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**Kent and Medway
Museums Partnership
Guide for Teachers**

An introduction to
the museums in the
Kent & Medway Museums
Partnership and their
learning offer



ROYAL
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BRIDGE



Supported using public funding by
**ARTS COUNCIL
ENGLAND**

This resource has been developed to support schools in Kent and Medway by giving them an introduction to the museums who are part of the Kent and Medway Museum Partnership (KMMP) and outlining how they can support schools in delivering a high quality and exciting learning offer.

The partnership is made up of museums who have dedicated learning teams and professional curators who work together on projects such as this Schools and Museums partnership project which came out of a need to engage with schools in new ways as a result of the nationwide lockdowns in 2020-2021

The project was led by Southeast Museums Development, Artsworld, South East Bridge, and the Historic Dockyard Chatham in partnership. It supported online training for museum learning staff as well as two online events with schools led by Artsworld and the creation of this resource for teachers. A newly formed peer support network of learning staff from these museums has also grown out of the project.

KMMP only represents 11 museums in the county, however, there are over 100 museums of all shapes and sizes in the region. Wherever your school is based, you are likely to be a short distance away from one of our museum partners and you can engage with the local history on your doorstep. For a list of smaller museums outside of the KMMP area please visit: www.wheelsovertime.uk

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ROYAL
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works to connect children and young people with great art and culture.

ROH Bridge is funded by Arts Council England and is part of a national network of ten 'bridge' organisations.

www.roh.org.uk/learning/royal-opera-house-bridge

museum
development
md
south east

We are a leading source of professional support enabling the region's museums to evolve and flourish. Funded by Arts Council England, we want to sustain an inclusive, thriving, and dynamic museum sector that reflects the diverse narratives and cultural heritage of the South East of England.

We act as a trusted critical friend providing grassroots support to museums in the South East. Our team of experts provide relevant and timely advice, as well as essential funds to drive development and skills building opportunities for the workforce.

One of our Museum Development Officer team worked closely with Artsworld, and the Royal-Opera House Bridge and the Kent Medway Museum Partnership (KMMP) museums throughout the lockdowns imposed during the pandemic, and continues to support the Schools and Museums Partnership project set up by the Network. This new resource is the legacy document from that project.

For more information on our work visit:
www.southeastmuseums.org

We have empowered children and young people through arts and culture for the last 30 years.

A national voice celebrating the arts, creativity and cultural development for, with and by young people, we are committed to improving their life chances and making a difference.

We deliver **Arts Award** and **Artsmark** in education settings, provide professional development training to support you in your work with children and young people, and produce resources, case studies, and research that paints a comprehensive picture of what's happening across the South East.

Artsmark is open to primary, secondary and special schools, pupil referral units, youth offending teams and sixth form colleges.

For more information please visit www.artsmark.org.uk

Arts Award inspires young people to grow their arts and leadership talents. Arts Award can be achieved at five levels, four qualifications and an introductory award.

For more information please visit www.artsworld.org.uk

Connecting With Culture

www.connectingwithculture.com

Connectingwithculture.com has been created by Artswork as a simple way for schools and children & young people's organisations to connect with arts and culture in their local area.



So...why visit museums?

In schools and academies today teachers who wish to take their pupils/students out of the classroom must first approach the Senior Management Team of their school or Academy chain to request permission for a visit. The Senior Management team will want to know what value the visit will have.

Here are some arguments that you can have up your sleeve to persuade your senior management teams that it is a vital part of a child's education:

Ofsted Requires It!

Amanda Spielman -Ofsted Chief Inspector, Oct 2020

'A great curriculum gives children the essential knowledge and also builds the cultural capital they need to become well-rounded and informed citizens.'

The Early Years Inspection Handbook states:

183. Cultural Capital is the essential knowledge that children need to prepare them for their future success. As part of making a judgement about the quality of education, inspectors will consider how well leaders use the curriculum to enhance the experience and opportunities available to children, particularly the most disadvantaged.

(...it should be part of the curriculum...not extra-curricular activity.)

184. Some children arrive at an early years setting with different experiences from others, in their learning and play. What a setting does, through the EYFS curriculum and interactions with practitioners, potentially makes a difference to all children.....

.....It is the role of a setting to help children experience the awe and wonder of the world in which they live.

