

# New Curriculum

## Plus

### Reassessing

- A chance to take stock
- A chance to look at good practice, revamp and remarket
- Look at an “overview”: how objects fit into the big story
- We can be seen as experts
- Encourages everyone to think & reassess
- Question how much of our work is centred on the National Curriculum
- It’s an opportunity to plan

### Broadening provision

- Look at other subjects and audiences
- Opportunity to explore new school marketing
- Motivation to step outside history
- Chance to be creative
- Slimmed down therefore more depth
- Children will be looking at archaeology prehistory
- Things previously just fun now fit the curriculum

### Changing emphasis

- Make more of unused collections
- Get out new bits of the collection
- Use the collection in new ways
- The linking of items & story
- Local studies...Titanic, post 1066
- Focus on key turning points: key people & events
- Living memories
- Local studies Emphasis
- For army museums Napoleonic Wars now in
- A change of emphasis
- Broadens horizons beyond history

### Working together

- Work with other museums or partners
- Local interest: working together to create a combined offer
- Opportunities for museum to work together

### Connecting

- Work with local schools to reconnect
- Local interest: connect with locality, community
- Opportunity to work with non school groups
- Teachers are looking at the new curriculum and wondering how to deliver it
- Teachers will actually look at the curriculum and wonder how they are going to teach it
- Scope for funding

# Minus

## Loss of popular subjects

- Victorians & Tudors are out
- Themes of Empire not local everyday lives
- Good products may not have a market any more
- Big studies excluded eg WWII
- Collections post 1066 less relevant
- Chronology. KS3 is the first opportunity to study more recent events
- Primary kids no longer do WWII/Victorians

## Struggling to hit curriculum subjects

- Not having the objects/stuff
- Wider world sessions

## Uncertain future

- Nobody can predict what is going to happen.
- Uncertainty about the future
- Might drive people away from history.

## Unknown response from schools & teachers

- Nobody knows what teachers or academies will do
- Teachers may not be brave, will need leadership
- Have to get through to the right people at schools
- Where does a school get the rest of resource from?
- We don't know how teachers will react
- There may be a "batten down the hatches" approach from schools
- Museums may no longer be a priority
- Lack of direction from schools
- teachers not sure how to plan it

## Resource scarcity

- Need marketing or PR budget
- Need £/staff for other subjects
- Extra work
- Financial restrictions/outlay
- Time to review & change everything

## Interesting

### Changing relationship with schools

- Could the same school come back to revisit, build on what they've done before?
- In the future KS3=dry- some schools choose to get kids out of the classroom
- Museum benefits: more than just history: local studies, science, technology & maths
- More secondary visits?
- Exploiting secondary market a bit more
- Good opportunities for linking English with history

### Relationships with others

- Better links with external education advisors
- Inter museum links & opportunities to share

### Attitudes towards history

- Will it make a difference to people studying?
- Let's question how young people can be engaged
- "Significance" what's the impact of history?

### Changing ourselves

- It's something different/creative
- Bringing the focus back onto the objects in the collection
- Question our responses
- Time to take a punt on new routes?
- Re-looking and reassessing your objects
- Explore other subjects
- Focus on objects eg Victorian objects, technology, ie Justifying our resource