

Norfolk Museums & Archaeology Service

Countywide Learning Report

2012-2013



Countywide Learning Report 2012-13

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FOREWORD

Many of us I'm sure can still recall vividly the details of our school trips to museums and galleries. The impact of those early encounters is borne out by numerous conversations with visitors who remember coming to our museums as children, and who are now introducing their own families to their favourite exhibits - whether it's the polar bear in Norwich Castle's natural history gallery or the displays waiting to be discovered behind the imposing Georgian façade of Gressenhall Farm and Workhouse.

This report is a testament to this kind of inspirational and powerful learning, rooted in the direct engagement with our physical heritage. Our collections and sites are the past made tangible – in the smell of smoked fish which lingers in the bricks of the old curing works housing Time and Tide Museum in Great Yarmouth, or the centuries of carved graffiti in Norwich Castle's magnificent Keep.

These atmospheric sites, coupled with the diversity and excellence of our collections and our highly skilled learning staff, enable us to offer an incredible variety of learning experiences for visitors of every age – from early years' sessions with Snap the Dragon at Norwich Castle to reminiscence work for older visitors at Cromer Museum.

This inclusive ethos is part of a wider vision for NMAS to firmly underline its new position as the country's first Teaching Museum, an innovative concept based on the model of the teaching hospital. The key aim of the Teaching Museum programme is to widen recruitment to the museums profession, develop our staff and volunteers and provide even better services for our many visitors.

To achieve this, learning has to remain central to everything we do – at NMAS learning is not the responsibility of those staff whose job title includes the word, but an approach which ensures the organisation as a whole can continue to evolve to meet the changing needs of our visitors.

Steve Miller

Head of Norfolk Museums & Archaeology Service

December 2013

EXECUTIVE SUMMARY

Introduction

This first annual service-wide learning report aims to capture the rich range of learning opportunities provided by the ten museums and study centre which make up Norfolk Museums & Archaeology Service (NMAS).

Learning is at the heart of the service's vision and delivery. While it's not possible to provide a comprehensive view of the entire learning programme, this report offers a flavour of its quality and breadth.

Our combination of **nationally significant collections, inspiring sites and knowledgeable and enthusiastic staff** results in unique, high-quality learning experiences for the people of Norfolk and beyond. Real artefacts, powerful stories and authentic surroundings: these are the key factors in engaging our audiences.

Learning at NMAS: A brief overview

1. A comprehensive service

Over the years our specialist learning officers, in collaboration with staff across all departments and external partners, have worked towards developing a comprehensive service, with the ambition of engaging as many different age groups and sections of society as possible.

The result is an award-winning learning programme of breadth and depth, ranging from sessions for **pre-school children** enjoying stories with Snap the Dragon at Norwich Castle, to **older residents** meeting for a monthly 'Mardle' at Cromer Museum.

Our **formal school sessions** cover all key stages while **informal learning** opportunities, such as drop-in sessions, talks, themed days etc. for adults and families continue to expand. Our **youth engagement** work includes more specialist interventions which are helping to connect young people with their heritage in a range of contexts, including youth offending work and areas of social and cultural deprivation.

The high standard of our learning provision has been recognised with the award of **Quality in Study Support** and **Learning Outside the Classroom** accreditations, as well as two **Sandford Awards** for Heritage Education (see Highlights section below).



“The magnificent Norman keep is one of the best educational resources I have seen.”

Judge's comment, Sandford Award for Heritage Education





2. A diverse offer

One of the service's strengths in learning provision is the diversity of our museum sites, each with its own unique resources in terms of atmosphere, history and collections. As a whole this means the service can cater to many different needs and interests.

For example Cromer Museum's reminiscence programme for older

residents has evolved out of its strong connections with its local community, enabling it to develop a leading role in the service in this area. By contrast, the Designated status of the fine art collections and associated curatorial expertise at Norwich Castle Museum & Art Gallery has helped forge a number of collaborations with the University of East Anglia (UEA), involving students from UEA's School of Art History and World Art Studies and student teachers from their Initial Teacher Training courses.

3. Creative approaches

NMAS' learning programmes have developed an enviable reputation for quality and creativity, with an emphasis on trying new approaches.

Our schools' programmes offer **cross-curricular sessions**, for instance, including maths, science and religious education, as well as the 'classic' museum subjects of history and art.