The National Curriculum

The History Curriculum contains specific objectives across each of the key stages, that relates to finding out about a famous person or place from their local area. This is the pupils own personal cultural heritage. Working with museums helps to draw out those links that will give the pupil a better understanding of the past within their local area, where it be within their lifetime (KS1) or within certain periods of history (KS2/3). This may also lead to pupils feeling a better sense of connection or pride about their local area.

Museums can be used to enhance other areas of the curriculum in a stimulating environment.

Re-engaging Learners who have become disengaged in the classroom

Pupils learn in different ways – visual, auditory, kinaesthetic. A classroom is not always the best place for all children to learn. Learning in an environment outside the classroom, allows new ideas and concepts to be assimilated into previous knowledge more easily through a variety of sensory stimuluses. A Hand -On immersive curriculum allows this.

Ofsted School Inspection Handbook states:

Quality of Education

201. If leaders are able to show that they have thought carefully , that they have built a curriculum with appropriate coverage, content, structure and sequencing, and that it has been implemented effectively, then inspectors will assess a school's curriculum favourable.

202. Curriculum Narrowing

Inspectors will expect to see a broad and balanced curriculum. Inspectors will be particularly alert to signs of narrowing in KS2 and KS3.

204 . Culture Capital - It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.

Health and Wellbeing

Having opportunities to learn outside the classroom within a museum setting, can lead to a more varied experience, better focus within sessions and better engagement with learning itself. Emotional Wellbeing and Involvement on the Leuven Scale can be improved. Being introduced to the right experience at the right time will lead a pupil along the journey to becoming a life-long learner.

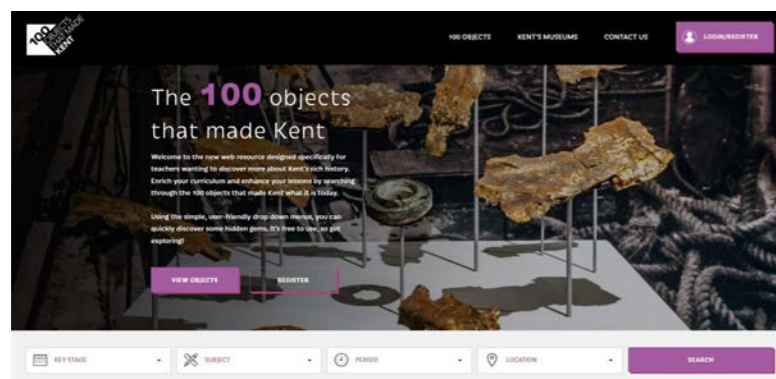


The 100 objects that made Kent is a website resource designed specifically for teachers wanting to discover more about Kent's rich history. Enrich your curriculum and enhance your lessons by searching through the 100 objects that made Kent what it is today. Search by Key stage, subject, period or location and connect the classroom to some key objects that shaped the county your school is in.

Click on an object and you will discover it's details, location and learning potential including links within the curriculum. Using the simple, user-friendly drop-down menus, you can quickly discover some hidden gems. It's free to use, and a great introduction to learning about the history and place making of Kent.

We have carefully curated 100 objects that we believe have contributed to make Kent what it is today. Each of them had an impact on the fascinating history of the county we live in. You can learn about each of these objects on our website as well as by visiting the museums that house them. We'd be delighted to share our knowledge and collections with you.

This information is perfectly suited to use in the classroom, for a truly immersive experience we believe it is best for you to come in for a visit as well. Kent is steeped in heritage, and we think imparting this knowledge onto others will help to preserve the prestige that the 100 objects have added to Kent.



At the Rochester Guildhall Museum we specialise in two things:

- making sense of 'big history' by looking at its impact on the specific situation of people in North Kent
- doing this via live engagement and creative teaching.

Our non-specialist collection of small-scale local objects is particularly strong for the Prehistoric, Roman British and Victorian periods, but our themed sessions range far and wide, including 20th century history, science subjects and English Literature.

You can experience this programme in two ways:

- If you can get your classes to the museum, all taught sessions are free-of charge for everyone.
- If your school is within the Medway Council area, we can come to you and work in the classroom for a small fee.

Since we are a local authority museum, all kinds of exciting collaborations with other Medway Council sites are often possible and easy to arrange.

