

PSYCHOLOGY

Why is the study of Psychology important?

Psychology is a subject that enables us to understand how to function effectively in the real world; to understand why we behave as we do and why others behave the way they do and the implications of this for wider society.

The purpose of psychology is to give us a completely different perspective on our everyday lives. Psychology is concerned with all aspects of behaviour and with the thoughts, feelings and motivations underlying their behaviours. Psychologists study what makes people behave as they do, and how this understanding can help solve problems in society.

By studying psychology, students will gain a better understanding of human behaviour, thoughts, feelings and motivations. Students will learn about people and their behaviours.

Psychology provides a unique opportunity for students to develop an ability to understand, apply, analyse, evaluate and discuss psychological terms, concepts, research studies and explanations/approaches of human behaviour; students will apply knowledge and understanding of material covered to real-life behaviours and learn to critically analyse the credibility of theories and research studies examined.

This deeper understanding of how people tick then leads to a respect for society through deeper compassion and empathy for the diverse behaviours displayed by others and the wealth of issues experienced.

The overall aim of the psychology department is to engage all students in a scientific journey to acquire knowledge regarding the brain and human behaviour through the delivery of a challenging yet engaging curriculum which is designed to contribute to the development of each student as a whole individual with a keen awareness of human behaviour in preparation for their GCSE which they can apply to their roles in the wider community beyond the classroom.

What skills will the study of Psychology teach you?

Learning is embedded through the development of knowledge and skills over time. Learners are equipped with the necessary scientific knowledge, skills and vocabulary to be able to;

- Develop comprehension skills in listening and reading to a level where they are able to understand psychological terms and concepts.
- Develop written skills and a working knowledge of how to structure answers to meet the EDEXCEL specification examination requirements.
- Develop essential knowledge and understanding of different areas of psychology and how they relate to each other
- Develop and demonstrate a deep appreciation of the skills, knowledge and understanding of scientific methods
- Develop competence and confidence in a variety of practical, mathematical and problem solving skills
- Develop their interest in and enthusiasm for the subject, including developing an interest in further study and careers associated with the subject
- Understand how society makes decisions about scientific issues and how the sciences contribute to the success of the economy and society

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What will you know and understand from your study of Psychology?

By studying psychology, students will gain a better understanding of human behaviour, thoughts, feelings and motivations. Students will learn about people and their behaviours.

They will know and understand the answer to the following questions;

- How did you develop?
- How does our memory work?
- How would Psychological problems affect you?
- How does your brain affect you?
- How do others affect you?
- How do you carry out Psychological research?
- Why do people become criminals?
- Why do you need to sleep and dream?

The answers to these questions will come from the study of the following Topics;

DEVELOPMENT (NEUROBIOLOGICAL and COGNITIVE PSYCHOLOGY)

This topic considers both Biological and Cognitive explanations of development. Students will look at the stages of cognitive development and considers where our concept of morality comes from.

MEMORY (COGNITIVE/ NEUROBIOLOGICAL PSYCHOLOGY)

This topic gives an understanding of human memory. Students will learn the key processes of memory, key theories and studies of memory. Learning will be linked to issues and debates of reductionism and holism.

PSYCHOLOGICAL PROBLEMS (NEUROBIOLOGICAL, COGNITIVE and SOCIAL PSYCHOLOGY)

According to statistics, 25% of people will suffer from a mental health problem this year. This topic develops students' awareness of the complex causes of depression and addiction, and shows the wider impact of mental health problems on society. A consideration is given to the strengths and weaknesses of available treatments.

BRAIN AND NEUROPSYCHOLOGY (NEUROBIOLOGICAL PSYCHOLOGY)

This topic will explore the different parts of the brain and what they do. It will also look at what happens when the brain is damaged, or does not work in the same way as everyone else's. It will explore some of the ways that we can study the brain and show how studying the brain has changed over time.

SOCIAL INFLUENCE (SOCIAL PSYCHOLOGY)

Social influence is about how others – groups and individuals – can influence our behaviour. In this topic students will see how, a lot of the time, other people can impact and influence us. This is important in society, so we can encourage good behaviour and prevent bad behaviour such as rioting and bullying.

RESEARCH METHODS

This topic demonstrates to students how Psychologists go about their work. They gain an understanding of the methods and designs used to carry out research in ways that promote scientific reliability and validity whilst considering the ethical considerations stipulated by the British Psychological Society.

CRIMINAL PSYCHOLOGY

This topic looks at the causes and prevention of criminal behaviour and anti-social behaviour and ways in which criminals can be treated or rehabilitated. Students consider the important nature and nurture debate as to whether crime is learned or whether there is a biological explanation such as genes, hormones or brain structure. Is a criminal born or made?

SLEEP AND DREAMING

In this topic students gain an understanding of sleep and dreaming. Students will learn the need for sleep, internal and external influences on sleep and theories as to why we dream, students will also explore sleep disorders. The famous work of Sigmund Freud is explored in terms of the purpose of dreaming.

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How does your study of Psychology support your expertise in other subjects?

Apart from the direct benefits of learning psychology, it also indirectly facilitates learning in many other subjects. Students will obtain skills, which enhance learning and memory performance and improve their ability to cope with stress. Psychology students will learn about all aspects of human thoughts, emotions and behaviours. This will help Students in all areas of their lives by improving their interactions with other people and enhancing their ability to understand and regulate their own emotions and behaviour.

There are also some clear, direct links to other subjects;

History - Nazism and Holocaust. The social influence topic develops expertise in the reasons why this blind obedience occurred. *Medicines through time* with links to how psychology has changed over time, including: the use of content, theories, and research drawn from studying the brain to explain how psychology has changed over time (from post mortems to EEGs etc).

Science - hypotheses, IVs, DVs, how to carry out an experiment, biological terms - neurotransmitters and synaptic transmission, the brain (localisation of function). Bodily rhythms, to include (i) circadian rhythms (ii) ultradian rhythms b. hormones, to include (i) pineal gland (ii) melatonin c. zeitgebers, to include (i) light.. Lateralisation of function. Biological causes and treatments of addiction and depression Biological causes of criminality.

Maths - sampling methods, Arithmetic and numerical computation: a. recognise and use expressions in decimal and standard form b. estimate results c. use an appropriate number of significant figures. Be able to understand and use, including calculations: a. mean, and finding arithmetic means b. median c. mode d. ratios e. fractions f. percentages g. range as a measure of dispersion h. know the characteristics of normal distributions. Be able to: a. construct and interpret frequency tables and diagrams b. construct and interpret bar charts c. construct and interpret

histograms d. construct a scatter diagram e. use a scatter diagram to identify a correlation between two variables f. translate information between graphical and numerical forms g. plot two variables from experimental or other data and interpret graphs. Understand, and know the difference between: a. primary data b. secondary data. Understand, and know the difference between: a. qualitative data b. quantitative data.

Health and social care - memory in relation to memory loss, understand the role of education and intelligence, including Piaget's Theory of Cognitive Development, and the four stages of cognitive development, including strengths and weaknesses of the theory: a. sensorimotor b. pre-operational c. concrete operational d. formal operational e. schemata/schemas f. assimilation g. accommodation h. equilibrium.

How can you become an expert in Psychology?

As a knowledge based curriculum, knowledge underpins and enables the application of skills; both are entwined. Content is delivered to students and then built upon through a variety of strategies including revisiting and building on existing knowledge. An expert uses the knowledge acquired then to develop their analytical and critical thinking skills.

Students are introduced to a wide variety of viewpoints from some of the most influential Psychologists throughout history. We study the impact that their work has had on the world we live in. Experts can make links between their studies and real life examples.

An expert Psychologist is actively engaged with the subject, motivated to learn and able to apply their knowledge to everyday life. They pay attention to detail, solve problems, analyse beyond face value, and think 'out of the box'. They take their knowledge and understand how it can help them better know the world and themselves.

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What opportunities are there to experience Psychology beyond the classroom?

Psychology studies everyday people in their everyday behaviours. All examples used in the delivery of content are real life examples, demonstrating the connection between theory and reality.

Structured observations of children at play, use of memory at home, TV news stories about depression, Cardiff Universities MRI scanners, riots on the news, real life crime programmes and keeping sleep diaries are some of the ways Psychology is taken beyond the classroom.

The evidence from beyond the classroom is brought back in, to enhance and consolidate learning. So, we learned it, they see it in the world and then they bring back to class their realisation of the reality of what they have learned.