Drama, story-telling, creative writing, object handling, re-enactments and problem-solving are all key elements in delivery. These ensure that **different learning styles** are catered for, and deliver a unique and memorable experience which complements learning in the classroom.

4. Impact

All our learning activities are evaluated through formal and informal methods, and are responsive to feedback, providing a strong framework for continuous improvement. One measure of success is the loyalty of service users such as schools who come back year after year.

In addition, historic research commissioned by NMAS in its former role as lead partner of the East of England Museums Hub, has demonstrated that schools' engagement with museum programmes has a measurable impact on attainment. The reports **Engage. Learn. Achieve** (Renaissance East of England/ University of Leicester, 2007), **Castles, Stained Glass and Paintings: Improving children's writing skills through partnerships with museums** (Renaissance East of

"I love the fact that we are at the castle and they get to look and touch things."

Parent comment, Snapdragons Early Years Session, Norwich Castle

"The high quality of the drama was so engaging that the children were working furiously to absorb as much information as they could."

Teacher comment, Murder in the Workhouse, Gressenhall Farm and Workhouse

"Really impressed with the vocabulary that the children produced in their writing; thanks for the inspiration!"

Teacher comment, Pirates! Session for Key Stage 1, Time and Tide Museum, Great Yarmouth

England/ University of Cambridge, 2009) and **'I didn't know I could': Museums and young people looked after** (Renaissance East of England/ Local Level, 2011) all provide evidence of the positive effect on children of access to museum learning programmes.

Visit www.museums.norfolk.gov.uk/Learning/ to read the reports.

NMAS staff have been working for a number of years to communicate this message to the teaching profession, investing in the teachers of the future to ensure they understand the value of museums as a learning environment. Working with colleagues at the University of East Anglia, a visit to one of our sites is now an embedded element in their Initial Teacher Training courses.

Highlights for 2012-13

The case studies in this report represent only a small proportion of the learning activity across NMAS.

1. Formal learning

We were delighted that our core schools delivery was recognised when two of our sites, Norwich Castle and Gressenhall Farm and Workhouse, achieved **Sandford Awards for Heritage Education** for their learning programmes (pg. 26).

This year also saw the start of two major heritage learning initiatives in the Great Yarmouth area, which includes some of the most deprived wards in the country. The English Heritage-led **Heritage Schools project**, and the Arts Council England-funded **Stories from the Sea project**, which has enabled Time and Tide museum to forge a new partnership with the National Maritime Museum (pg. 16), represent a significant extension of learning provision for schools in the Great Yarmouth area.



2. Youth Engagement

NMAS' successful bid to become one of only 16 Major Partner Museums in England, securing major investment from Arts Council England from 2012-14, has enabled the service to build on its track record of youth engagement, particularly in relation to 'harder to reach' groups.

The appointment of four **Youth Engagement Officers** based in each area has led to an expansion in provision for this age group, and encouraged a more joined-up and consistent approach to youth

KEY STAT: Almost 45,000 school contacts were achieved in 2012-13, including visits by schools and outreach projects

"What I have gained most is confidence. I can do things now which I wouldn't even have tried before."

Young person's comment, Arts Award at Lynn Museum and Thetford Ancient House Museum

“ There is a lot when you are in care that you can't control. But at the museum I feel I can control things. I can go in and if I suggest something we can try and put it into action, so long as it's not too barmy...I've got to know and interact with new people at the museum and I'm friends with them.”

Comment from a young person in care

engagement across the service (pg. 41 – 45).

Their expertise has helped maintain the momentum established by the service's Cultural Olympiad *Stories of the World* project which involved young people in the co-production of events and exhibitions. **Youth fora** are now thriving in each region: during this year the young events team at Norwich Castle delivered the second *Skin* event, a series of themed activities designed to appeal to younger audiences (pg 44). Three of the volunteers involved went on to gain a MARSH Award, the event has featured at a regional conference and several museums are interested in using the project as a model.



The successful delivery of every level of **Arts Award** is also a significant achievement for the service. The development of accredited programmes which involve the imaginative use of collections to inspire artwork has been pioneered by Ancient House Museum in Thetford. Their Bronze 'Arts Award in a Week' project was filmed by Trinity College, London (the award's accrediting body) to feature in a promotional film for Arts Award.