More and more frequently we are getting input from schools to help us devise or adapt sessions for the specific needs of their students. Currently in production for a local special school geography topic is a day which takes the high-end subjects of social change, industrial technology and land use, and pins them down to the realities of life for labourers and families on the pastures and in the mud holes and chalk pits of the Medway estuary. There will be maps and satellite photos to draw over, clothes to try on, and personal possessions to handle (see photograph).

It only takes a quick email to see if we can come up with similar inspiring activities for you and your school!



The award-winning Historic Dockyard Chatham, the world's most complete dockyard of the age of sail and one of Britain's leading maritime heritage destinations, provides an exciting and memorable learning journey for pupils of all ages.

Set in an impressive 80-acre site, The Dockyard provides a rich, authentic and varied learning environment, ideal for a wide range of group sizes, from small classes to whole year groups. Packed with enormous, historic buildings to ignite the imagination, the site has ships to explore and galleries full of fascinating artefacts and stories to discover.

The Historic Dockyard Chatham Learning Team is a leading light in museum and historic site education. Their drive and pride in their achievements is an inspiration to others and they have achieved much with 'The 100 Objects that made Kent' to help schools focus on local collections. The workshops bring history and science to life in an historic environment and schools get an experience which cannot be delivered in the classroom. Any school visiting can be certain that they will get an experience which enhances their work in school with activities delivered by a professional team.

The Learning Team at the Historic Dockyard Chatham can also support work in the classroom through bespoke online Learning experiences over digital platforms. These sessions can combine the use of our digital online content with live interactive sessions. Schools have access to the experts of the Dockyard, who can support classes in their learning journey. This can include online sessions before a visit to introduce a new unit, or after a visit to consolidate learning. Recent online projects have included work with KS3/4 History GCSE students who learnt how the Collections Team at the Dockyard use primary resources such as Census returns, and legal certificates to investigate the lives of people in the past. Also, final year A-level business students met online with Chatham Historic Dockyard Trust staff, to discuss how the Historic Dockyard Chatham is run as a business, and how the varied income streams support the important work of maintaining and preserving the historic collection.



Pupils are sure to be engaged by the Dockyards inspiring, authentic settings, providing real life context for their classroom learning.



Geoff Watkins - Aerial Imaging South East



Learning is at the forefront of our mandate at the Royal Engineers Museum. The Royal Engineers have been in Brompton Barracks in Chatham since 1812, but there has been a military presence in Chatham since 1618. We support and enhance teaching of the National Curriculum across the board and strive to meet the needs of teachers, and schools. Many of our sessions can be adjusted to specific requirements.

While our Learning Service can enliven the rich history of the Corps of Royal Engineers including First and Second World War, we also cover many other curriculum topics including Science, D&T, Literacy, Citizenship, and even Music!

Some of the Museum's star objects are the collection of Victoria Crosses. The Victoria Cross is the highest award for bravery that a British soldier can receive. It is awarded for gallantry: 'most conspicuous bravery, or some daring or pre-eminent act of valour or self-sacrifice, or extreme devotion to duty in the presence of the enemy'. 1,358 VCs have been awarded in total, the most recent in 2015. 55 have been awarded to Royal Engineers, and 628 of the 1,358 were in the First World War – the greatest number in a single conflict.

One of the 55 Victoria Crosses held at the Museum was awarded to James McCudden in 1918. Originally joining the corps as a bugler in 1910, he transferred to the Royal Flying Corps as an Air Mechanic and later became a pilot. On 16 February 1918, James became the first British pilot to claim 50 victories and on 24 February he was recommended for the Victoria Cross which he received at Buckingham Palace.

Visiting school groups will unearth the story of James Thomas Byford McCudden, in the Inspiring Learning Session 'Local Lad: James McCudden VC'. Learners will have the opportunity to understand why McCudden was such a significant individual, by viewing his real Victoria Cross (a replica is on display) presented to him on 2nd April 1918 'For most conspicuous bravery, exceptional perseverance, and a very high devotion to duty'.

School groups can also take part in the 'The Art of the Medal', learning the significance that medals hold to soldiers and their families. Inspired by the medals on display in the Victoria Cross Gallery, James McCudden's individual medals, learners then then recreate one of McCudden's medals using pens to colour onto fabric and tools to carve into clay. Medals can be taken away at the end of the day to create a mini museum display back at school.

