

Edexcel GCSE Learning Intentions – Year 10 – Autumn 1 2024

What? When? Why?	Lesson 1 Learning Intentions	Lesson 2 Learning Intentions	Lesson 3 Learning Intentions
1	School closed	Lesson missed for tutor time.	Welcome to GCSE Psychology - Getting to know you activity and introduce the course, concepts, spec, exam board etc.
2	Introduction to experimental psychology and psychology as a science. What are the key features of science.	Students will be able to define key research method terms such as; control, hypotheses and variables (IV, DV, EV). The concept of reliability will be introduced.	
3	Introduction to writing hypothesis. Students will write their own hypotheses using operationalised variables with explicit link to validity. Students will be able to identify the difference between an experimental hypothesis and a null hypothesis, including writing their own null-hypothesis.	Control – introducing different ways to carry out research. Students will learn about the features of a laboratory, field and natural experiment (with explicit link to variables).	Students will learn about some strengths and limitations of each experiment type.
4	Start development topic – the foetal brain. Students to understand the development and function of the forebrain, mid-brain and hind-brain.	Piaget’s theory of cognitive development. Students to understand the first 2 stages of cognitive development according to Piaget and the behaviours associated with each.	
5	Piaget’s theory of cognitive development 2. Students to understand the last 2 stages of cognitive development according to Piaget and the behaviours associated with each.	Piaget’s theory of cognitive development 3. Students must be able to explain what is meant by a schema, how schemas develop and how schemas influence a child’s cognitive development.	Students to understand the factors that enable a child to successfully pass through the stages of cognitive development. (link to education)

<p>6</p>	<p>Piaget's Three Mountains study. Students must be able to explain how Piaget conducted his study to demonstrate cognitive development, including the age in which a child develops decentration. Evaluate Piaget's Three Mountains research.</p>	<p>Evaluating Piaget's study and THEORY</p> <p>Students will be able to outline the replications of Piaget's study and explain how the findings challenge Piaget's original theory. Students will be able to explain the importance of replication for theory construction. Evaluate Piaget's theory.</p>	
<p>7</p>	<p>Mindset Theory.</p> <p>Students must be able to explain the concept of Mindset theory and the difference between an incremental mindset and a fixed mindset.</p> <p>Students will consider the strengths and limitations of Dweck's Mindset theory, including applications and limitations relating to reductionism.</p>	<p>Observational Methods.</p> <p>Students must be able to explain the difference between a natural and controlled observation, including overt and covert.</p>	<p>Observational Methods 2.</p> <p>Students will be able to identify strengths and limitations with the different types of observational research carried out. (Links to the concept of Reliability and Validity)</p>
<p>8</p>	<p>Gunderson's Observational Study.</p> <p>Students to be able to outline how Gunderson conducted her research. Students will be able to explain what is meant by a longitudinal study and why this is important in this context.</p>	<p>Gunderson's Observational Study 2. Explain how her findings both support and challenge Dweck's Mindset theory. Students will be able to identify strengths and limitations of Gunderson's observational study, linking specifically to the issue of validity. [Spelling Test]</p>	

5 lessons every two weeks

What? When? Why?	Word of the week
1	Hypothesis
2	Variable
3	Cognitive
4	Schemas
5	Reliability
6	Incremental Mindset
7	Validity