

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 1.1	1	Prosocial Behaviour: Piliavins Study.	Piliavin's subway study.	Understand and be able to evaluate Piliavin's subway study. Using various psychological concepts and data to synthesise the information to make judgements in order to evaluate the scenario and make a realistic judgement	Thinking critically about psychological ideas and issues. Adaptive learning Using the existing understanding and apply in a different context.
	2	Factors Affecting bystander intervention.	Bystander behaviour: identification and explanation of how social factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention.	Be able to comprehend and articulate how certain societal and specific dispositional factors influence bystander intervention.	Thinking critically about psychological ideas and issues. Analysing psychological scenarios, problems, issues, etc. Balanced arguments/ judgements, opinions etc. on psychological scenarios, problems issues etc.
	3	Crowd and Collective Behaviour.	Prosocial and antisocial behaviour in crowds.	Understand collective behaviour.	Adaptive learning Using the existing understanding and apply in a different context.
	4	Social factors and dispositional factors affecting collective behaviour.	Identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.	Understand and be able to explain how particular social and dispositional factors affect group behavior.	Productivity - Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated.

	5	Language, thought and Communication:	Piaget's theory: language depends on thought. The possible relationship between language and thought and its effect on our view of the world.	Understand and be able to evaluate Piaget's theory.	Thinking critically about psychological ideas and issues.
	6	Sapir -Whorf Hypothesis.	The Sapir-Whorf hypothesis: thinking depends on language; Variation in recall of events and recognition of colours, eg in Native American cultures.	Understand and be able to evaluate the Sapir-Whorf hypothesis. Understand variations in recall of events and recognition of colours.	Interpretation- Analysing information and understanding the meaning of that information.
	7	Differences between human and animal communication	Functions of animal communication. Differences between human and animal communication: Limited functions of animal communication (survival, reproduction, territory, food).	Understand the differences between human and animal communication. Understand the limited functions of animal communication.	Productivity- Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated
Term 1.2	1	Key Study	Von Frisch's bee study.	Understand and be able to evaluate Von Frisch's bee study.	Interpretation- Analysing information and understanding the meaning of that information.
	2	Properties of human communication	Properties of human communication not present in animal communication eg planning ahead and discussing future events.	Recognize aspects of human communication that are missing from animal communication.	Thinking critically about psychological ideas and issues. Synthesise the information to evaluate the scenario and make a realistic judgement
	3	Non-verbal communication	Definitions of non-verbal communication and verbal communication; Functions of eye contact including regulating the flow of conversation, signaling attraction and expressing emotion.	Recognize the differences between verbal and nonverbal communication. Recognize the ways in which eye contact affects conversational flow, signals attraction, and conveys emotion.	Interpretation- Analysing information and understanding the meaning of that information.

	4	Body language	Body language including open and closed posture, postural echo and touch. Personal space including cultural, status and gender differences.	Understand body language including open and closed posture, postural echo and touch. Recognize variances in personal space due to culture, status, and gender.	Productivity- Be able to spot opportunities to apply knowledge to questions allowing complex arguments to be articulated
	5	Explanations of non-verbal behaviour	Darwin's evolutionary theory of non-verbal communication as evolved and adaptive. Evidence that non-verbal behaviour is innate, eg in neonates and the sensory deprived. Evidence that non-verbal behaviour is learned.	Understand and be able to evaluate Darwin's evolutionary theory of non-verbal communication. Understand evidence that non-verbal behaviour is innate. Understand evidence that non-verbal behaviour is learned.	Thinking critically about psychological ideas and issues. Using various psychological concepts and data to Interpretation- Analysing information and understanding the meaning of that information.
	6	Named Study	Yuki's study of emoticons.	Understand and be able to evaluate Yuki's study of emoticons. Understand key concepts from the research methods topic.	Thinking critically about psychological ideas and issues. Analysing psychological scenarios, problems, issues, etc. Balanced arguments/ judgements, opinions etc. on psychological scenarios, problems issues etc.
	7	End-of-term test	REVISION	REVISION	