



YEAR 12 spring 2 TERM

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Memory

Curriculum Intent	<p>Pupils will be taught, following National Curriculum guidelines, the following this term: Memory</p>
Skills/Assessment Objective Links	<p>Why do we teach this to students? This topic explores a more cognitive component of behaviour in the working of the human brain and memory. It is engaging and provides another building block used to develop student understanding.</p> <p>Why do we teach this now? Memory & Attachment could be taught in either order during year 12 as they are both relatively accessible topics and provide another context to see psychology in action. They take place after the core building blocks of Approaches, Psychopathology, Social Influence & Research Methods, but before Advanced Methods and the complex year 13 topics. Memory fits nicely after RM but we picked social influence first as that is a bit more accessible and includes a recap of all the ethical issues, which are important to understand earlier on.</p> <ul style="list-style-type: none"> • The multi-store model of memory: sensory register, short-term memory and long-term memory. Features of each store: coding, capacity and duration. • Types of long-term memory: episodic, semantic, procedural. • The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity. • Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. • Factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety. • Improving the accuracy of eyewitness testimony, including the use of the cognitive interviews <p>The exams will measure how students have achieved the following assessment objectives:</p> <p>AO1: Demonstrate knowledge and understanding of scientific ideas, processes, techniques and procedures. AO2: Apply knowledge and understanding of scientific ideas, processes, techniques and procedures :in a theoretical context, in a practical context, when handling qualitative and quantitative data. AO3: Analyse, interpret and evaluate scientific information, ideas and evidence, including in relation to issues, to make judgements and reach conclusions, develop and refine practical design and procedures.</p>
Spiritual, moral, social, and cultural development	<p>SMSC: Mutual respect – through understanding that memories can be manipulated & morphed through misleading information PSHE/British Values: Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing. Relationships: studying patients who have cognitive issues and how some people can't give consent to others and need someone else to help them consent eg patients with amnesia. How people can be manipulated with leading question, misleading information and post event discussion.</p>
Numeracy	<p>RM is tested throughout the specification for example statistics on findings in memory research</p>
Literacy	<p>Vocabulary Tier 2: Coding, capacity, duration, multi-store model, interference, retrieval failure, eyewitness testimony, interviews, eyewitness testimony, misleading, post-event, cue Vocabulary Tier 3: sensory register, multi-store, episodic, semantic, procedural, working memory, central executive, phonological loop, visuo-spatial sketchpad, episodic buffer, proactive, retroactive, retrieval failure, cognitive interview 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. Writing: As Psychology is all exam classes, many lessons are dedicated to essay writing skills for the 8/16 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. Oracy: group work in the majority of lessons, think pair share activities eg a debate on Multi-store model of memory Vs Working memory model, discuss whether EWT should be used in court.</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,</p>

	<p>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	<p>Throughout this topic, quality first teaching will provide differentiation:</p> <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>
QFT/SEND Provision	
Implementation on Curriculum Delivery	<p>To be able to:</p> <p>Describe the multi-store model of memory and its components: sensory register, short-term memory and long-term memory.</p>
Learning Outcomes (Most powerful knowledge)	Know the features of each store: coding, capacity and duration.
	Discuss the three types of long-term memory: episodic, semantic, procedural.
	Describe the working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.
	Know the Features of the working memory model: coding and capacity.
	Discuss the explanations for forgetting: proactive and retroactive interference
	Discuss the explanations for forgetting: retrieval failure due to absence of cues.
	Describe the factors affecting the accuracy of eyewitness testimony: misleading information, including leading questions and post-event discussion; anxiety.
	Discuss how to improve the accuracy of eyewitness testimony, including the use of the cognitive interview.
	Evaluate the role of social influence processes in social change
	Red denotes interleaving; aspects of knowledge covered previously.
Current learning to be developed in the future within:	Further exploration of the cognitive theory in other topics such as schizophrenia and forensics. Memory studies support learning of localisation of function.
Assessment	Refer to assessment maps for formative and summative assessment opportunities.
Impact	Attainment and Progress – Refer to assessment results / data review documentation.

