

Year: Year 10

Subject: Psychology

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independent Learning
1A	1	<p>First lesson-Introduction to psychology</p> <p>How memories are encoded and the different types of memory.</p>	<p>Giving equipment and explanation of course expectations. Use of specification and textbook. Outlining course.</p> <p>How memories are encoded and stored.</p> <p>Different types of memory: episodic memory, semantic memory and procedural memory.</p>	<p>Develop knowledge and understanding of the processes of memory: encoding (input), storage, and retrieval (output).</p> <p>Understand how memories are encoded and stored.</p> <p>Develop knowledge that memories are retrieved in different ways- Recognition, cued recall and free recall.</p>	<p>https://www.youtube.com/watch?v=-3iOrvWiLY</p> <p>https://www.youtube.com/watch?v=k-P1BEk6hhE</p>	<p>https://www.youtube.com/watch?v=-3iOrvWiLY</p> <p>https://www.youtube.com/watch?v=k-P1BEk6hhE</p> <p>https://www.youtube.com/watch?v=GpPowWc1tXl</p> <p>https://www.youtube.com/watch?v=Uhyk2bRTgul</p>
	2	<p>Murdock's serial position curve study-primacy and recency.</p> <p>The multi-store model of memory.</p>	<p>Primacy and recency effects in recall: the effects of serial position.</p> <p>Murdock's serial position curve study.</p>	<p>Understand primacy and recency effects and the effects of serial position.</p> <p>Understand and be able to evaluate Murdock's serial position curve study</p> <p>Understand and be able to evaluate the multi-store model of memory and the</p>	<p>https://www.youtube.com/watch?v=4LHMaBSKD3w</p> <p>https://www.youtube.com/watch?v=jEUoQVN80Jw</p>	<p>https://www.youtube.com/watch?v=4LHMaBSKD3w</p> <p>https://www.youtube.com/watch?v=jEUoQVN80Jw</p>

	Features of each store.	<p>The multi-store model of memory: sensory, short term and long term.</p> <p>Features of each store: coding, capacity, duration.</p>	<p>sensory, short-term and long-term memory stores.</p> <p>Understand the features of each memory store.</p> <p>Understand key concepts from research methods and data handling topic.</p>	<p>https://www.youtube.com/watch?v=zweAGoJT--w</p>	<p>GCSE Memory Multi store model</p>
3	Reconstructive Memory. Effort after meaning. Bartlett's War of the Ghosts study.	<p>The Theory of Reconstructive Memory, including the concept of 'effort after meaning'.</p> <p>Bartlett's War of the Ghosts study.</p>	<p>Understand and be able to evaluate the theory of reconstructive memory.</p> <p>Understand and be able to evaluate Bartlett's War of the Ghosts study.</p> <p>Understand the concept of 'effort after meaning'.</p> <p>Understand key concepts from research methods topic.</p>	<p>https://www.youtube.com/watch?v=hMackPeTnRY</p>	<p>https://www.youtube.com/watch?v=hMackPeTnRY</p>
4	Factors affecting memory.	Factors affecting the accuracy of memory-Interference, context and false memories	<p>Develop knowledge on factors such as interference, context and false memories and the effect they have on the accuracy of memory.</p> <p>Proactive and retro-active interference.</p> <p>Understand key concepts from research methods topic.</p>	<p>https://www.youtube.com/watch?v=FJWadZiC0SI</p>	<p>https://www.youtube.com/watch?v=FJWadZiC0SI</p> <p>https://www.youtube.com/watch?v=TsCVctz17tc</p> <p>https://www.youtube.com/watch?v=Y4JpgH-Sqzw</p> <p>https://www.youtube.com/watch?v=FAOvpWkMrEg</p>

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5	Named Studies for memory.	Reflect on the studies which are named in the memory module.	Develop knowledge on both studies, explaining and evaluating key concepts.	https://www.youtube.com/watch?v=xXj1bZbKt0w	https://www.youtube.com/watch?v=xXj1bZbKt0w	
6	Revision for memory module.	Classroom revision and recap on the whole module.	Extend knowledge and previous learning in preparation for the end of module test.	https://www.youtube.com/watch?v=GpPowWc1tXI&list=PLUQ8QDGvbAwhofjoeWA9kpLp6Jyd5EzZw	https://www.youtube.com/watch?v=GpPowWc1tXI&list=PLUQ8QDGvbAwhofjoeWA9kpLp6Jyd5EzZw	
7	End of topic assessment-Memory.	Summative assessment to gauge students progress for this specific module.				
	Give results, feedback for test results.	Go through model answers, to suggest how answers can be written.	To develop knowledge on writing answers for exams.			

