

Meden School Curriculum Planning							
Subject	Psychology	Year Group	10	Sequence No.	5	Topic	Memory
Retrieval		Core Knowledge			Student Thinking		
What do teachers need <b>retrieve</b> from students before they start teaching <b>new content</b> ?		What <b>specific ambitious knowledge</b> do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to <b>development of our students thinking, encouraging them to see the inequalities around them</b> and 'do something about them!'		
<p><u>Personal experience</u></p> <p>How students recall information using different techniques – things they have learn to aid memory as they have progressed through school and in the outside world</p> <p><u>Previous learning</u></p> <p>Cognitive psychology and the use of thoughts to process information – linking this to the nature versus nurture debate in psychology. Students to recall areas of the brain and brain scanning techniques.</p>		<p>Key Concepts –</p> <ul style="list-style-type: none"> <li>• The stages of information processing: input; encoding; storage; retrieval; and output</li> <li>• Types of forgetting: decay; displacement; retrieval failure (lack of cues).</li> <li>• The structure and functions of the brain and how the brain works in the formation of memories; – how neurological damage can affect memory; the role of the hippocampus on anterograde amnesia; the frontal lobe on retrograde amnesia; and the cerebellum on procedural memory.</li> </ul> <p>Theories/explanations –</p> <p>The structure and process of the Multi-store Model of memory:</p> <ul style="list-style-type: none"> <li>• sensory store, short-term memory and long-term memory</li> <li>• differences between stores in terms of duration</li> <li>• differences between stores in terms of capacity</li> <li>• differences between stores in terms of types of encoding</li> <li>• criticisms of the model including rehearsal versus meaning in memory.</li> </ul> <p>The Multi-store Model of Memory Research Study – an example of the impact, on behaviour, of neurological damage - Wilson, Kopelman and Kapur (2008): Prominent and persistent loss of past</p>			<p>Apply knowledge to elderly individuals with amnesia and how using these theories could aid with memory rooms/memory boxes etc to support individuals</p> <p>Impact of false memory and how that could impact police investigations and being an expert witness in court cases</p>		

	<p>awareness in amnesia: delusion, impaired consciousness or coping strategy (the Clive Wearing study).</p> <p>The structure and process of the theory of reconstructive memory:</p> <ul style="list-style-type: none"> <li>• the concept of schemas</li> <li>• the role of experience and expectation on memory</li> <li>• the process of confabulation</li> <li>• distortion and the effect of leading questions</li> <li>• criticisms of the theory including the reductionism/holism debate.</li> </ul> <p>Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past.</p> <p>Application – Techniques used for recall</p> <ul style="list-style-type: none"> <li>• The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising</li> <li>• The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale.</li> </ul> <p>Tier 3 vocabulary  Schema  Inference  Cognitive  Confabulation  Retrograde Amnesia  Retrieval  Displacement</p>	
--	---	--