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| Learning Table 1: Cognitive Development  **Key Concepts: Invariant and Universal Stages** | |
| The moment we arrive on Earth as a baby we begin putting our thinking caps on. However, babies do not think in the same way as we do. This needs to develop and therefore cognitive development is studied as part of Developmental Psychology. | |
| **Schemas** | |
| Cognitive development occurs because a child builds up a schema. A schema is All the ideas, memories and information about a particular object or thing that a child comes into contact with is sorted into a kind of box in the brain. As a child interacts with the world, they add to their schemas. This enables them to interact in the right way. For example babies learn to shake a rattle and suck a bottle because they have added that information to their schema. | |
| http://theshawshow.files.wordpress.com/2011/09/american_football_3.jpg  http://www.mcdowellmountainman.com/wp-content/uploads/2013/07/American-Double-Beef-Cheese-Burger-1.jpg  http://chekhovsgunman.files.wordpress.com/2013/09/film-loop.gif  http://t3.gstatic.com/images?q=tbn:ANd9GcQNvkzKdU7F_D1L0CR_U1bPOlOc_MHoXB0oJ5XsYbA0__kvYBvRgwRt71V2  http://dehencheer.files.wordpress.com/2011/03/jags-cheerleader2.jpghttp://www.thevendingcenter.com/a_20animated_20flag_20usa.gif  [https://encrypted-tbn2.gstatic.com/images?q=tbn:ANd9GcQRBqCJ2wNJSKDHZUH_dHZL3bVVtY_V9paKJ5c74cRAK9ZuUjN-](http://www.google.co.uk/imgres?um=1&sa=N&rlz=1T4ADRA_enGB427GB427&hl=en&tbm=isch&tbnid=9QICj2ZoE4qDbM%3A&imgrefurl=http%3A%2F%2Fwww.ryanseacrest.com%2F2013%2F06%2F28%2Fjay-z-reveals-lyrics-for-new-song-featuring-beyonce%2F&docid=FuStnEU0c2mMJM&imgurl=http%3A%2F%2Fwww.ryanseacrest.com%2Fwp-content%2Fuploads%2F2014%2F06%2FBeyonce-Jay-Z_900-600-06-25-13.jpg&w=900&h=600&ei=9vTzUrrYCoOO7AaQl4GwBw&zoom=1&iact=rc&dur=1359&page=1&start=0&ndsp=12&ved=0CH8QrQMwCw)http://media.away.com/away/images/grand-canyon-np.jpg | |
| **Invariant: ‘never changing.’** | **Universal: ‘relating to or done by all people.’** |
| **Piaget** found that the development of a child’s ability to think went through the same stages in a fixed or **invariant** order. These stages could be tied to a child’s age. He also found that the pattern was **universal**. Even though different children experience very different upbringings, their cognitive development was the same. | |