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Indenpendant Learning
1B	1	Perception module.	<p>The difference between sensation and perception.</p> <p>Sensation-How our brains work with our senses.</p>	<p>develop understanding of the concepts and the difference between sensation and perception.</p> <p>Examples of visual illusions: The Ponzo, the Muller-Lyer, Rubin's vase, the Ames room.</p> <p>How our senses work with our brains: Visual, Auditory, Somatosensory, Proprioception, Olfactory and Gustatory.</p>	<p>https://www.youtube.com/watch?v=pEWOqCMKqJw</p> <p>https://www.youtube.com/watch?v=mwkZU-n9kQ4</p> <p>https://www.youtube.com/watch?v=7GJJXLiN4Ug</p>	<p>https://www.youtube.com/watch?v=pEWOqCMKqJw</p> <p>https://www.youtube.com/watch?v=mwkZU-n9kQ4</p> <p>https://www.youtube.com/watch?v=unWnZvXJH2o</p> <p>https://www.youtube.com/watch?v=7GJJXLiN4Ug</p> <p>https://www.youtube.com/watch?v=eySkNWTI03Q</p> <p>https://www.youtube.com/watch?v=aSfesfGNmVw</p> <p>https://www.youtube.com/watch?v=3Ov6tuhZ2ro</p> <p>https://www.youtube.com/watch?v=wQJbsOWc344</p>
	2	Presentation towards how our brains work in connection with our senses.	Preparation and compilation of presentations for individual tasks.	Each student, or pairs to research and collect information on how specific senses work in relation to our brains. Students to present to the remainder of class. This will develop their		<p>https://www.youtube.com/watch?v=4Na0Mj0b_6A</p> <p>https://www.youtube.com/watch?v=K_MvDo7spEs</p>

			Presentation to the remainder of class.	knowledge on specific brain regions, allowing better understanding of how sensation and perception are relative.		
3	Perception: visual cues and constancies.	Binocular and monocular depth cues-retinal disparity, convergence, height in plane, relative size, occlusion and linear perspective.	Understand and develop knowledge on the binocular depth cues of retinal disparity, convergence. Develop knowledge on the monocular depth cues Understand the monocular depth cues of height in plane, relative size, occlusion and linear perspective.	https://www.youtube.com/watch?v=QGYQgoyJzbU	https://www.youtube.com/watch?v=QGYQgoyJzbU https://www.youtube.com/watch?v=D5SSbeOvPZQ	
4	Perception-Visual cues and constancies.	Gibson's direct theory of perception – that the real world presents sufficient information for direct perception without inference. Role of motion parallax in everyday perception.	develop understanding and be able to evaluate Gibson's direct theory of perception. Understand motion parallax.	https://www.youtube.com/watch?v=JF0ArkVDrT8 https://www.youtube.com/watch?v=Ro3a3h98S5Y	https://www.youtube.com/watch?v=JF0ArkVDrT8 https://www.youtube.com/watch?v=Ro3a3h98S5Y https://www.youtube.com/watch?v=sd_RCkgxO94	

			Explanations for visual illusions: ambiguity, misinterpreted depth cues, fiction, size constancy.	Understand why and how ambiguity, misinterpreted depth cues, fiction and size constancy cause visual illusions.		
5	Perception-examples of visual cues and constancies.	Identify and describe the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube illusions.	Examples of visual illusions: the Ponzo, the Müller-Lyer, Rubin's vase, the Ames Room, the Kanizsa triangle and the Necker cube.	https://www.youtube.com/watch?v=COvd1HkDCWQ	https://www.youtube.com/watch?v=COvd1HkDCWQ	https://www.youtube.com/watch?v=BJ6amzHVkeI
6	Nature/Nurture debate.	Gregory's constructivist theory of perception – that perception uses inferences from visual cues and past experience to construct a model of reality.	Understand and be able to evaluate Gregory's constructivist theory of perception.		https://www.youtube.com/watch?v=Fh4lqiG3Kvw	https://www.youtube.com/watch?v=NAEjIIA4eVU https://www.youtube.com/watch?v=hcC9fsX2k7E
7	Factors affecting perception.	Bruner and Minturn's study of perceptual set. Perceptual set and the effects of expectation on perception. The effects of culture, motivation and emotion on perception. The Gilchrist and Nesberg study of motivation.	Understand and be able to evaluate Bruner and Minturn's study of perceptual set. Understand the concept of perceptual set and how expectation affects perception. Understand key concepts from research methods topic.	https://www.youtube.com/watch?v=ot4AjaQUo3Y	https://www.youtube.com/watch?v=cTXAWqIExk	https://www.youtube.com/watch?v=ot4AjaQUo3Y https://www.youtube.com/watch?v=eBmaUakgdDk

