

Meden School Curriculum Planning																			
Subject	Psychology	Year Group	12	Sequence No.	6	Topic	Memory												
Retrieval		Core Knowledge			Student Thinking														
What do teachers need retrieve from students before they start teaching new content ?		What specific ambitious knowledge do teachers need teach students in this sequence of learning?			What real life examples can be applied to this sequence of learning to development of our students thinking, encouraging them to see the inequalities around them and 'do something about them!'														
<p><u>Psychological retrieval</u></p> <p>Approaches – cognitive approach to psychology and the concept of inference, computer analogy and unconscious processes</p> <p><u>Personal experience</u></p> <p>Students to recall memory strategies they use in examination settings/revising for tests/remembering shopping lists and why their method of remembering works</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 interview. <p>Tier 3 vocabulary</p> <table border="0"> <tr> <td>Coding</td> <td>Capacity</td> </tr> <tr> <td>Duration</td> <td>Sensory register</td> </tr> <tr> <td>Episodic memory</td> <td>Semantic memory</td> </tr> <tr> <td>Procedural memory</td> <td>Phonological loop</td> </tr> <tr> <td>Visuospatial sketchpad</td> <td>Episodic buffer</td> </tr> <tr> <td colspan="2">Proactive and retroactive interference</td> </tr> </table>			Coding	Capacity	Duration	Sensory register	Episodic memory	Semantic memory	Procedural memory	Phonological loop	Visuospatial sketchpad	Episodic buffer	Proactive and retroactive interference		<p>Impact of false memory and how that could be used to the detriment of victims – Loftus being an expert witness in high profile cases</p> <p>Students to consider how memory boxes could help Alzheimer's sufferers and what else could be done, based on their knowledge of memory, to support sufferers.</p>		
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