



YEAR 2 Autumn 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Psychological Problems

Symptoms of
phobias

Pupils will be taught the following this term:

Skills/
Assessment
Objective Links

Why do we teach this to students?

Application of core approaches to explaining particular types of behaviour related to mental health. A central component of psychology, as well as being engaging.

Why do we teach this now?

A topic that brings psychology nicely together, looking at when things can go wrong with the human mind. Focussing on interesting problems including depression and schizophrenia. Finishing with looking at both biological and Psychological explanations (which is a nice lead into the A level should students which to continue). It is also one of the hardest topics and the most synoptic.

Specification

An introduction to mental health:

- ways of defining mental health, including the mental health continuum
- the current prevalence of mental health problems, including current statistics and differences between age; gender; and sexual orientation
- the incidence of significant mental health problems over time, including changing classification; similarities and differences; and how attitudes have changed towards mental health in the UK since the 1959 Mental Health Act.

- The effects of significant mental health problems on the individual and society:

- the effects of stigma on individuals before and after diagnosis
- the effects of discrimination on individuals before and after diagnosis
- the effects of significant mental health problems on the wider society, including care in the community.

- Schizophrenia

- The clinical characteristics of schizophrenia as outlined in the International Classification of Diseases (ICD)₁
- Key statistics of schizophrenia including reference to prevalence; age; sex; ethnicity; and recovery rates
- The biological theory of schizophrenia:
- the dopamine hypothesis – the role of dopaminergic neurons and synaptic transmission in an overactive dopamine system causing high dopamine levels in the brain
- how the structure and functions of the brain relates to cognitions and behaviour; brain dysfunction in relation to brain volume and brain activity – the roles of the frontal lobes; hippocampus; and temporal lobes; and the impact of neurological damage in schizophrenia
- criticisms of this theory including the nature/nurture debate.
- The psychological theory - the social drift theory of schizophrenia:
- rejection by society
- disengagement of individuals
- criticisms of this theory including problems establishing cause and effect.

- Schizophrenia Research Study–

- the role of monoamines on cerebral function during specific prefrontal cognitive activation – Daniel, Weinberger, Jones et al. (1991): The effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia.
- Clinical Depression
 - The clinical characteristics of clinical depression as outlined in the International Classification of Diseases (ICD)₂
 - Key statistics of clinical depression including reference to prevalence; age; sex; ethnicity; and recovery rates
 - The biological theory – the social rank theory of clinical depression:
 - the evolutionary function of depression
 - the role of a lower rank in reducing conflict
 - criticisms of the theory including the reductionism/holism debate.
 - The psychological theory - the ABC Model of clinical depression:
 - rational versus irrational beliefs
 - the roles of activating events, beliefs and consequences
 - criticisms of the theory including the freewill/determinism debate.
 - Clinical Depression Research Study – Tandoc et al. (2015): Study into Facebook use, envy, and depression among college students: Is Facebooking depressing
 - The use of anti-psychotics and anti-depressants to treat schizophrenia and clinical depression and how they improve mental health through changing the actions of the brain and interactions between neurons and synapses
 - The use of psychotherapy for treating schizophrenia and clinical depression and how it improves mental health
 - The development of neuropsychology for studying schizophrenia and clinical depression, including neuropsychological tests and brain imaging techniques.

The exams will measure how students have achieved the following assessment objectives:

Assessment Objective

AO1 Demonstrate knowledge and understanding of psychological ideas, processes and procedures

AO2 Apply knowledge and understanding of psychological ideas, processes and procedures

AO3 Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions

Spiritual, moral, social, and cultural development

SMSC: understanding that people who have mental health conditions have voting rights, understanding that mental health conditions mean that others need to be cared for.

PSHE/British Values: Oxfordshire Mind/Young Minds website.

1. How to talk about emotions accurately and sensitively
2. That happiness is linked to being connected with others
3. How to recognise the early signs of mental wellbeing concerns
4. Common types of mental ill-health
5. How to critically evaluate when something you do has a positive or negative effect on their own/others mental health
6. The link between exercise, time outdoors, community participation and voluntary/service-based activities on mental wellbeing and happiness

Democracy – through understanding that people who have mental health conditions have voting rights. **Mutual respect** – through understanding that mental health conditions mean that others need to be cared for. **Rule of law** – through understanding that psychologists can be barred from the BPS for breaking the ethical guidelines.