Discover in a Day Arts Award for Primary children that focuses on Wellbeing through Art and Nature.

This Arts Award is aimed at primary aged children with a theme of 'Self'. It uses artefacts from the museums collections and others to help them express and understanding feelings, uses facial expressions, and builds confidence in trying new art forms. It also uses outside green spaces – either Brenchley Gardens next to the museum, or the schools own outside areas, to explore natural art and to create nature inspired artforms.

One Day Arts Award; Children will spend a day at the museum.

This is split into two parts – **part 1** exploring objects and sharing what their reaction is to them. They will learn that everyone can feel differently towards different objects (and that's ok). They will create their own 'expression' mask based on their response to their chosen object.

Part 2 - out in the gardens looking at art in nature, thinking about how it feels to be outside, and learning a new art form before creating a piece of art inspired by the location/nature they see and sharing this with their friends.

Day and a half Arts Award; This is also available as a day is spent at the museum using the museum's collection to focus on feeling and emotions. And then one of the museum team coming into school for half a day to use the schools outside green/nature space to develop a sense of wellbeing, to learn a new artform and create a piece of art based on this.

There are three main outcomes for pupils:*

- Children will recognise their own achievements in the completion of individual and group art linked challenges/tasks
- Children will share something that has been learned with others, showing increased confidence
- Children will give feedback to peers, sharing successes and giving suggestions for improvement/development

* (using the PHSE Education Programme of Study as guidance)

MAIDSTONE
MUSEUM



B 
CANTERBURY
MUSEUMS & GALLERIES

Over thousands of years, the city of Canterbury has been home to many different people. Over the centuries people have built over the top of what was here before them and so, buried underground is evidence of Roman invasions, Viking raids, Medieval murder and pilgrimage as well as the aftermath of World Wars. During World War 2 that bombs dropped on the city hit the shops on Butchery Lane, just off the High Street. The damage was devastating but the bombs also uncovered a long-lost part of Canterbury's ancient history...

As you descend the steps of the Canterbury Roman Museum you travel back through two thousand years to the time of Roman Canterbury. Here, archaeologists discovered the remains of a very large Roman Town House. On display visitors can see what remains of the house's Hypocaust (underfloor heating system) and it's beautiful mosaic floors.

Onsite Learning: We welcome a variety of educational groups to Canterbury Roman Museum who come to engage with the impressive remains of this interesting building and with the many important Roman artefacts on display throughout the museum.

The scheduled ancient monument, the reconstructions and our workshops and tours provide an immersive experience which brings Roman Canterbury back to life:

We offer interactive workshops facilitated by museum staff on the following themes:

Roman Technology Workshop: Investigate and try out a Roman Quern stone. Learn and test Roman Catapults. Mint your own Roman coin to take away as a souvenir!

Roman Mosaic Makers Workshop: Create miniature mosaics from stone tiles inspired by the real Roman mosaics at the museum.

Roman Museum Highlights Tour: Explore the museum with a guide and learn about the Roman history of Canterbury through the important artefacts on display and get the opportunity to handle real and replica artefacts.

Teacher led lead sessions delivered by Teachers visiting with their pupils.: Roman Everyday Life - Object Handling Session. Work like archaeologists and investigate real and replica artefacts to piece together what life was like in Roman Britain.

Our workshops all take place within the museum galleries and engage with the important artefacts on display.

The Powell-Cotton Museum is located in Thanet, an area of high social deprivation. As an independent charitable trust, we are committed to social responsibility and passionate about increasing access to our collections.

For some schools, visiting their local museum will always be a challenge due to tight budgets and the high cost of travel. We actively explore ways of bringing heritage and culture into your school to help you to build children's cultural capital and support the amazing work you do. We are keen to build meaningful relationships that last beyond a single visit.

CASE STUDY: Art for Art's Sake - Co-production of art resources with Palm Bay Primary School Children

A grant from Artsworld kick started a collaborative project with Palm Bay Primary School. We are supporting the school's Arts Champions to co-produce an exciting art resource, which they will use to teach their peers about still life.

We will empower children to make decisions, learn new skills and provide meaningful opportunities in which they can apply them. Who better than children, to know what will excite and interest their peers? We believe them to be the experts!

