



YEAR 10 spring 2

'An ambitious curriculum that meets the needs of all'

Medium Term Planning - Topic: Memory

Curriculum Intent

Pupils will be taught, following National Curriculum guidelines, the following this term: **Memory**

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.

Why do we teach this now?

Memory - 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. The students will be able to link back to their skills learned in research methods when looking at the work on Memory. It will also provide students with techniques for recall, which will be useful for all of their GCSE revision and learning! Preparation for being close to year 10 mocks!

Skills/Assessment Objective Links

- The stages of information processing: input; encoding; storage; retrieval; and output
 - Types of forgetting: decay; displacement; retrieval failure (lack of cues).
 - 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.
- The structure and process of the Multi-store Model of memory:
 - sensory store, short-term memory and long-term memory
 - differences between stores in terms of duration
 - differences between stores in terms of capacity
 - differences between stores in terms of types of encoding
 - criticisms of the model including rehearsal versus meaning in memory.
- 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 awareness in amnesia: delusion, impaired consciousness or coping strategy (the Clive Wearing study).
 - The structure and process of the theory of reconstructive memory:
 - the concept of schemas
 - the role of experience and expectation on memory
 - the process of confabulation
 - distortion and the effect of leading questions
 - criticisms of the theory including the reductionism/holism debate.
- Reconstructive Memory Research Study – Braun, Ellis and Loftus (2002): study into How Advertising Can Change Our Memories of the Past
- The use of cues, repetition and avoiding overload in advertisements and the use of autobiographical advertising
 - The development of neuropsychology for measuring different memory functions, including the Wechsler Memory Scale.

Assessment Objective

- AO1** Demonstrate knowledge and understanding of psychological ideas, processes and procedures
- AO2** Apply knowledge and understanding of psychological ideas, processes and procedures
- AO3** Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions

Spiritual, moral, social, and cultural development	<p>SMSC: Mutual respect – through understanding that memories can be manipulated & morphed through misleading information</p> <p>PSHE/British Values:</p> <p>Skills Builder: Critical thinking and analytical. communication and interpersonal, Leadership and teamwork skills, Organization/time management skills, Goal setting and prioritizing.</p> <p>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	RM is tested throughout the specification for example statistics on findings in memory research
Literacy	<p>Vocabulary Tier 2: Coding, capacity, duration, multi-store model, interference, retrieval failure, eyewitness testimony, interviews, eyewitness testimony, misleading, post-event, cue</p> <p>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, hippocampus, amnesia, neuro-psychology.</p> <p>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.</p> <p>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.</p> <p>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, 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	Throughout this topic, quality first teaching will provide differentiation:
QFT/SEND Provision	<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>
Implementation Curriculum Delivery	<p>To be able to:</p> <p>See PLCs copied below</p> <p>Red denotes interleaving; aspects of knowledge covered previously.</p>
Learning Outcomes	
(Most powerful knowledge)	
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.

PLC – Memory Topic
I can explain the difference between short-term and long-term memory
I can explain how information is processed
I can explain the difference between anterograde and retrograde amnesia and different areas of the brain affected
I can describe and explain Atkinson and Shiffrin’s Multi-Store Memory model
I can evaluate Atkinson and Shiffrin’s Multi-Store Memory model
<p>I can describe the different types of forgetting.</p> <ul style="list-style-type: none"> • Decay • Displacement • Retrieval failure
<p>I can describe The multi-Store Model of Memory Research study; Wilson, Kopelman & Kapur (2008)- Prominent and persistent loss of past awareness in amnesia: delusion, impaired consciousness or coping strategy</p> <ul style="list-style-type: none"> • Aims • Procedures • Findings (results and conclusions)
<p>I can describe and explain the structure and process of the theory of reconstructive memory.</p> <ul style="list-style-type: none"> • schemas • experience and expectation • confabulation • distortion and effect of leading questions
<p>I can describe Reconstructive Memory Research study; Braun, Ellis & Loftus (2002)-Make my memory- How advertising can change our memories of the past.</p> <ul style="list-style-type: none"> • Aims • procedures • findings (results and conclusions)
I can evaluate the reconstructive theory
I can evaluate Reconstructive Memory Research study; Braun, Ellis & Loftus (2002)

I can **apply** the techniques used for recall:

Cues/Repetition/Avoiding overload/Autobiographical advertising/ Development of neuropsychology for measuring different memory functions