3. A learning organisation

This report highlights how good practice and new approaches in one area of the service are then replicated by other sites and departments. Regular meetings of the learning staff and management from across the county foster a learning environment for staff which helps raise standards county-wide. This is in keeping with NMAS' ambition to be the sector's first **Teaching Museum** (see the Head of Service's Foreword).

Specific examples this year include the successful expansion of Early Years provision across all three areas and the incorporation of the learning team's Victorian Whodunnit into Gressenhall's regular events programme.

Partners in change

NMAS is in a good position to meet head-on the challenges of a changing formal education environment and the demands of budget constraints. The service has a good track record of responding to past changes in the National Curriculum and formal learning landscape. Our schools programmes are developed in **close collaboration with teachers**, and learning managers are continuing to work with them to develop sessions which meet the needs of each school's curriculum.

Adult learning is also an increasingly important part of our offer – we are actively responding to the needs of adult learners and developing and adapting offers as new opportunities arise.

None of the achievements outlined above would be possible without a host of partnerships, both internal and external, which promote the sharing of expertise and the efficient provision of services. Colleagues from departments across the service – curatorial, visitor services, building services, conservation and display – are crucial in the development and delivery of our learning programmes.

External partnerships, local, regional and national, are a feature of many of the projects in this report, and of course the support of our major funders, Norfolk County Council, together with the district and city councils, and Arts Council England, is vital in sustaining the quality and reach of our learning work. We are very grateful to all our partners for their enthusiasm, expertise and willingness to work with us in our aim to deliver inspiring learning experiences.

NMAS Learning Managers

November 2013



1 EARLY YEARS

The traditional assumption that museums are not a welcoming environment for the pre-school age-group has been challenged across the sector in recent years. Campaigns such as *Kids in Museums* have spread the message that “*It’s never too early to visit a museum*” (Kids in Museums Manifesto).

This ethos is visible at all our sites where **family-friendly resources** are part of the permanent offer. Hands-on activities include toys, books, costumes and trails, along with helpful guidance on using them to enable young children to connect to the collections. Increasingly the service is also offering specific sessions for this age group in response to feedback from families.

The development of programmes for pre-school children, working in partnership with other providers such as children’s centres and young parent services, has enabled us to reach families who may not otherwise visit our museums. Being taken to museums as a child establishes behaviour which lasts a lifetime. The *Museums and Happiness* report (2013) clearly shows that visiting museums with parents is a key determinant of visiting in later life.

CASE STUDY 1

Snapdragons: Informal provision for Under 5s at Norwich Castle Museum & Art Gallery

- Developing our Early Years offer
- Successful Heritage Lottery Fund Project

Who was it for? Under 5s and their parents and carers

What we delivered:

Snapdragons is a monthly activity session for children aged 2 – 4 years funded by a Heritage Lottery Fund *Collecting Cultures* grant. It aims to make museum collections and settings accessible to very young children and encourage parents and carers to use the museum.

Children meet ‘Snap’, a dragon puppet who helps to introduce the theme of the day. They sing a song to coax Snap out of his ‘treasure chest’, get hands-on with objects from the collections and put on their ‘exploring cloaks’ to venture into the galleries to find out more. The session ends with creative craft activities, a story and a ‘goodbye’ song to put Snap back to bed.

Snap has become an important part of the sessions; a lovable character which the children associate with having a good time. The project wanted to challenge the assumption that very young

“ Love the sessions. So good to explore the whole museum ”

“ The sessions offer more variety and fun than others we have been to. Each part captures attention and then goes onto the next activity ”

“ I love the fact that we are at the castle and they get to look and touch things ”

children could not engage with ‘proper’ museum topics. We have investigated a range of topics through museum collections: Romans, Saxons, Egyptians, Life in a Castle and bones and teeth.

For example, children experienced life in Roman and Iceni Norfolk by using ideas like ‘round shapes’ and ‘hiding things’ to explore a world of round houses, chariots, and hidden treasure. Children tried on Roman armour and Iceni cloaks, painted woad on their faces to frighten the soldiers away, ground up herbs and collected hidden coins.

Who benefited?