:

	<p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p>Relationships: what constitutes good mental health and how to recognize signs of wellbeing concerns in others. An understanding of the benefits of healthy relationships with others and power to identify when a relationship might be unhealthy.</p>
Numeracy	Numeracy: Statistical infrequency definition, mental health statistics.
Literacy	<p>Vocabulary Tier 2: characteristic, irrational, avoidance, distortion, therapy, stigma, ethnicity</p> <p>Vocabulary Tier 3: dopamine, schizophrenia, cognitive, activation, anti-psychotics, neuropsychology.</p> <p>Reading: reciprocal reading strategies used, eg predictions – many hooks/ starters include asking what do we already know about this topic. Opportunity to summarize eg write down the main points of an argument/ theory. Questioners – does the text raise any questions, group work as an opportunity to discuss. Connectors – can the text be linked to any theories (either for or against). Opportunity to clarify – discussion of any words or ideas that the student didn't understand.</p> <p>Writing: As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 13 mark essays. Students are required to show knowledge which should link to key psychological terminology, application which should integrate fully with the stem and an critical analysis and discussion when evaluating.</p> <p>Oracy: group work in the majority of lessons, think pair share activities eg a debate on definitions of abnormality.</p>
Becoming future ready	<p>Personal Skills: As a Psychology student you will learn research skills, an understanding of how people think and behave which is essential in the real world, you will gain an ability to relate and empathise with a range of people, you will gain an understanding of how to listen to others sensitively and good questioning skills, you will learn techniques of how to cope with emotionally demanding situations, you will get the chance to work on your own and with others.</p> <p>Careers/Employability: As well as the above personal skills leading to employability, Psychology A level delivers skills employers value, such as numerical skills, the ability to understand and work with statistics, effective communication and the ability to work productively in teams. It also gives an understanding of the human mind and behaviour and so any employment would use these skills as all employment involves working with others in some aspect or another.</p>
Adaptation	Throughout this topic, quality first teaching will provide differentiation:
QFT/ SEND Provision	<p>By product: differential outcomes using must, could, should.</p> <p>By resource: each PowerPoint has different levels of differentiation to access, 'key points' extension, stretch and challenge. Stimulus questions are of a different ability.</p> <p>By Intervention: by providing different levels of supervision and support, psychology drop ins, catch up sessions.</p> <p>By Progressive Questioning: exploring pupils' understanding through interactive dialogue.</p> <p>By Grouping: according to prior attainment, gender, social preference, preferred learning style.</p> <p>By Task: Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.</p> <p>By Offering Optional Activities: In class or as homework, to extend learning.</p> <p>This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work.</p>
Implementation Curriculum Delivery Learning Outcomes	To be able to:
(Most powerful knowledge)	<p>(see PLCS copied below)</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Current learning to be developed in the future within:	It will be discussed in the debates section.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.

Psychological problems PLC's

I can **describe** the different ways of defining mental health

I can **describe** the prevalence of mental health problems

I can **describe** the significance of mental health problems over time

I can **explain** the changing in attitudes towards mental health

I can **explain** the effects of significant mental health problems on the individual and society

I can **describe** the clinical characteristics of schizophrenia

I can **explain** the different theories of schizophrenia -social drift theory and biological theory

I can **evaluate** the theories of schizophrenia

I can **describe** Daniel, Weinberger, Jones et al (1991)- a study into the effect of amphetamine on regional cerebral blood flow during cognitive activation in schizophrenia

- Aims
- procedures
- findings (results and conclusions)

I can **evaluate** Daniel, Weinberger, Jones et al's study

I can **describe** the clinical characteristics of clinical depression

I can **explain** the different theories of depression-ABC Model and biological (Social Rank theory)

I can **evaluate** the different theories of depression

I can **describe** Tandoc, Ferucci, Duffy (2015)- a study into Facebook use, envy, and depression among college students: Is Facebook depressing?

- Aims
- procedures
- findings (results and conclusions)

I can **evaluate** Tandoc, Ferucci, Duffy (2015) study

I can **explain** the different treatments used to treat schizophrenia

I can **explain** the different treatments used to treat depression