Children will visit the Museum, select animal skulls and bones that they want to include in their learning resource. They will receive training in handling objects, how to be a curator and take part in an art workshop. Back at school, the children will create resources to accompany the objects with suggestions for how they can be used. Sketchbooks will be used to record the children's responses, and these will be included with the resource. After the Arts Champions have created the resource, it will be passed onto another school, and the next group of children will add their responses.

Powell-Cotton Museum

Quex House & Gardens



We also offer an outreach service:

'What's in the Box?' is a FREE loans box scheme for schools in Thanet which includes delivery and collection. Supported by a grant from the Association of Independent Museums. For a significant number of children, visiting a museum, gallery or experiencing the arts and cultural activity is only possible because they have done so through a school visit or school-organised engagement. If a school can't afford to visit, then our loans boxes are a way to bridge that gap. We have two loans boxes: Natural History and Trading Textiles. Each box contains real museum objects, a teacher's guide, suggested learning activities, and is linked to the National Curriculum.



The Kent Mining Museum celebrates the heritage, culture and daily lives of the Kent miners, their families, and the community they lived, worked and played in. When people think about the history of coalmining in the UK, the Garden of England isn't an area that usually springs to mind and yet the social, cultural, political, and economic impact that the Kent Coalfield brought to East Kent was huge and the legacy of the coal mining communities is still very present in the area today.

The Learning and Engagement programme at The Kent Mining Museum is supported by four core values: collaborate, learn, support and play. Focusing on these four core values, the programme is designed to empower all participants to explore The Kent Mining Museum

with creativity and storytelling at its heart. We recognize the importance of supporting the curriculum, and we have designed our programme so that key areas of the curriculum are supported including literacy, local history, wellbeing, science, technology engineering, arts and mathematics (STEAM); ensuring that young people and teachers are supported to express their own creativity and learn.

By visiting The Kent Mining Museum and participating in the Learning and Engagement programme, visitors will learn about the history of the Kent Coalfield, through authentic voices and experiences, by meeting former Kent Miners, listening to their stories, interacting in creative activities including poetry, investigative role play, arts and crafts, music and specially designed STEAM workshops to engage in the operational side of an important industry which helped power the nation for centuries.

As a museum we celebrate the importance of oral history and making sure that stories and people's experiences are well documented and shared with visitors today and for future generations. Oral histories are an invaluable source, and we are very lucky to communicate with many key figures from the Kent coalfield to this day.

Art and culture is a key area we explore at The Kent Mining Museum. Many miners and their families played in brass bands and sang in choirs. Others expressed themselves through art and poetry. We use music, art and poetry within the programme to learn about the lives of the Kent mining community. We will offer Discover and Explore Arts Award as part of the rich and diverse Learning and Engagement offer, as we recognize the importance of the Arts within the legacy of the Kent Coalfield.

STEAM is also an important part of the Learning and Engagement programme and the history of the Kent Coalfield. We invite participants to take part in creative and interactive workshops to create their own pulley systems, explore the importance of energy and renewable energy and look at the innovative safety equipment which was invented to protect the miners in what could be very dangerous working conditions.

Investigating the Dover Bronze Age Boat

In this creative and fun whole day visit, children investigate the story of the World's oldest sea-going boat, one of Britain's most impressive archaeological discoveries, and the lives of the prehistoric people who built it.

Taking on the role of history detectives they explore a selection of real and replica artefacts in a lively object investigation session before reporting back on their findings.

These provide vital evidence of what life was like in the Bronze Age in Kent over 3000 years ago and how the boat was built.

Next, they work with an artist to design and build their own mini Bronze Age boat, complete with cargo for a cross-Channel voyage.