				<p>Understand and be able to evaluate Gilchrist and Nesberg's study of motivation.</p> <p>Understand the concepts of culture, motivation and emotion and how they affect perception.</p> <p>Understand key concepts from research methods topic.</p>		

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independant Learning
2A	1	<p>Named Studies for Perception.</p> <p>Revision for Perception module.</p>	<p>Reflect on the studies which are named in the Perception module.</p> <p>Classroom revision and recap on the whole module.</p>	<p>Develop knowledge on both studies, explaining and evaluating key concepts.</p> <p>Extend knowledge and previous learning in preparation for the end of module test.</p>	<p>https://www.youtube.com/watch?v=SjLbU0DQo4g&list=PLk6lj-EQpal14rbozjdqf-E1ReZ9S_Xcv</p>	<p>https://www.youtube.com/watch?v=ot4AjaQUo3Y</p> <p>https://www.youtube.com/watch?v=SjLbU0DQo4g&list=PLk6lj-EQpal14rbozjdqf-E1ReZ9S_Xcv</p>
	2	<p>End of topic assessment-Memory.</p> <p>Give results, feedback for test results.</p>	<p>Summative assessment to gauge students progress for this specific module.</p> <p>Go through model answers, to suggest how answers can be written.</p>	<p>To develop knowledge on writing answers for exams.</p>		

3	<p>Brain development. Naming simple structures on neural tube and brain.</p> <p>Nature and Nurture.</p>	<p>A basic knowledge of brain development, from simple neural structures in the womb, of brain stem, thalamus, cerebellum and cortex, reflecting the development of autonomic functions, sensory processing, movement and cognition.</p> <p>The roles of nature and nurture.</p>	<p>Understand early development of the brain, including the brain stem, thalamus, cerebellum and cortex.</p> <p>Understand the early development of autonomic functions, sensory processing, movement and cognition.</p> <p>Understand the roles of nature and nurture in human development.</p>		<p>https://www.youtube.com/watch?v=Hp1h5mIVTUM</p> <p>https://www.youtube.com/watch?v=T2zjIB4ctu4</p> <p>https://www.youtube.com/watch?v=wuXH1b3WjvQ</p> <p>https://www.youtube.com/watch?v=IF8_82e9RmQ</p> <p>https://www.youtube.com/shorts/ftWw2HIhdFc</p>
4	<p>Piaget's Theory.</p>	<p>Piaget's Theory of Cognitive Development including concepts of assimilation and accommodation.</p> <p>The four stages of development: sensorimotor, pre-operational, concrete operational and formal operational.</p>	<p>Understand Piaget's Theory of Cognitive Development.</p> <p>Understand the concepts of assimilation and accommodation.</p> <p>Understand the four stages of development.</p> <p>Understand key concepts from research methods topic.</p>		<p>https://www.youtube.com/watch?v=lhcgYgx7aAA</p> <p>https://www.youtube.com/watch?v=EYbCE1udazw</p>
5	<p>Piaget's Theory applied to Education.</p>	<p>The role of Piaget's theory in education.</p> <p>Application of the four stages of development in education.</p>	<p>Understand educational applications of Piaget's theory and his stages.</p>		<p>https://www.youtube.com/watch?v=fed_xkghU2A</p> <p>https://www.youtube.com/watch?v=KLFUrAlqSG8</p>

