Children answered 24 questions in 3 sections:

- **General knowledge** - e.g. how many minutes in an hour?
- **Duration** - e.g. how long does morning break last?
- **Sequencing** - e.g. what month comes after August?

The CTK questionnaire and short-term tasks were completed at time-point one, whilst the episodic tasks were completed at time-point two.

Children's temporal memory abilities have been shown to increase with age, but no one study has examined the relationship between the three aspects.

The current research looked at sequencing (the order events occur) and duration (how long events last).

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### What is Temporal Memory?

Temporal memory is our memory for time. Three key aspects are:

- **Semantic Memory** - knowledge about general time patterns, e.g. minutes, months
- **Short-Term Memory** - immediate recall of short-term temporal information
- **Episodic Memory** - longer-term memory for temporal information

Children's temporal memory abilities have been shown to increase with age, but no one study has examined the relationship between the three aspects.

The current research looked at sequencing (the order events occur) and duration (how long events last).

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### What did we do?

**CKT Questionnaire**
- Children answered 24 questions in 3 sections:
  - General knowledge - e.g. how many minutes in an hour?
  - Duration - e.g. how long does morning break last?
  - Sequencing - e.g. what month comes after August?

**Short-Term Tasks**
- Children completed two computer tasks designed using Kinelab:
  - Sequencing: Children saw six shapes in succession, before having to indicate the order they were presented
  - Duration: Children had to reproduce a witnessed duration (3-26 seconds)

**Episodic Tasks**
- Morning - children witnessed a 9 minute video of a woman making 6 space items.
- Afternoon - children arranged picture cards of the six items according to:
  - The order the space items were made
  - The length of time it took to make each item

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### What did we find?

**CKT Questionnaire**
- Children's knowledge about time increased with age

**Short-Term Tasks**
- Children’s sequencing ability increased with age
- Children’s duration ability increased with age

**Episodic Tasks**
- Children’s sequencing ability did not increase with age
- Children’s duration ability increased with age

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### Relationships between Tasks

Significant correlations were found between:
- CTK knowledge and STM duration task
- STM sequencing task and STM duration task

There was no correlation between STM and episodic performance.

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### Exploring Relationships Further...

Regression analysis will next be carried out to see if performance on one aspect of temporal memory will allow predictions to be made on other aspects of temporal memory.

These findings may have implications for both educational and legal settings.