Norfolk Museums Service aims to be family-friendly. In recent years Norwich Castle has developed a formal programme of bookable workshops for nurseries and playgroups and provided opportunities for pre-school children and their families to use the galleries independently. However, feedback from visitors identified a need to provide a regular informal Early Years event. This gap in our programme has been filled by Snapdragons.

Evaluation from parents and carers has shown that the Snapdragon sessions provided lots of opportunities for ‘having fun and being creative’. All of the key elements from each session were considered to be important: rhyme, story, craft activity, looking at objects and exploring the galleries.

What happened next?

Snapdragons has become part of our Early Years programme. Funding has allowed us to develop a set of resources to support each topic. The programme will be repeated each year, supplemented by new themes related to special events and exhibitions.

CASE STUDY 2

Art + Play: Engaging Early Years in Museums **A SHARE conference at Time and Tide, Great Yarmouth**

- **Sharing specialism with other practitioners**
- **Highlighting innovative practise**

Who was it for? Museum and Early Years professionals

What we delivered:

The delivery of early years programmes in museums is still at an early stage of development. In January 2013 Time and Tide Museum hosted an early years conference as part of the SHARE Museums East training programme (SHARE is a museum development programme led by NMAS and funded by Arts Council England). The event aimed to offer museum professionals from across the country high-quality training by NMAS staff and leading early years practitioners. The



conference coincided with the *Art + Play* exhibition at Time and Tide and highlighted the early years offer throughout NMAS.

The conference was attended by 38 delegates from museums and other settings across the country. The day opened with a key-note speech by consultant Jo Graham from Learning Unlimited to set the national context for early years provision in museums.

This was followed by a carousel of activities designed to allow delegates to experience a range of approaches to working with pre-school children in museums. Interactive workshops encouraged participants to consider how best practice principles in early years learning could be embedded into their museum settings and to explore what a playful approach might look like in a museum environment.

Museum learning staff showed how objects and collections offer a marvellous resource to promote children’s ‘active learning’ and demonstrated how museum early years sessions have been designed to support the Foundation Stage curriculum. They led delegates in an interactive exploration of the innovative *Art + Play* exhibition.

Who benefited?

This was an important opportunity for practitioners from across the country to share their experiences and to learn best practice from nationally recognised practitioners. Feedback from the event was very positive; delegates really valued the chance to consider how different approaches to early years provision could be applied in their museums and settings.

The conference was also a great opportunity for NMAS staff to showcase their work with early years children and to develop relationships with staff from local early years settings. Time and

Tide learning staff used the conference to launch 'Little Kippers', a programme of monthly early years sessions for under 5s and their parents and carers.

What happened next?

The 'Little Kippers' early years sessions have proved very successful and are part of our learning programme. Our youth engagement officer is using activities from 'Little Kippers' to work with young parents to develop parenting skills.

CASE STUDY 3

Muddy Museum Café at Gressenhall Farm and Workhouse

- Developing parenting skills
- Partnership with Norfolk County Council Children's Services

Who was it for? Children aged from 18-months to five years old and their parents, grandparents and carers.

What we delivered:

Muddy Museum Café is a programme of pre-school sessions which promote parenting and literacy skills. It was developed in partnership with Norfolk County Council's Children's Services as part of a county-wide Café programme. The Café programme aims to enable parents and carers to support key aspects of their child's learning and development.

Each session follows a similar format to put children and grown-ups at their ease and to allow us to model good practice. We settle down on bean bags and comfy chairs to eat some healthy snack



food and listen to a children's story which links to museum settings and collections. Then we head outside to take part in an activity related to the story and return indoors to make something for the children to take home.

For example:

Story: 'Mister Magnolia' by Quentin Blake. We read the story and encouraged everyone to join in (rooty-toot trumpets, owls learning to hoot etc).

Activity: We met Mr. Magnolia and went on a hunt through the museum for his missing boot (we also found lots of other footwear from the museum collections).

Art activity: We made welly pegs (to keep our wellies together) from clothes pegs and tracings of our hands or feet and decorated cardboard lace-up shoes.

Who benefited?

Parents have gained in confidence with reading and play skills. Litcham Children's Centre promoted the programme and helped to identify parents and carers who would benefit. We make sure that all activities can be replicated at home and two-thirds of parents said they would definitely try them at home. Children were increasingly interested in the selection of books and listening skills and participation during story time improved.

What happened next?