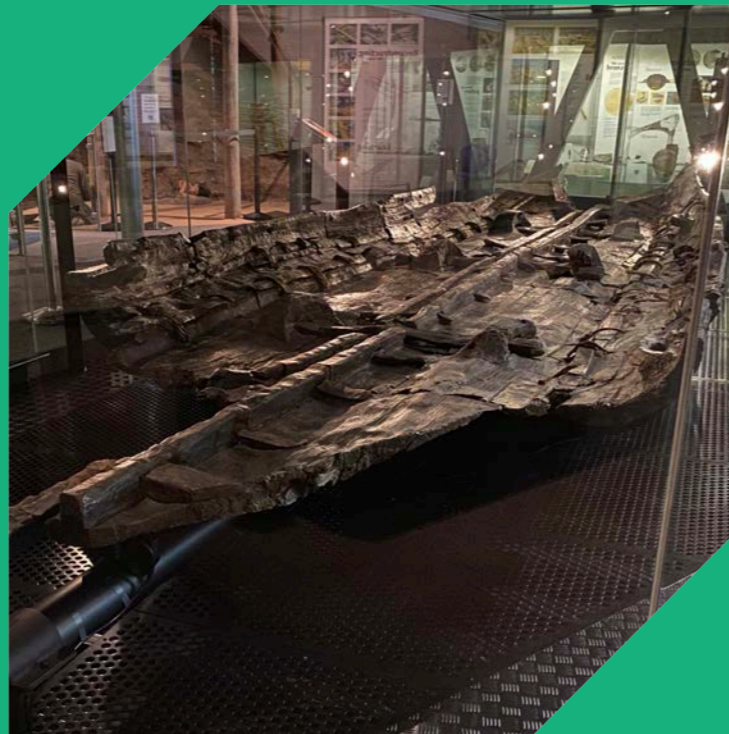
Finally, they have the opportunity to see the real boat in close-up detail in the Bronze Age Boat Gallery, which also includes a stunning display of Bronze Age finds, hands-on interactives and part of a recreated round house. A short film in the nearby cinema explores its discovery, excavation and conservation.

The Bronze Age visit can be adapted for a wide range of audiences, including for special schools and SEND families, or can be broadened to look at changes in prehistoric life from the Stone Age to the Iron Age.

The SEND offer includes a live inclusive storytelling activity in which the children build and paddle their own imaginary boat, using rhyme, rhythm, repetition and gesture... and a host of multi-sensory props!

The museum has a dedicated education room which doubles as a lunch space and which schools can use as their base for the day.

DOVER
m
museum



PRINCESS OF WALES'S ROYAL REGIMENT
and QUEEN'S REGIMENT

Museum

The PWRR and Queen's Regiment Museum, inside Dover Castle, offers bespoke individual projects for Key Stage 2, 3, 4 and 5 students. We have worked with a variety of schools to deliver sessions at schools, virtually, and at our museum. We can also co-ordinate with English Heritage to include the rest of the castle as part of a visit.

Our collection and history spans from the beginning of the British Army in 1661 to the present day. Our main strength is the First World War – notably, Lieutenant Walter Tull (the first Black army officer to command troops in battle) served in one of our forebear regiments.

In one example of our education work, we partner with one Kent school to deliver a long-running project using archive materials from the First and Second World Wars. Over the course of the project, Key Stage Five students learn about museum and archival collections and are invited to respond creatively to our collection. This year, the work students have created over the past two rounds of the project will be showcased in an online exhibition on our website.

At Folkestone Museum we are very excited to be welcoming schools, students, teachers, and learners once again. Our Folkestone Museum Learn with Objects site www.fmlearnwithobjects.co.uk/

As a local museum, right in the very heart of the community, we take you on an immersive journey through the history of Folkestone. Originally a humble stone age coastal community, then an important trading post in the Iron Age and Roman era to its subsequent Anglo-Saxon settlement, our wonderful objects help us to bring the story of the town alive for students. We also look at Folkestone's proud maritime tradition and its darker side of smuggling, forward to its heyday as a fashionable seaside resort and life on the frontline through the two World Wars.

We aim to be a vital resource for our local schools and our small team will work closely with your teachers to find out exactly what the aims for your visit are and can tailor sessions to the needs of your class. We are flexible and approachable with a strong learning offer of workshops closely aligned to the national curriculum.

Perhaps you have a reception class that would like to take part in a fun interactive dinosaur hunt? (where they get to touch a real-life fossilised dinosaur poo). Or maybe your Year 4 class want to come face to face with an actual Anglo Saxon? (our resident skeleton). We can use our incredible geology collection to take a deep delve into rock types, role play life in the Roman villa at East Cliff Bay or dress up and consider what life on the home front would have been like for Folkestone residents in 1940. If you want less (or more!) emphasis on written sources or lots of team building and problem solving, then just let us know. We love to meet groups from alternative education providers and will liaise closely with educators to make sure SEND students feel equally welcomed & engaged. We also offer fun regular monthly sessions to home educated students and groups.



