|  |  |  |
| --- | --- | --- |
| Autumn Term | | |
| Overarching Topic: Paper 1 Topics in psychology – Memory, Attachments and Research Methods. | | |
| What has come before and what comes later: | Students have completed a transition task over the summer in order to prepare them for their A Level studies. In the next term, students will be learning the following three topics: 1. Memory 2. Attachments and 3. Research Methods. Students will sit a mock examination at the end of the term on these topics. | |
|  | Core | Extension |
| The Big Questions (What questions will students be able to answer upon mastery of the topic?) | * What is the ‘magic number’ in memory and what’s its relevance? * Can you outline the Multi Store Model of memory? * Explain what is meant by the terms episodic memory, semantic memory and procedural memory * Can you tell me the criticisms of the Working memory Model? * How can psychologists use the knowledge of memory in everyday life? * Describe what research has found about cultural variations in attachment * Interactional synchrony and reciprocity are important for attachment, what are they? * Outline the procedure of the ‘Strange situation? * How have psychologists used animals to research attachments? * Are you able to tell me about the effects of institutionalisation on behaviour? * Why would a psychologist choose to use a directional hypothesis in their study? * A student achieved 14 marks out of 20 in their psychology exam, how would you calculate this as a percentage? * What are the three types of experimental design? | * What evidence can be provided to back up the argument you are making about the WMM * Are there ethical issues that need to be considered when using a case study like Clive Wearing’s? * Which psychologists support any of the answers you have provided today? * Are there other psychologists to counter argue your evidence? * What other hypothesis is needed in addition to the alternative hypothesis? * What is an advantage of using one of these experimental designs? |
|  | Skill/Technique | How students will develop and demonstrate this |
| Key skills | Using direct evidence from a source (journal and textbook)  Developing and understanding psychological concepts  To be able to outline and evaluate key theories  To apply knowledge of theories and research to real world scenarios.  Use research evidence to support/contradict theories | * The language used in the first half term will be focussed on that which is expected from the examination board. This enables the students to become familiar with the skills they are required to develop. * In lessons students complete past exam questions in order to practise the different skills, outline, evaluate and apply specific knowledge. * Students will construct a key concept bank for each topic studied. The concept bank will be an ongoing piece of work that students add too throughout the term. |