

Meden School Curriculum Planning																				
Subject	Psychology	Year Group	12	Sequence No.	7	Topic	Psychopathology													
Retrieval		Core Knowledge			Student Thinking															
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'															
<p><u>Psychological retrieval</u></p> <p>Approaches – behavioural, cognitive and biological approaches revisited including the basic assumptions of the approaches and the position on the nature/nurture scale</p> <p>Students to revisit PD session knowledge of mental health and the types of explanations and treatments for mental health that have been previously explained.</p>		<ul style="list-style-type: none"> - Definitions of abnormality, including deviation from social norms, failure to function adequately, statistical infrequency and deviation from ideal mental health. - The behavioural, emotional and cognitive characteristics of phobias, depression and obsessive-compulsive disorder (OCD). - The behavioural approach to explaining and treating phobias: the two-process model, including classical and operant conditioning; systematic desensitisation, including relaxation and use of hierarchy; flooding. - The cognitive approach to explaining and treating depression: Beck's negative triad and Ellis's ABC model; cognitive behaviour therapy (CBT), including challenging irrational thoughts. - The biological approach to explaining and treating OCD: genetic and neural explanations; drug therapy. <p>Tier 3 vocabulary</p> <table border="0" style="width: 100%;"> <tr> <td>Statistical infrequency</td> <td>Deviation</td> </tr> <tr> <td>Arachnophobia</td> <td>Psychomotor agitation</td> </tr> <tr> <td>Compulsions</td> <td>Evolutionary preparedness</td> </tr> <tr> <td>Systematic desensitisation</td> <td>Negative triad</td> </tr> <tr> <td>Diathesis-stress model</td> <td>Neurotransmitters</td> </tr> <tr> <td>Serotonin</td> <td>Dopamine</td> </tr> <tr> <td>Polygenic</td> <td>Flooding</td> </tr> </table>			Statistical infrequency	Deviation	Arachnophobia	Psychomotor agitation	Compulsions	Evolutionary preparedness	Systematic desensitisation	Negative triad	Diathesis-stress model	Neurotransmitters	Serotonin	Dopamine	Polygenic	Flooding	<p>Students to watch footage from different programmes depicting the mental health issues, using their knowledge to consider how to help and support students.</p> <p>Students to consider stereotypical behaviour and whether that is always depicted accurately in the media and how they could tackle the misrepresentations</p>	
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