjects:** **GCSE Science** **GCSE Sociology** **GCSE Maths**	Students will learn how psychologists carry out research, including the use of aims, hypotheses and variables, as well as the importance of controlling extraneous variables. They will explore different sampling methods and the distinction between quantitative and qualitative data, alongside the ethical guidelines provided by the British Psychological Society. Students will also be introduced to key methodological concepts such as reliability, validity and standardisation. Within the memory topic, students will examine the Multi-Store Model of memory, focusing on the processes of encoding, storage and retrieval. They will explore the characteristics of sensory memory, short-term memory and long-term memory, including their differences in terms of coding, capacity and duration.	Ethics British Psychological Society Hypothesis Aim Variables Sample Experiments Correlations Conditions Standardised procedures Data (Quantitative and qualitative) Statistics Participants Reliability Validity Encoding Storage Retrieval Multi-store model Coding Capacity Duration	Summative assessment (30 mins)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u
Autumn 2	Structures of memory (2) Memory as an active process	Students will continue to explore how memory works, with a focus on serial position effects, followed by the study of memory as an active process, focusing on theories such as reconstructive memory and schema theory. Students will learn how memory can be influenced by prior knowledge and expectations, and how this affects the accuracy of recall. Students will also explore other factors affecting memory accuracy, including interference, context, and the formation of false memories. This section will conclude by applying these theories and studies to real-life contexts such as the reliability of eyewitness testimony.	Primacy effects Recency effects Recall Serial position Reconstructive memory Interference Context False memories	Summative assessments (1 hour)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u

Spring 1	Perception	Students will explore how we interpret sensory information, focusing on the difference between sensation and perception. They will study factors that affect perception such as motivation, expectation, emotion and culture. Students will also examine visual cues and depth perception, including monocular and binocular cues, as well as illusions that demonstrate how the brain interprets ambiguous information. Key studies such as Gibson's direct theory of perception and Gregory's constructivist theory will be covered, with students applying these ideas to real-world examples.	Sensation Perception Depth cues Monocular cues Binocular cues Visual illusions Misinterpreted cues Expectation Motivation Emotion Culture	Summative assessments (1 hour)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u
Spring 2	Development	Students will explore how thinking and reasoning develop across childhood. They will examine key ideas such as brain development, including the role of the cortex and the impact of early brain growth on later cognitive abilities. Students will study theories of cognitive development, including Piaget's stages of development and the concepts of egocentrism, conservation and schema formation. They will also explore the role of learning and social interaction in development, with reference to Dweck's mindset theory and Willingham's learning theory. Students will apply developmental theories to educational practice and evaluate how far these theories explain differences in learning, thinking and problem-solving.	Cognitive development Schemas Egocentrism Conservation Stages of development Brain development Myelination Mindset theory Growth mindset Fixed mindset Nature Nurture	Summative assessments (1 hour)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u

SJBC Curriculum Termly Plan: GCSE Psychology – Year 11

Term		Topic(s) and links to other subjects	Core Knowledge	Core Vocabulary	Assessment	Resources
Autumn 1		Social Influence	Students will explore how and why individuals' behaviour is influenced by the presence and actions of others. They will study the concepts of conformity and obedience, including key research such as Asch's conformity study and Milgram's obedience study. Students will analyse the impact of social and dispositional factors such as authority, proximity, culture, and locus of control on behaviour. The topic will also examine crowd and collective behaviour, the concept of deindividuation, and explanations for prosocial and bystander behaviour. Students will evaluate the situational and dispositional factors that encourage or discourage helping behaviours in real-life scenarios.	Social factors Dispositional factors Conformity Obedience Prosocial behaviour Crowd behaviour Collective behaviour Authority Proximity Locus of control Influence Agency Bystander behaviour Social loafing	Summative assessment Mock exam paper (1hr 45 minutes)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u
Autumn 2		Language, thought and communication	Students will explore the relationship between language and thought, considering different theoretical perspectives including Piaget's view that language develops after thought, and the Sapir-Whorf hypothesis which argues that language influences thought. They will examine the role of non-verbal communication such as facial expressions, eye contact, and body language in conveying meaning and emotion. Darwin's theory of evolutionary communication and research into innate versus learned behaviours will be explored. Students will evaluate how communication skills develop, including cross-cultural variations and how these relate to nature and nurture debates in psychology.	Functions of communication Non-verbal communication Body language Personal space Piaget's theory of language Sapir-Whorf Hypothesis Darwin's evolutionary theory Neonates Innate Nature Nurture	Summative assessment Mock exam paper (1hr 45 minutes)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u
Spring 1		Brain and Neuropsychology	Students will study the structure and function of the brain and nervous system. They will explore the central and peripheral nervous systems, including the	Neuroplasticity Neurons Localisation of the brain Cerebellum Acquired brain injury	Summative assessment Mock exam paper (1hr 45 minutes)	**Core resources:** AQA Psychology for GCSE: Student Book

			role of motor, sensory and relay neurons in transmitting information. Students will also examine key brain structures such as the cerebrum, cerebellum, frontal lobe, temporal lobe and occipital lobe, and how localisation of function links specific areas of the brain to memory, language, vision and movement. Students will also explore contemporary neuropsychology, including the use of brain scanning techniques and the broader question of whether brain functions are fixed or adaptable (plasticity).	Central nervous system Peripheral nervous system Synapse Neurotransmitter Lobes of the brain Localisation of function Plasticity Neurological damage Cerebrum Cerebellum Stroke Split-brain research		**Enrichment and extension resources:** Seneca Learning Tutor2u
Spring 2		Psychological problems	Students will explore how mental health problems are defined, including changes in classification systems and the impact of stigma. Students will examine the rising prevalence of mental health difficulties and the social, biological and psychological factors contributing to these trends. They will study psychological challenges such as addiction and depression in depth, including symptoms, features, and explanations from the cognitive theory (Beck's negative triad) and the social learning theory. Students will explore treatment options such as Cognitive Behavioural Therapy (CBT) and antidepressant medication, evaluating their strengths and limitations. Throughout the topic, students will consider the broader impact of mental health difficulties on individuals, families and society, linking theory to real-life case examples and social issues.	Mental health Stigma Classification systems Depression Negative triad Addiction Behavioural addiction Substance addiction Genetic predisposition Reinforcement CBT Drug therapy Symptoms Incidence Risk factors	Summative assessment Mock exam paper (2 x 1hr 45 minutes)	**Core resources:** AQA Psychology for GCSE: Student Book **Enrichment and extension resources:** Seneca Learning Tutor2u