**Personalised Learning Checklist**

Subject: Psychology

Year group: 12 (covered between March and June – remote learning)

Dear Student,

During the academy closure you have been set a number of tasks. The list below is the learning you should have completed. Your teacher will use the list to check your progress during this time. It may be used for short quizzes, mini assessments or homework. Where there are gaps your lessons will focus on improving your knowledge and understanding.

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| --- | --- | --- |
| Point on specification | My personal RAG rating (Red- do not understand, Amber- some understanding, Green- I am confident | Teacher RAG rating |
| The multi-store model of memory: sensory register, STM and LTM. | RED | AMBER | GREEN |  |
| Features of each store: coding, capacity and duration | RED | AMBER | GREEN |  |
| Types of LTM: episodic, semantic, procedural | RED | AMBER | GREEN |  |
| The working model of memory: central executive, phonological loop, visuo-spatial sketchpad and episodic buffer. Features of the model: coding and capacity | RED | AMBER | GREEN |  |
| Explanations for forgetting: proactive and retroactive interference and retrieval failure due to absence of cues. | RED | AMBER | GREEN |  |
| Factors affecting the accuracy of EWT: misleading information, including leading questions and post-event discussion | RED | AMBER | GREEN |  |
| Factors affecting the accuracy of EWT: anxiety | RED | AMBER | GREEN |  |
| Improving the accuracy of EWT, including the use of the cognitive interview | RED | AMBER | GREEN |  |
| Caregiver-infant interactions in humans: reciprocity and interactional synchrony | RED | AMBER | GREEN |  |
| Stages of attachment identified by Schaffer. Multiple attachments and the role of the father. | RED | AMBER | GREEN |  |
| Animal studies of attachment: Lorenz and Harlow | RED | AMBER | GREEN |  |
| Explanations of attachment: learning theory | RED | AMBER | GREEN |  |
| Explanations of attachment: Bowlby’s monotropic theory. The concepts of a critical period and an internal working model. | RED | AMBER | GREEN |  |
| Ainsworth’s ‘strange situation’. Types of attachment: secure, insecure-avoidant and insecure-resistant. | RED | AMBER | GREEN |  |
| Cultural variations in attachment, including Van Ijzendoorn. | RED | AMBER | GREEN |  |
| Bowlby’s theory of maternal deprivation. | RED | AMBER | GREEN |  |
| Romanian orphan studies: effects of institutionalisation. | RED | AMBER | GREEN |  |
| The influence of early attachment on childhood and adult relationships | RED | AMBER | GREEN |  |