		Named study on egocentricity.	Hughes' 'policeman doll study'. Reduction of egocentricity.	Understand and be able to evaluate Hughes' 'policeman doll study'. Understand implication of this study for the reduction of egocentricity. Begin to be able to evaluate Piaget's Theory of Cognitive Development.		https://www.youtube.com/watch?v=5dX6HpwLOk8 https://www.youtube.com/watch?v=RDJ0qJTLohM
6		Named study on development of conservation. Carol Dweck's theory on fixed and growth mindset. Praise and self-efficacy.	McGarrigle and Donaldson's 'naughty teddy' study'. Development of conservation. Dweck's Mindset Theory of learning: fixed mindset and growth mindset. The role of praise and self-efficacy beliefs in learning.	Understand and be able to evaluate McGarrigle and Donaldson's 'naughty teddy study'. Understand implication of this study for the development of conservation. Be able to evaluate Piaget's Theory of Cognitive Development. Understand and be able to evaluate Dweck's Mindset Theory of learning. Understand the role of praise and self-efficacy beliefs in learning.	https://www.youtube.com/watch?v=2Y1g_K1RT0s&t=40s	https://www.youtube.com/watch?v=2Y1g_K1RT0s&t=40s https://www.youtube.com/watch?v=RnfSubOFd_Y https://www.youtube.com/watch?v=T-Rt7O2jYe4 https://www.youtube.com/watch?v=PxCUuwvtP9I https://www.youtube.com/watch?v=VW5v6PQ5PEc&t=22s

	7	Willingham's learning theory and learning styles.	Learning styles including verbalisers and visualisers. Willingham's Learning Theory and his criticism of learning styles.	Understand learning styles including verbalisers and visualisers. Understand and be able to evaluate Willingham's Learning Theory.		https://www.youtube.com/watch?v=a-zk3Eu7PyE https://www.youtube.com/watch?v=9ePmbqPHpUM

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independant Learning
2B	1	<p>Named Studies for Development.</p> <p>Revision for Development module.</p> <p>End of topic assessment-Development.</p>	<p>Reflect on the studies which are named in the Development module.</p> <p>Classroom revision and recap on the whole module.</p> <p>Summative assessment to gauge students progress for this specific module.</p>	<p>Develop knowledge on both studies, explaining and evaluating key concepts.</p> <p>Extend knowledge and previous learning in preparation for the end of module test.</p> <p>Give results, feedback for test results. Go through model answers, to suggest how answers can be written.</p> <p>To develop knowledge on writing answers for exams.</p>		

2	Research Methods	Independent and dependent variables.	Understand independent and dependent variables.		
	Hypothesis and variables.	Formulation of testable hypotheses including null hypothesis and alternative hypothesis. Extraneous variables.	Be able to formulate testable hypotheses – including null hypothesis and alternative hypothesis. Understand extraneous variables.		https://www.youtube.com/watch?v=sbN-ymC6w3k https://www.youtube.com/watch?v=Qe7wN8qT8ic
2	Sampling methods.	Target populations. Samples and sampling methods (random, opportunity, systematic and stratified) and how to select samples using these methods. Strengths and weaknesses of each sampling method. Understanding principles of sampling as applied to scientific data.	Understand target populations. Understand the named sampling methods and how to select samples using these methods. Understand strengths and weaknesses of each named sampling method. Understand principles of sampling as applied to scientific data.		https://www.youtube.com/watch?v=9PaR1TsvnJs
3	Observational methods.	Experimental methods (laboratory, field and natural experiments).	Understand each of the named experimental designs.		https://www.youtube.com/watch?v=B2GcTIJYIZI https://www.youtube.com/watch?v=xDWdJI_XT3k