How will you develop your character through your Spiritual, Moral, Social & Cultural experiences in Psychology?

- Discussing **culture** when studying Bartlett in memory and social influence.
- Discussing **diversity** when learning about the importance of representing the target population when sampling
- **Health and wellbeing** – Importance of promoting an active brain through a healthy lifestyle, and how to look after your brain and improve cognitive ability
- **Healthy Eating** – Foods which boost cognitive ability
- **Democracy**- consider the possible wider social implications of our understanding of how free will impacts on behaviour. Understanding how the behaviour of an individual can be affected by the behaviour of a majority and the characteristics of people that resist such majority pressure.
- **Rule of law**. To understand the implications for individuals suffering from mental health issues

in terms of their legal responsibility for committing a crime. To understand the implications of current legislation accounting for high numbers in prison and recidivism.

- **Individual liberty**. To understand the Mental Health Act and how this protects individuals diagnosed with mental health conditions and how the Act indirectly protects members of society, with links to depression and schizophrenia. The British Psychological Society states strict Ethical Guidelines, including informed consent and right to withdraw from research. Students not only learn about these factors but this is promoted within the classroom as they have the right to withdraw from research undertaken in class.
- **Mutual respect** and tolerance for those with different faiths. Understanding socially acceptable norms and how deviation from these norms can upset society and historically could have led to diagnoses of psychological disorders. Seeing differences in obedience and conformity for collectivistic and individualistic cultures. Understanding how the behaviour of an individual can be affected by the behaviour of a majority and the characteristics of people that resist such majority pressure. Psychology deals sensitively with a range of mental disorders and atypical behaviours which seek to understand and explain behaviour in a non-discriminatory fashion.
- Cultural Capital is therefore, embedded throughout the Psychology curriculum.

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Key Assessment Objectives

A01 – *Demonstrate knowledge and understanding of psychological ideas, processes and procedures.* Recall key facts, using specialist vocabulary. Recall information of key studies and theories. “State”, “identify” “describe”

A02- *Apply knowledge and understanding of psychological ideas, processes and procedures.* Apply knowledge to exam stimulus and using this to justify human behaviours in the world. “Explain”, “apply”.

A03 – *Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.* Evaluate key psychological concepts and theories, explain strengths and weaknesses. Explore issues and debates. Offer alternative explanations. Consider improvements to Psychological research. “Assess”, “conclude”, “evaluate”

How can the study of Psychology support students beyond school?

Our curriculum goes far beyond what is taught in lessons and it supports the vision and values of the school.

- **LEARNING**- students are constantly challenged to work collaboratively and think independently when engaging in all lessons and class debates.
- **LEADERSHIP** -Through teacher modelling we develop leadership, encouraging our students to demonstrate manners, respect and tolerance in Psychology lessons. This allows students to express themselves in a confident manner.
- **AMBITION** - goes hand in hand with the nature of studying Psychology. The concepts and content are challenging and new. We ensure the level of challenge is high enough for the most able, with scaffold and support available for students who need it.

- **PREPARATION**- We want students to be able to think analytically and reach logical conclusions based on scientific evidence. These skills, together with their deeper knowledge of human behaviour, will prepare students for their lives in the wider community as well as provide them with the basis for future study.

Psychology is a popular choice at A level, at Scarborough Sixth Form and York College, and several higher education options build on the skills and knowledge developed at GCSE.

Learners will build the following transferable skills-

demonstrate **knowledge and understanding** of psychological ideas, processes and procedures, **apply knowledge and understanding** of psychological ideas, processes and procedures, **analyse and evaluate psychological information**, ideas, processes and procedures to **make judgements and draw conclusions**.

Training as a psychologist can lead to a variety of careers such as, an Educational Psychologist, a Counselling Psychologist, a Therapist, a Clinical Psychologist, a Criminal or Forensic Psychologist, a Sports Psychologist, Occupational Psychologist, teacher or lecturer.

There are diverse occupational areas in which psychology is relevant and important. Psychologists are needed in a variety of contexts which include research, healthcare and educational posts in the private and public sector, various organisations and corporations, legal and clinical settings, charities, social services and more.

Having a background in psychology is of considerable benefit in any work setting which includes team work, working with clients, advertising, and working under pressure.

Curriculum Progression Maps

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