



# CAMBRIDGE

International Education

Cambridge IGCSE™ Psychology 0266

## Lesson 12: Memory and forgetting 1.5 Role of the brain in memory and forgetting

<b>Learning objective</b>	To gain knowledge and understanding of the role of the brain in memory and forgetting
<b>Lesson objectives</b>	<p>By the end of the lesson, learners will be able to:</p> <ul style="list-style-type: none"><li>• Explain localisation of function</li><li>• Describe the role of the amygdala in memory</li><li>• Describe the role of the hippocampus in memory</li><li>• Describe the role of the cerebellum in memory</li></ul>
<b>Vocabulary</b>	<b>Localisation:</b> specific parts of the brain are responsible for specific functions
<b>Previous learning</b>	Learners have studied key concepts in memory and forgetting, as well as subtopics on levels of processing, the multistore model and motivated forgetting.

### Plan

<b>Activities</b>		<b>Resources</b>
<b>Beginning (5 mins)</b>	Ask learners to consider the statement and be ready to explain whether they agree or disagree.	
<b>Middle (50 mins)</b>	<ul style="list-style-type: none"><li>• Discuss learners' responses to the starter activity, using the key discussion phrases from the previous lessons. Explain that different parts of the brain have different functions, but that some share functions and some can adapt and take on new roles.</li><li>• Use hands down questioning to encourage learners to challenge each other's ideas in constructive ways (Does anyone disagree? What is the evidence for that? How would we know...?)</li><li>• Share the definition of localisation of function for learners to add to their glossary / notes.</li></ul>	

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	<ul style="list-style-type: none"><li>Explain the project task to learners and organise them into groups so each of the three brain areas is covered by at least one group. Support learners in accessing sources for their research, appropriate materials and including all the required detail.</li></ul>	
<b>End (5 mins)</b>	Learners should ensure that their projects are complete or identify any outstanding work that needs completing before next lesson.	

### Reflection and evaluation

#### Reflection:

#### Summary evaluation:

What two things went really well? (Consider both teaching and learning.)

- 1.
- 2.

What two things would have improved the lesson? (Consider both teaching and learning.)

- 1.
- 2.

What have I learned from this lesson about the class or individuals that will inform my next lesson?

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