

Language, Thought and Communication – Year 10 Spring 1

Topic	No of lessons	Key knowledge and skills	Resources	Progression and links	SEND/ More able	Assessment & recording; factual recall checks
Piaget: Language depends on thought	1	Describe Piaget’s belief that language depends on thought using evidence from Experiences of young children The development of language Logical thinking Produce 2 PEL paragraphs evaluating Piaget’s theory.	1 & 2 JWA Piaget and Sapir-Whorf.pptx	Piaget’s cognitive developmental theory – Year 9 Career link – Language/Speech therapy		Textbook questions
Sapir-Wharf: Thinking depends of language	1	Describe Sapir-Wharf’s belief that thought depends on language including both the strong and weak version Produce 2 PEL paragraphs evaluating Sapir-Wharf’s theory.	1 & 2 JWA Piaget and Sapir-Whorf.pptx	Career link – Language/Speech therapy	MA – Compare and contrast the two theories LA/SEND: Support with familiarisation of new terminology Scaffolded PEL Paragraphs	
Language and thought: our view of the world	1	To provide example of how language and thought affect our view of the world: The Hopi The Zuni	3 & 4 JWA View on the world and Von Frisch.pptx			Textbook questions
Human and Animal Communication	2	SID – Von Frisch Describe the Aim, Procedure, Findings and Conclusion.	3 & 4 JWA View on the world and Von Frisch.pptx		LA/SEND Scaffolded PEL Paragraphs	Apply it question

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		Produce 2 PEL Paragraphs evaluating the SID				
Human and Animal Communication	1	Describe the functions of Animal communication: Survival Reproduction Territory Food Describe the functions of human communication: Plan ahead and discuss future events Creativity Single vs multiple channels	5 & 6 JWA Human and animal communication and eye contact.pptx		MA – Compare and contrast the function of human and animal communication	Apply it questions
SID knowledge check	1	Plan a response to: Describe and evaluate Von Frisch’s bee study. In your description include the method used, the results obtained and a conclusion drawn. (9 marks) Peer assessed against mark scheme				Essay question
Non verbal communication	1	Definitions of verbal, non-verbal communication and eye contact. Describe the purpose of eye contact: Regulating flow of conversation Signalling attraction Expressing emotion	5 & 6 JWA Human and animal communication and eye contact.pptx		MA – Apply knowledge to novel scenario LA/SEND – provision of real world examples to support understanding.	Exam questions

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		Produce two PEL paragraphs evaluating studies into eye contact			Scaffolded PEL paragraphs	
Non-verbal communication	1	Describe the role of body language in non verbal communication: Open and closed posture Postural echo Touch Produce two PEL paragraphs evaluating studies into body language	7 & 8 JWA Body language and personal space.pptx		LA/SEND – provision of real world examples to support understanding. Scaffolded PEL paragraphs	Apply it questions
Non-verbal communication	1	Describe the role of personal space in non-verbal communication: Cultural differences Gender differences Status differences Produce two PEL paragraphs evaluating studies into body language	7 & 8 JWA Body language and personal space.pptx		LA/SEND – provision of real world examples to support understanding. Scaffolded PEL paragraphs	Apply it questions
Knowledge check	1					Postural Echo design a study.pdf
Non-verbal behaviour	1	Description of how Darwin’s theory of evolutionary of non-verbal communication can be considered adaptive. Produce two PEL paragraphs evaluating studies into the evolution of non-verbal behaviour	9, 10 & 11 JWA Darwin, Yuki.pptx	Biology/MO	HA- comparisons with human behaviour LA/SEND – provision of real world examples to support understanding.	Knowledge check activities

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					Scaffolded PEL paragraphs	
Non-verbal behaviour	1	Discussion of whether non-verbal behaviour is innate or learned through examination of research into: Neonates Sensory deprived infants Contact vs non contact cultures Gestures	9, 10 & 11 JWA Darwin, Yuki.pptx	Nature vs Nurture - Perception	HA- Discussion of how cultural differences can be explained. LA/SEND – support with identification of key information	Apply it question
Non-verbal behaviour	2	SID – Yuki Describe the Aim, Procedure, Findings and Conclusion. Produce 2 PEL Paragraphs evaluating the SID	9, 10 & 11 JWA Darwin, Yuki.pptx		LA/SEND Scaffolded PEL Paragraphs	Apply it question

End of Topic Assessment 25 minutes, 25 marks. Question from Exampro