

Unit Overview: Memory							
Half- Term:	AUT 1	AUT 2	SPR 1	SPR 2	SUM 1	SUM 2	No of Lessons: 30
<p><b><u>Key Focus for Unit:</u></b>  <i>What is the key knowledge being delivered?  What is the intent of this unit?</i></p>							
<p><b><u>Memory</u></b></p> <ul style="list-style-type: none"> <li>● The multi-store model of memory: <ul style="list-style-type: none"> <li>○ Sensory register, short-term memory and long-term memory.</li> <li>○ Features of each store: coding, capacity and duration.</li> </ul> </li> <li>● Types of long-term memory: episodic, semantic, procedural.</li> <li>● The working memory model: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer.</li> <li>● Features of the model: coding and capacity.</li> <li>● Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues.</li> <li>● Factors affecting the accuracy of eyewitness testimony <ul style="list-style-type: none"> <li>○ Misleading information, including leading questions and post-event discussion</li> <li>○ Anxiety</li> </ul> </li> <li>● Improving the accuracy of eyewitness testimony, including the use of the cognitive interview.</li> </ul>							
<p><b><u>Key Knowledge and Big Ideas:</u></b>  <i>What <b>Powerful Knowledge</b> and <b>Big Ideas</b> are explored in this Unit?  How have these progressed from previous learning? What <b>gaps in knowledge</b> have you identified from <b>baselining</b> and how are they being closed?</i></p>							
<p><b>Big Ideas:</b></p> <ul style="list-style-type: none"> <li>● Theories and Core Studies and Evaluation</li> </ul> <p><b>Powerful Knowledge:</b></p> <ul style="list-style-type: none"> <li>● Multistore model of memory</li> <li>● Working memory model</li> <li>● Types of long term memory</li> <li>● Explanations of forgetting</li> <li>● Eyewitness testimony</li> </ul>							
<p><b><u>Unit Assessment:</u></b>  <i>How will this unit be assessed?  What is the frequency of assessments – baselines etc?</i></p>							
<ul style="list-style-type: none"> <li>● Each lesson incorporates low stakes quizzes and mini whiteboard feedback</li> <li>● Homework consists of weekly 8 mark or 16 mark A level exam style question</li> <li>● <b><u>Baseline assessment:</u></b> <ul style="list-style-type: none"> <li>○ Explore key concepts in memory</li> </ul> </li> <li>● <b><u>Final unit assessment:</u></b> <ul style="list-style-type: none"> <li>○ 50 min exam style question assessment</li> </ul> </li> </ul>							

<u>Key Skills Explored</u>	<u>Vocabulary Selected for DVI</u>	<u>Links to Previous Unit</u>
<p>Students will be assessed on the following criteria:</p> <ul style="list-style-type: none"> <li>● Inferential statistics</li> <li>● Report reading</li> <li>● Extended writing</li> <li>● Evaluation of research</li> <li>● Application of research to social phenomena</li> <li>● Referencing of psychological research</li> <li>● Compare and contrast key models of memory</li> </ul>	<p>Coding Capacity Duration Multi store model Sensory store Episodic Semantic Procedural Working memory model Central executive Phonological loop Visuospatial sketchpad Episodic buffer Proactive interference Retroactive interference Retrieval failure Eyewitness testimony Cognitive interview</p>	<p>Students compare and contrast models of memory, as they did with different approaches in psychology and explanations of attachment.</p> <p>Students may have encountered forgetting, multistore model of memory and working memory model of memory if they have taken GCSE Psychology.</p>
<u>Links to Careers/Employability</u>	<u>How does this unit prepare students for the next unit?</u>	
<p>Jobs in cognitive psychology Clinical psychologist</p>	<ul style="list-style-type: none"> <li>● This unit continues to expose students to psychological research.</li> <li>● Students compare and contrast models and explanations using research</li> </ul>	