		<p>Experimental design.</p> <p>Case studies.</p>	<p>Strengths and weaknesses of each experimental method and what types of research they are suitable for.</p> <p>Experimental designs (independent groups, repeated measures and matched pairs).</p> <p>Strengths and weaknesses of each experimental design.</p> <p>Case studies: strengths and weaknesses of case studies and what types of research they are suitable for.</p>	<p>Understand the strengths and weaknesses of each experimental design.</p> <p>Understand the methods of questionnaires and interviews, including strengths, weaknesses and suitability.</p> <p>Understand key concepts from research methods topic.</p> <p>Understand the method of case studies, including strengths, weaknesses and suitability.</p>		<p>https://www.youtube.com/watch?v=nPaXZZtMFKg</p> <p>https://www.youtube.com/watch?v=MC-s4DtuBTY</p>
4	<p>Observational studies.</p> <p>Scatter diagrams and correlation.</p>	<p>Observation studies (including categories of behaviour and interobserver reliability).</p> <p>Strengths and weaknesses of observation studies and what types of research they are suitable for.</p> <p>An understanding of association between two variables and the use of scatter diagrams to show possible correlational relationships.</p>	<p>Understand observation studies including categories of behaviour.</p> <p>Understand inter-observer reliability.</p> <p>Understand the strengths, weaknesses and suitability of observations.</p> <p>Understand what is meant by correlation.</p> <p>Be able to draw appropriate scatter diagrams.</p>		<p>https://www.youtube.com/watch?v=DcxL7hhVruk</p> <p>https://www.youtube.com/watch?v=AxyDallvKIA</p>	

			The strengths and weaknesses of correlations.	Understand the strengths and weaknesses of correlations.		
5	Standardised procedures.	The use of standardised procedures, instructions to participants, randomisation, allocation to conditions, counterbalancing and extraneous variables.	Understand the use of standardised procedures, instructions to participants, randomisation, allocation to conditions and counterbalancing.	Understand the effect of extraneous variables and how to control for them.		https://www.youtube.com/watch?v=xqKhOn0fWYo
	Planning research, validity, quantitative & qualitative research.	How research should be planned, taking into consideration the reliability and/or validity of sampling methods, experimental designs and quantitative and qualitative methods.	Understand how to plan and carry out research so that it is reliable and valid.			https://www.youtube.com/watch?v=a-XtVF7Bofg
	Ethical research.	Ethical issues in psychological research as outlined in the British Psychological Society guidelines. Ways of dealing with each of these issues.	Understand ethical issues as outlined by the British Psychological guidelines. Understand ways of dealing with these issues.			https://www.youtube.com/watch?v=Qvg5DW8Mze4
6		The difference between quantitative and qualitative data. The difference between primary and secondary data.	Understand the difference between quantitative and qualitative data.			https://www.youtube.com/watch?v=ei9Ilyao40A

		Primary and secondary research. Computation.	Recognise and use expressions in decimal and standard form. Ratios, fractions and percentages. Estimate results, find arithmetic means and use an appropriate number of significant figures. Mean, median, mode and range.	Understand the difference between primary and secondary data. Recognise and use expressions in decimal and standard form. Recognise and use ratios, fractions and percentages. Be able to estimate results, find arithmetic means and use an appropriate number of significant figures. Understand and calculate mean, median, mode and range.		https://www.youtube.com/watch?v=7AnQUy207Ms https://www.youtube.com/watch?v=GvLIEiqxS6s https://www.youtube.com/watch?v=JeVSmq1Nrpw https://www.youtube.com/watch?v=e3uY2LraXts
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3A	1	Interpretation and display of quantitative data. Normal Distributions.	Frequency tables and diagrams, bar charts, histograms and scatter diagrams for correlation. The characteristics of normal distribution.	Understand how to present data graphically using frequency tables and diagrams, bar charts, histograms and scatter diagrams. Understand the characteristics of normal distribution.		https://www.youtube.com/watch?v=jizZKNnx9wA&t=288s https://www.youtube.com/watch?v=rzFX5NWoip0
	2	Apply research methods to modules covered.				

	Recap and revision. Assessment on Research methods.				
3	Social influence-Conformity.	<p>Identification and explanation of how social factors (group size, anonymity and task difficulty) and dispositional factors (personality, expertise) affect conformity to majority influence.</p> <p>Asch's study of conformity.</p>	<p>Understand and be able to explain how named social factors and named dispositional factors affect conformity.</p> <p>Understand and be able to evaluate Asch's study of conformity.</p> <p>Understand key concepts from research methods topic.</p>		<p>https://www.youtube.com/watch?v=WkK5eA_qhFk</p> <p>https://www.youtube.com/watch?v=-W-ML_dG_4Y</p> <p>https://www.youtube.com/watch?v=TYIh4MkcfJA</p>
4	<p>Obedience.</p> <p>Adorno's theory of authoritarian personality.</p>	<p>Milgram's Agency theory of social factors affecting obedience including agency, authority, culture and proximity.</p> <p>Explanation of dispositional factors affecting obedience including Adorno's theory of the Authoritarian Personality.</p>	<p>Understand and be able to evaluate Milgram's Agency theory of social factors affecting obedience.</p> <p>Understand key concepts from research methods topic</p> <p>Understand and be able to evaluate Adorno's theory of the Authoritarian Personality.</p> <p>Understand and be able to explain dispositional factors affecting obedience.</p>		<p>https://www.youtube.com/watch?v=vuMt8b4Urcl</p> <p>https://www.youtube.com/watch?v=DDtjt3FrEA8</p> <p>https://www.youtube.com/watch?v=88sUbXsQDMY</p>
5	Prosocial behaviour.	<p>Piliavin's subway study.</p> <p>Bystander behaviour: identification and explanation of how social</p>	<p>Understand and be able to evaluate Piliavin's subway study.</p>		<p>https://www.youtube.com/watch?v=KweGi2_egqU</p>