The Café has become an embedded part of our Early Years provision. Our experiences have been shared with colleagues through staff training days and Katie Smith, Gressenhall learning officer, will lead a workshop titled 'Taking Your Café Outside' at a regional conference on the Norfolk Café programme.

The museum café has been rolled out to the Lynn Museum where we have worked with Sure Start to focus on promoting parenting skills amongst young mothers.



*“ Great again ☺
Loved collecting things and making the cave. My child said 'me like going outside!' ” Parent with child aged 2 ½ years.*

2 PRIMARY SCHOOLS – KEY STAGE 1

Learning programmes for primary schools remain at the heart of our formal learning provision. We offer a stimulating range of activities and sessions for both key stage 1 (ages 5 – 7) and key stage 2 (ages 7 – 11), covering curriculum areas such as history, geography, art, literacy and science.

OFSTED stresses that learning outside the classroom promotes “better achievements, standards, motivation, personal development and behaviour”. Our programmes support the development of both subject knowledge and key skills and help to raise attainment across all levels of ability.

The quality of our offer is borne out by the loyalty of schools who return year after year, and regard the museum visit as an essential part of their pupils’ development.

CASE STUDY 1

Stories from the Sea: Pirates! at Great Yarmouth

- Partnership with national museum
- Supporting teachers to improve literacy skills

Who was it for? Key stage 1 children

What we delivered:

Stories from the Sea is a partnership project between Time and Tide museum and Royal Museums Greenwich. It is part of Arts Council England’s *Museums and Schools Programme* funded by the Department for Education.



The project aims to increase the number of children accessing museums and build closer relationships with schools in an area characterised by economic deprivation. We worked with literacy and drama specialists to develop specially designed maritime-themed literacy events and to help us use museum settings and collections to inspire creative writing.

Our *Pirates!* event uses the enduring popularity of scurvy sea-dogs to engage children with a range of literacy activities. Children meet a 17th century pirate and learn some pirate-themed vocabulary. They handle artefacts from museum collections and use different adjectives to describe the ‘treasures’ that they discover. Finally, they meet a pirate-hunting Royal Navy Captain who helps them create a story about a particularly audacious pirate.

We wanted the impact of the project to be as great as possible so we held a pirate-themed family day in the Easter holidays with free entry for all children who had come to the school event. Children came to the museum, showed their families what they had done and spent the day with our writers-in-residence and pirate re-enactors.

Who benefited?

To date, almost one thousand children have visited Time and Tide as part of the *Stories from the Sea* project. Of these, 30% have been eligible for free school meals. Feedback from children has been very positive and teachers have recorded a marked increase in many pupils’ attainment levels and engagement with literacy after visiting. All thirteen pilot schools rated the event ‘Excellent’ or ‘Very Good’ and one school changed their half-term’s theme to pirates because their children were so engaged after coming to the museum.

The *Pirates!* event was co-developed by Time and Tide staff, poet Mark Grist and drama consultant David Farmer, and the Royal Museums Greenwich’s learning team. We have benefited from the creative exchange of skills and experience which has resulted from successful partnership working.

What happened next?

The project is on-going. We are currently developing a *Shipwrecked!* event with acclaimed children’s horror author Alexander Gordon Smith. This will focus on tales of shipwreck and life-saving in Great Yarmouth and the work of local inventor Captain Manby. Our third *Stories from the Sea* event, *Explorers!*, will use our ethnographic collections as inspiration for literacy work and will incorporate the Discover level Arts Award.

In March 2014 a celebration event will be held at the National Maritime Museum to showcase the project’s achievements. One hundred children from Great Yarmouth will participate and work with well-known authors. An anthology of work by writers, children and staff will be published in July 2014.

“ Really impressed with the vocabulary that the children produced in their writing; thanks for the inspiration! ”

“ Great trip enjoyed by all. It engrossed our learners who struggle to focus. Brilliant! ”

During 2012-13 we also worked with our partners on developing the project's extensive digital resources for use by teachers. These have just gone live, and include images and ideas for activities: www.rmg.co.uk/storiesfromthesea

CASE STUDY 2

How Steam Works at Charles Burrell Museum

- **Developing sector skills: partnership with an independent museum**

Who was it for? Key Stage 1 school children

What we delivered:

The Charles Burrell Museum in Thetford houses a wonderful collection of the steam engines and machinery built by the famous company. The museum staff have a vast store of knowledge about steam engines, but limited experience of working with school groups. A partnership project between the Charles Burrell Museum and Ancient House Museum developed a museum learning session to enable primary aged children to access and understand the displays at the Charles Burrell Museum.

