******

|  |  |  |
| --- | --- | --- |
| **Subject: Psychology** | **Year: Y12** | **Memory** |

|  |
| --- |
| ***What and Why*** Cognitive psychology is the scientific study of the mind as an information processor. Cognitive psychologists try to build up cognitive models of the information processing that goes on inside people’s minds, including perception, attention, language, memory, thinking, and consciousness. |

|  |  |  |  |
| --- | --- | --- | --- |
| **Key terms**Reconstructive memorySchemaContext-dependent memoryinterference theoryretrieval failure  | Multi-store memoryWorking memory model Cognitive interviewMonotropyEncoding Processing | Episodic memorySemantic memoryProcedural memory |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Specification point** | **Pre-reading** | **Application and Assessment (date)** | **Home learning**  | **Extension – Cultural Capital and Reading** |
| **Memory*** Short term memory & Long term memory
* Multi-store memory
* Working memory model
* Types of LTM
* Forgetting-interference theory
* Forgetting-retrieval failure
* Eyewitness testimony – misleading information (Loftus)
* Eyewitness testimony – Anxiety
* Improving Eyewitness testimony - Cognitive interview
 | Consult your issued textbooks in the first instance. **Videos**Elizabeth Loftus TED Talk- <https://www.youtube.com/watch?v=gCswq5JDTaw>False Memory<https://www.youtube.com/watch?v=GTiNHeqlfqc>**Websites****Simple Psychology-** <https://www.simplypsychology.org/cognitive.html>**Holah-** <http://holah.co.uk/summary/loftus/> | Eye-witness testimonyFalse memoryWrongful convictionsAssessment in final week. | - Loftus and Palmer questions- Grant questions- Cognitive section C questions-Make notes on each topic- Revision poster on each study- [www.seneca.co.uk](http://www.seneca.co.uk) | Witness for the Defence: The Accused, the Eyewitness, and the Expert Who Puts Memory on Trial by Elizabeth LoftusForever today: A true story of lost memory and never-ending love by Deborah Wearing |

**Pre-assessment content review**

|  |  |  |
| --- | --- | --- |
| I feel secure in | I need to focus on | My action plan |

**Pre-assessment skills review**

|  |  |  |
| --- | --- | --- |
| I feel secure in | I need to focus on | My action plan |

**Post-assessment review**

|  |  |  |
| --- | --- | --- |
| Weaknesses in content knowledge | Skills I need to focus on | My action plan |
| Retest / review – teacher and student comment |

**Revision planning**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Spec point | Notes complete | Revision materials | Past paper Qs  | Timed conditions |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |