

Introduction to Museums

The aim of these sessions is to introduce children in Early Years and Key Stage 1 to museums. The resources will support the Early Years Foundation Stage Profile and the Key Stage 1 curriculum. The main historical focus is on changes in living memory, using the Wonders of the Peak gallery as an example of something that has changed and redesigned. The gallery has a timeline of objects and a time wall providing more detail. Together these can be used to discuss chronology. This approach provides opportunities for the children to investigate periods from prehistory through to almost the present day. This resource is designed to help children feel comfortable in museums and to explain what museums do and how they work. In terms of the curriculum the resource supports:

Key learning opportunities within the EYFS Profile	KS1	
<ul style="list-style-type: none"> • Communication and language • Personal social and emotional development • Literacy • Maths • Expressive arts and design • Understanding the World 	History <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life. • Events beyond living memory that are significant nationally or globally. • The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods. • Significant historical events, people and places in their own locality. 	Geography <ul style="list-style-type: none"> • To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom. • To use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather To use vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.

EYFS/KS1
Session 1: Our Local Museum – Buxton’s Memory Box

The children will learn about museums through Buxton Museum and Art Gallery’s Wonders of the Peak gallery. They will use the gallery as inspiration to create their own ‘pop up’ museum of special objects at school. They will visit the museum so they can find out about what it is like to go to a museum. They will use their time there to get some good ideas for their own museum back at school.

Curriculum Links	Activities		Plenary	Follow Up Activities	
<p>Best for: EYFS</p> <p>Learning opportunities for: Personal, Social & Emotional Development Communication & Language Understanding the World Expressive Arts and Design</p>	<p>Discuss: Discuss the purpose of museums.</p> <ul style="list-style-type: none"> • What do children think museums are for? • Have they been to a museum before? Can they discuss their memories? • What do children think happens in a museum or gallery? <p>Share objects from one of the museum’s handling boxes. Pass the artefacts around the group and discuss what children think the objects are and how old they think they might be.</p>	<p>Explore: Allow children to explore the museum and talk about their favourite areas and artefacts. See if they can spot where items from the handling box belong. Encourage children to give reasons for their choices.</p> <p>Explain that Buxton Museum is like a Memory Box of important/special things that have happened in or have come from the area we live in.</p> <p>Gather children together at the start of the timeline. Explain that artefacts are arranged in order from oldest to newest. Walk along the timeline and allow the children time to talk to each other about the artefacts as they go. Can they explain how they know some artefacts are older than others?</p>	<p>Create: Back at school children will create their own personal memory box by decorating a shoebox for objects/photographs that have a special place in their life.</p> <p>Discuss the ideas children have for how they will decorate their memory box and items they will put in the box. They can design their memory box at the museum. (It is possible to have materials to design memory boxes with prior arrangement with the museum.)</p> <p>Can they take any ideas from the museum that might help them to create their memory box?</p>	<p>Share: Children explain the choices that they have made whilst decorating their box. Why have they chosen particular colours/objects?</p> <p>Ask children to choose an object from the museum handling box to put in their memory box.</p> <p>Move around the circle allowing each child in turn to place the object in their box and /or ask them to explain why they have chosen that object and what they know about it. This represents their memory of their visit to the museum.</p>	<p>Children draw a picture of/make a model of the item that they chose from the handling box, to go in their ‘memory box’.</p> <p>Children take their boxes home and collect objects for their box. These can be shared and discussed in school.</p> <p>Children create a class ‘Pop Up’ museum in school to showcase special items that they have chosen. Children will need to decide, as a group, on what to include.</p> <p>They will also need to create labels and signs explaining their artefacts.</p>

Resources:

shoeboxes, craft resources – paints, glue, tissue paper etc., paper and pencils, pencil crayons, clipboards

Session 2: Becoming the Experts

The children will learn about the importance of the museum within their community by talking about their own memories of visits and discussing the wide variety of uses for the museum and gallery. They will take on the role of 'experts' within the museum and learn about the work of archaeologists, palaeontologists and museum designers.

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<p>Best for: EYFS Learning opportunities for: Personal, Social & Emotional Development Communication & Language Understanding the World Expressive Arts and Design</p> <p>Best for: KS1 Learning opportunities for: History – Changes within living memory and aspects of change in national life. Geography – Use plan perspectives and create a simple map.</p>	<p>Discuss: Ask children who has been to Buxton Museum and Art Gallery before? What can children remember about it? What did they like or dislike?</p> <p>Why are museums important and useful places? What are they for?</p> <p>Explore: Ask children what jobs they think people have in a museum. Send groups to look around the main gallery and think about the different roles people have had to create the gallery.</p> <p>Discuss ideas and introduce the roles of the 'experts' in collecting artefacts for display:</p> <ul style="list-style-type: none"> • Curator • Archaeologists • Numismatists • Palaeontologists • Designers • Attendants 	<p>Carousel of Group Activities:</p> <p>Activity 1 – Archaeologists (By prior arrangement) Children discover objects in feely bags. They must be very careful to remove their artefacts without damaging them. Children work as a group to order the artefacts according to their age; can they write descriptions on cards to explain what they think the object was for and the time period to which it belonged?</p> <p>Activity 2 – Palaeontologists Provide children with a selection of photographs and illustrations of fossils to look at and describe. Watch the video or read the information about how fossils are formed. Can children match the photographs and illustrations?</p> <p>Activity 3 – Museum Designers Children are given a blank map for the Wonders of the Peak gallery. They walk around the gallery with the map to identify and label the different areas correctly. Children choose a display that they like and design their own display case for items from school. Their display case must include pictures of their artefacts and labels to explain what they are. Items can be new or old, so long as children can explain their importance in telling the 'story'. The children can carry out the same activity (back at school) but relate it to the story of their life at school.</p>	<p>Discuss: Which part of the museum did the children find the most interesting? Why?</p> <p>Which 'expert' role do children think is the most important in the museum? Why?</p>	<p>Children create their own museum display in school using the artefacts that they have made or chosen. They must include signs and labels explaining the artefacts.</p> <p>Using play-doh and modelling tools, children produce 3D representations of the fossils.</p>

Activity 4 – Numismatists

Children look at the coin displays and create a list of the things we can learn from coins. How old they are, whose image is shown, why? How worn are they are? What shape are they? What material are they made from? How were they used? Can they create a currency for their school?

Resources:

Pictures of the museum before/after, archaeological objects, feely bags, dress up clothes, magnifying glasses, pencils and blank card, information card about fossils, photographs and illustrations of fossils to match, modelling tools and play-doh, map outline of the gallery, pencils, clipboards

Session 3: Designing the new gallery

The children learn how the museum has been designed to welcome children and to help them learn about Buxton and the Peak District.

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