All our workshops have strong cross curricular links, and we have lots of ideas for pre and post visit activities, along with teacher focussed CPD sessions. We care passionately about offering you great value and will be at hand to support your teachers both before and after your visit. We are here to enrich your curriculum, engage pupils and bring learning to life. Above all we want visitors to see the museum as their space and to build relationships with students that will last a lifetime.

Email: Museum@folkestone-tc.gov.uk or Tara.Cleary@folkestone-tc.gov.uk • Tel: 01303 257946
Web: www.folkestonemuseum.co.uk



The
Amelia
Enriching Lives, Inspiring Learning

The Amelia Scott, Tunbridge Wells' new and exciting Cultural and Learning space is due to open in April 2022. The redevelopment has been made possible by a generous grant from the National Lottery Heritage Fund and will bring together books, objects, documents, photographs, and visual art, housed in a vibrant and revitalised building, named after the suffragist and Tunbridge Wells resident Amelia Scott.

Email: info@theamelia.co.uk • Tel: 01892 554181
Web: <https://theamelia.co.uk/get-involved/learning-resources/>

Amelia Scott.... Amelia Who? This is the question our blended learning offer challenges Key Stage Two pupils to explore and answer. Amelia Who? stands alone as a unique offer which can be described as a 'digital project pack session' and works as follows:

Pupils watch a two-minute film in which a presenter appears in character as Tunbridge Wells suffragist, Amelia Scott (1860-1952). She challenges the pupils to find out who she is, whether she should be remembered and why.

Pupils explore themed evidence sheets. These include images of items from The Amelia's collection with clues for the class to solve. The aim is for pupils to discover all they can and also to come up with more questions of their own. Pupils write a letter to Amelia Scott at the Town Hall telling her what they've discovered and asking their questions. The class receive a handwritten, personalised letter from 'Amelia Scott' in reply. Pupils watch a follow-up short film in which 'Amelia Scott' summarises the learning from the evidence, consolidating the pupils' discoveries.

The aim of the session is to enable pupils to find out for themselves who Amelia Scott was, what she did, and to reach their own conclusions about the significance of her contribution to our local and national history as a suffragist and social campaigner.

Although a variety of resources and forms of engagement make up Amelia Who? there is no pressure on teachers to do lots of preparation or to have all the answers at their fingertips.

Pupils use their enquiry skills to explore the evidence sheets then put any questions they cannot find answers to (or are curious to know) to 'Amelia Scott' herself, corresponding with her by letter as she would have done in her time. Despite working remotely, engagement with The Amelia thus remains key, with the letter writing giving pupils agency to direct their learning experience.

We held a partnership working meeting online with KMMP museums and local schools, here are some of the key points from that discussion.

Schools want to visit a museum over a period of time or as part of an Arts Award. Museums can support schools with a whole year group offer, embedding their work across Key Stages so that teachers can work with them at different points in the year. Museums offer opportunities to cover a wide range of curriculum subjects as well as wellbeing.

Museums added: It's really important for us to see school plans - share them for the year and see what the museums can help with!

Museums asked: What are the possibilities of expanding our collaboration in virtual and Digital work together?

Teachers said: "It's useful to have virtual workshops - but miss having artefacts to handle and nothing replaces the onsite visit!"

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Transition – What teachers said was important:

Wellbeing seen as a holistic approach: as well as educational outcomes this was seen as a key area that schools would welcome support with, particularly with targeted groups of pupils

An emphasis on supporting Y6 pupils' wellbeing and personal development (museums could maybe advise and support with end of term events e.g. productions etc?)

Transitions are not just between phases of education but also targeted approaches for mid-year transitions e.g., those pupils moving between settings - SEND/AP to mainstream settings and vice versa

Museums suggested: Designing a bridging unit with primary and secondary schools to bring them together involving families within the transition activities.

Specific projects for nominated pupils to work together to support transition

Careers focus - for pupils who are interested in museum and heritage sector

Rochester Guildhall has carried out transition work where Year 6s have reflected back in their own lifetime asking: What type of person have I become? What have I experienced? How does my life so far compare with role models / local figures we have studied?

