What is Parkside aiming to achieve through its Psychology curriculum?

This is a course for students who are interested in human behaviour, what makes us different and how our experiences shape and influence the way we behave. Psychology is the scientific study of the mind and behaviour and the course gives an excellent introduction to the ways human behaviour is studied and the different approaches to explaining our behaviour. This course is not only designed to give students a good foundation in the subject but will also give an appreciation of how Psychology can be applied to some critical issues in society today.

- We want you to be able to use the vocabulary of psychology with confidence.
- We want you to be creative with designing and carrying out empirical research and become experts at selecting appropriate research methodologies.
- We want you to be able to assess the ethics of research and implement the British Psychological Society Code of Conduct when carrying out your own investigations.

Parkside School Subject Curriculum Plan
Subject: Psychology

Year	Term 1 (Assessment 1 + Assessment 2)	Term 2 (Assessment 3 + Assessment 4)	Term 3 (Assessment 5 + Assessment 6)
Y12 **Teacher 1**	**Core studies (Social area)** • Key theme – People in authority Classic study + Contemporary study • Key theme – People in need Classic study + Contemporary study **Social area** • Defining principles and concepts • Research • Evaluation – strengths and weaknesses of this area • Application • Similarities to and difference from other areas **Core studies (Cognitive area)** • Key theme - Memory Classic study + Contemporary study • Key theme – Attention Classic study + Contemporary study **Cognitive area** • Defining principles and concepts • Research • Evaluation – strengths and weaknesses of this area • Application • Similarities to and difference from other areas	**Core studies (Developmental area)** • Key theme – Children's behaviour Classic study + Contemporary study • Key theme – Moral development Classic study + Contemporary study **Developmental area** • Defining principles and concepts • Research • Evaluation – strengths and weaknesses of this area • Application • Similarities to and difference from other areas **Core studies (Biological area)** • Key theme – Regions of the brain Classic study + Contemporary study • Key theme – Brain plasticity Classic study + Contemporary study **Biological area** • Defining principles and concepts • Research • Evaluation – strengths and weaknesses of this area • Application • Similarities to and difference from other areas	**Core studies (Individual differences area)** • Key theme – Understanding disorders Classic study + Contemporary study • Key theme – Measuring differences Classic study + Contemporary study **Individual differences area** • Defining principles and concepts • Research • Evaluation – strengths and weaknesses of this area • Application • Similarities to and difference from other areas **Perspectives in Psychology** Psychodynamic perspective Behaviourist perspective • Defining principles and concepts • Research • Evaluation – strengths and weaknesses of each perspective • Application • Similarities to and difference from each other
Y12 **Teacher 2**	**Research methods** Research methods and techniques • Correlation/Experiment/Observation/Self Report • Strengths/Weakness of each method Planning and conducting research • Aims and Hypothesis • Designing Observations/Self-reports • Experimental Design • Populations, samples and techniques • Variables & Operationalising them	**Research methods** Data recording, analysis and presentation • Descriptive statistics • Levels and types of data Methodological issues	**Research methods** Practical activities • Relation of all learned content to their own specific studies. • 15 mark question practice.

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Subject: Psychology

Year	Term 1 (Assessment 1 + Assessment 2)	Term 2 (Assessment 3 + Assessment 4)	Term 3 (Assessment 5 + Assessment 6)
13 **Teacher 1**	**Debates in Psychology** • Nature vs Nature • Individual vs Situational • Ethical consideration • Socially sensitive research • Reductionism vs Holism • Free will vs Determinism • Usefulness of research • Psychology as a science	**Criminal Psychology** • What makes a criminal? (Biological); • The collection and processing of forensic evidence (Biological); • Collection of evidence (Cognitive) • Psychology and the Courtroom (Cognitive) • Crime Prevention (Social) • Effect of Imprisonment (Social) **Child Psychology** • Intelligence (Biological) • Pre-adult Brain Development (Biological) • Perceptual Development (Biological) **For each topic above, we will look at:** • Background and Key research • Applications	**Child Psychology** • Cognitive Development and Education (Cognitive) • Development of Attachment (Social) • Impact of advertising on children (Social) **For each topic above, we will look at:** • Background and Key research • Applications **Revision**
Y13 **Teacher 2**	**Research Methods and Practical Applications** • Inferential statistics **The historical context of mental health** • Background • Key research • Applications	**The medical model** • Background • Key research • Applications **Alternatives to the medical model** • Background • Key research • Applications	**Alternatives to the medical model** • Background • Key research • Applications **Revision**