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| **Unit Overview: Memory** | | | | | | | | | |
| **Half- Term:** | AUT 1 | AUT 2 | SPR 1 | SPR 2 | SUM 1 | SUM 2 | | **No of Lessons:** | **30** |
| **Key Focus for Unit:**  *What is the key knowledge being delivered?*  *What is the intent of this unit?* | | | | | | | | | |
| **Memory**   * 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 interview. | | | | | | | | | |
| **Key Knowledge and Big Ideas:**  *What* ***Powerful Knowledge*** *and* ***Big Ideas*** *are explored in this Unit?*  *How have these progressed from previous learning? What* ***gaps in knowledge*** *have you identified from* ***baselining*** *and how are the being closed?* | | | | | | | | | |
| **Big Ideas:**   * Memory   **Powerful Knowledge:**   * Multistore model of memory * Working memory model * Types of long term memory * Explanations of forgetting * Eyewitness testimony | | | | | | | | | |
| **Unit Assessment:**  *How will this unit be assessed?*  *What is the frequency of assessments – baselines etc?* | | | | | | | | | |
| * Each lesson incorporates low stakes quizzes and mini whiteboard feedback * Homework consists of fortnightly 8 mark or 16 mark A level exam style question * **Baseline assessment:**   + Explore key concepts of ethics and validity * **Final unit assessment:**    + 24 mark assessment to mimic a level paper section | | | | | | | | | |
| **Key Skills Explored** | | | **Vocabulary Selected for DVI** | | | | **Links to Previous Unit** | | |
| Students will be assessed on the following criteria:   * Inferential statistics * Report reading * Extended writing * Evaluation of research * Application of research to social phenomena * Referencing of psychological research * Compare and contrast key models of memory | | | 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 | | | | Students compare and contrast models of memory, as they did with different explanations of obedience in social influence.  Students may have encountered forgetting, multistore model of memory and working memory model of memory. | | |
| **Links to Careers/Employability** | | | **How does this unit prepare students for the next unit?** | | | | | | |
| Jobs in cognitive psychology  Clinical psychologist | | | * This unit continues to expose students to psychological research. * Students compare and contrast models and explanations using research | | | | | | |