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| **Topic area:**  Development – how did you develop? | Done. | Absent or incomplete | Revision checklist  RAG. |
| Be able to explain early brain development stages of foetal development: forebrain, midbrain, hindbrain, cerebellum and medulla |  |  |  |
| Be able to describe Piaget’s theory of development. Including the sensorimotor stage, pre-operational stage, concrete operational stage and the formal operational stage. |  |  |  |
| Be able to explain Piaget’s theory using the key terms object permanence, schemata/schemas, assimiliation, accommodation, equilibrium. |  |  |  |
| Be able to link Piaget’s theory to education – what happens in education that is linked to this theory? |  |  |  |
| To know the background, aim, procedure and findings of Piaget and Inhelder’s Three Mountains Task. |  |  |  |
| To be able to create what/how/why evaluation for the above study. |  |  |  |
| To understand the difference between fixed and growth mindset. |  |  |  |
| To understand how mindset affects the development of abilities. |  |  |  |
| To be able to consider the strengths and weaknesses of mindset theory. |  |  |  |
| Understand the aims, procedures, findings, strengths and weaknesses of:  Gunderson et al. 2013 Parent Praise to 1 to 3 Year olds Predicts Children’s Motivational Frameworks 5 years later. |  |  |  |
| To know the difference between process and person praise; and entity theory and incremental theory. |  |  |  |
| To know and understand the key elements of Willingham’s theory related to facts and learning. |  |  |  |
| To be able to describe strategies to support development |  |  |  |
| To know the strengths and weaknesses of Willingham’s learning theory. |  |  |  |
| To be able to describe Piaget and Kohlberg’s theory of moral development including the terms: The terms morality and morals; pre-conventional and post conventional stages of morality, the use of content, theories and research drawn from cognitive development to explain development of morality. |  |  |  |
| To know Damon’s views on development of a moral self. |  |  |  |
| To know how to help children develop their moral understanding. |  |  |  |
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