			factors (presence of others and the cost of helping) and dispositional factors (similarity to victim and expertise) affect bystander intervention.	Understand and be able to explain how named social factors and named dispositional factors affect bystander intervention. Understand key concepts from research methods topic.		https://www.youtube.com/watch?v=GZgIYGaeWY0
	6	Crowd and collective behaviour.	Prosocial and antisocial behaviour in crowds. Identification and explanation of how social factors (social loafing, deindividuation and culture) and dispositional factors (personality and morality) affect collective behaviour.	Understand collective behaviour. Understand and be able to explain how named social factors and named dispositional factors affect collective behaviour. Understand key concepts from research methods topic.		https://www.youtube.com/watch?v=VtZr-mFlpn4 https://www.youtube.com/watch?v=BpaChja09Ic https://www.youtube.com/watch?v=m5qApljNLXY https://www.youtube.com/watch?v=hQHARaEr0W8 https://www.youtube.com/watch?v=l0Md7_ruScs

Term	Week	Focus	Summary	Learning Outcomes	Parental Support	Independant Learning
3B	1	Named Studies for Social Influence. Revision for Social Influence module.	Reflect on the studies which are named in the Social influence module. Classroom revision and recap on the whole module.	Develop knowledge on both studies, explaining and evaluating key concepts. Extend knowledge and previous learning in preparation for the end of module test.		

		End of topic assessment-Social influence.	Summative assessment to gauge students progress for this specific module.	Give results, feedback for test results. Go through model answers, to suggest how answers can be written. To develop knowledge on writing answers for exams.		
2	Language, thought and communication The possible relationship between language and thought and its effect on our view of the world.	Piaget's theory: language depends on thought. 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 Piaget's theory. Understand and be able to evaluate the Sapir-Whorf hypothesis. Understand variations in recall of events and recognition of colours.			
3	Differences in animal communication. Named study-Von Frisch.	Differences between human and animal communication. Limited functions of animal communication (survival, reproduction, territory, food). Von Frisch's bee study.	Understand differences between human and animal communication. Understand the limited functions of animal communication. Understand and be able to evaluate Von Frisch's bee study.			

	4	<p>Differences between human and animal communication.</p> <p>Non-verbal communication</p>	<p>Properties of human communication not present in animal communication eg plan ahead and discuss future events.</p> <p>Definitions of non-verbal communication and verbal communication. Functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion.</p>	<p>Understand properties of human communication not present in animal communication.</p> <p>Understand how to define non-verbal communication and verbal communication. Understand the functions of eye contact including regulating flow of conversation, signaling attraction and expressing emotion. Understand key concepts from research methods topic.</p>		
	5		<p>Body language including open and closed posture, postural echo and touch.</p> <p>Personal space including cultural, status and gender differences.</p>	<p>Understand body language including open and closed posture, postural echo and touch. Understand key concepts from research methods topic.</p> <p>Understand personal space including cultural, status and gender differences.</p>		

				Understand key concepts from research methods topic		
6	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.		Understand and be able to evaluate Darwin's evolutionary theory of non-verbal communication. Understand evidence that non-verbal behaviour is innate		
7		Evidence that non-verbal behaviour is learned. Yuki's study of emoticons.		Understand evidence that non-verbal behaviour is learned. Understand and be able to evaluate Yuki's study of emoticons. Understand key concepts from research methods topic.		