# Memory Palace: Starter

Build a route you already know, then store what you are learning inside it.

Name _____ Date _____ Time taken _____

## 1 What you are training

A memory palace (the method of loci) turns a list you cannot picture into a journey you can. You place each item at a fixed stop along a route you already know by heart, then walk the route in your mind to retrieve them. It trains working memory, visual imagery and deliberate encoding — the difference between reading something and actually storing it. Today you build the route and test it; then you load it with work you are really studying.

**HOW TO USE THIS SHEET**

Work through the pages in order, and do not read ahead. You will need a pen and a timer. Set aside about 25 minutes today, plus two minutes tomorrow for the delayed recall on page 4. Keep the sheet — you will reuse the same route for all five sheets in this set.

## 2 Build your route

Pick a place you can walk through in your head without thinking: your home, the route from your front gate to your bedroom, or the walk from the school entrance to your classroom. Write twelve stops in the order you pass them. A stop must be a fixed thing that never moves — a front door, a fridge, a staircase, a window. Not a person, and not a chair that gets shifted.

| | | | | | |
|---|---|---|---|---|---|
| 1 | | 5 | | 9 | |
| 2 | | 6 | | 10 | |
| 3 | | 7 | | 11 | |
| 4 | | 8 | | 12 | |

*Now close your eyes and walk the route twice. You should not have to hunt for the next stop before you turn the page.*

# Prove the Method Works

A practice run on twelve ordinary words, so you trust the route before you trust it with marks.

**What makes an image stick**

**Oversized**
A kettle the size of the staircase.

**Interacting**
The image touches the stop, not sits beside it.

**Moving**
Pouring, falling, exploding, running.

**Meaningful**
Built from what the term means, not what it rhymes with.

## 3 Study the practice list — 2 minutes on the timer

Place word 1 at stop 1, word 2 at stop 2, and so on, building each image as described above.

| | | | |
|---|---|---|---|
| **acuity** | **benevolence** | **candour** | **deference** |
| **empathy** | **fidelity** | **gravitas** | **hubris** |
| **integrity** | **levity** | **mediation** | **novelty** |

## 4 Cover the list and walk the route

Fold the panel above out of sight, wait sixty seconds, then write what you find at each stop.

| | | | | | |
|---|---|---|---|---|---|
| 1 | | 5 | | 9 | |
| 2 | | 6 | | 10 | |
| 3 | | 7 | | 11 | |
| 4 | | 8 | | 12 | |

## 5 Score the practice run

| WORDS RECALLED | AT THE RIGHT STOP | STOPS LEFT EMPTY |
|---|---|---|
| / 12 | / 12 | |

**10 or more?** The route holds — turn over and put it to work. Fewer than that: rebuild the weak images and run this page again.

# Load It With Real Work

Same twelve stops. This time the contents come from your own syllabus.

## 6 Choose something you are actually studying

Pick a classification — the groups, types or families a topic is divided into from this term's work — twelve items that belong together. Write the subject and topic below, then place them in order down the table.

**WORKED EXAMPLE · PSYCHOLOGY: THE MAJOR APPROACHES**

Stop 1 is the front gate → the behaviourist rings a bell every time the gate opens. Stop 2 is the shoe rack → the cognitivist files each shoe into a labelled mental box. Stop 3 is the staircase → the biologist wires the banister into a nervous system.

Notice what makes these work: the image sits at the stop, it moves, and it carries the meaning of the term — not just its sound.

Subject _____ Topic _____

## 7 Place each item, then write the picture

Work down the table in order. The image column is the real work — if you cannot see it, you have not encoded it. Give yourself 6 minutes, then cover the table.

| STOP | ITEM FROM MY SYLLABUS | THE PICTURE AT THAT STOP |
|---|---|---|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |
| 11 | | |
| 12 | | |

**COVER THIS PAGE.** Do not look back at it once page 4 begins.

# Recall, Then Recall Again

The palace is only worth building if it still stands tomorrow.

## 8 Recall now — page 3 stays covered

Walk the route and write the syllabus item you find at each stop.

| | | | | | |
|---|---|---|---|---|---|
| 1 | | 5 | | 9 | |
| 2 | | 6 | | 10 | |
| 3 | | 7 | | 11 | |
| 4 | | 8 | | 12 | |

## 9 Delayed recall — 24 hours later, 2 minutes

Do not revisit any page before you try this. Walk the same route and write what is still standing.

| | | | | | |
|---|---|---|---|---|---|
| 1 | | 5 | | 9 | |
| 2 | | 6 | | 10 | |
| 3 | | 7 | | 11 | |
| 4 | | 8 | | 12 | |

| TODAY | TOMORROW | WHAT I KEPT (%) |
|---|---|---|
| | | |

## 10 Think it through

› Which item survived most firmly, and what made that image different from the ones that faded? Name the next set you will load into this same route.

**NOTE FOR PARENTS & TEACHERS**

The gap between today and tomorrow matters more than either score. Losing one or two overnight means the work was properly encoded; losing most of them means it was held in short-term memory, not in the palace. Keep the same twelve stops across all five sheets.