The session consists of two parts: a physical theatre exercise and a demonstration of a mini traction engine. In the physical theatre exercise children take on different roles to become a steam engine. We have two stokers (shovelling coal), two or three children to represent fire (blowing and crackling) and lots of water molecules (more children) in the boiler section to represent water. We end with the water molecules being pushed out of the boiler one by one, powering a piston and disappearing 'up the chimney'.



The second session is a demonstration of a model traction engine. This builds upon the children's experience of the physical theatre activity. Now that they have been part of a steam engine, children find it far easier to understand when the session leader draws attention to the different parts of the working model. We then move on to look at the various machines which can be powered by a traction engine, including threshing machines and fairground rides.

Who benefited?

Teachers tell us that the sessions have helped children to understand the science behind an important aspect of local heritage and national history. They have also helped teaching staff themselves.

The partnership has enabled the Charles Burrell Museum to develop its schools offer. Staff who were 'blind terrified of being let loose on a bunch of primary age kids' have gained in confidence and practical experience of how to structure an effective learning session. NMAS staff learned a great deal from the specialist knowledge of Charles Burrell staff.

“ I have been teaching the industrial revolution for over twenty years and this is the first time I have understood how a steam engine actually works. Brilliant! ”

What happened next?

The event has proved both popular and versatile. It has been adapted and delivered to a range of different audiences: Reception and Nursery aged children, high school students, teenagers who are not in education, employment or training and adult groups.

CASE STUDY 3

Once Upon a Time: A Museum of Fairytales at Gressenhall Farm and Workhouse

- **Developing capacity**
- **Supporting literacy at key stage 1**

Who was it for? Key stage 1 school children

What we delivered:

Gressenhall Farm and Workhouse has a new exhibition; the museum of fairytales. School children are invited to attend the Grand Opening. However, when the covers are removed from the cases, everything has gone – stolen by the Wicked Witch!

Museum learning events frequently use a storyline to engage key stage 2 children. However, this is not often the case at key stage 1. We wanted to develop an accessible day which involved younger children in a dramatic plot.

Once Upon A Time is a school event for key stage one in which children explore the museum and farm sites, meet fairytale characters and try to retrieve lost objects. They go on a quest with Jack, help Cinderella and the Ugly Sisters in and around the farmhouse and make potions with the Wicked Witch in the woods. The day ends with a dramatic (and somewhat pantomime) finale in which the fairytale objects are magically returned to the cases and, in a cruel twist of fate, the Wicked Witch is turned into a museum exhibit.

The day aims to provide inspiring and fun support for children's study of fairy stories and traditional tales at key stage 1. It offers lots

“ It was a really good day – the children loved the real life characters, particularly Wicked! The activities were very engaging, well planned and appropriate for the age group. Everyone was very welcoming and I know all the children had an enjoyable day. ”



of opportunities to promote speaking, listening and communication and role-play skills as children interact with fairytale characters.

“ The children had a really positive experience of a school trip. They were really motivated to do all the tasks based on a great introduction to the day. Everybody loved it – both the children and adults. The organisation was brilliant ... the staff were really accommodating as we arrived late and had to leave early – they were brilliant! Thank you! ”

Who benefited?

The event aimed to build capacity at Gressenhall by enabling more key stage one children to visit on a single day. *Once Upon A Time* incorporates a six-session timetable with led and self-led elements so that we can accommodate up to ninety children each day.

Feedback suggests that the dramatic content has been successful in inspiring children.

What happened next?

Once Upon A Time has become an established part of our learning programme. There is great demand for the day and we have increased the number of days offered in 2013-14. The days are almost fully booked with nine months to go.

3 PRIMARY SCHOOLS – KEY STAGE 2

CASE STUDY 1

A day in the 60s: Changing times at Bridewell Museum

- **New schools events to support new displays**

Who is it for? Key stage 2 primary school children

What we delivered:

It is 1961 and change is in the air. A Norwich shop’s lease is up for renewal and the City Council must decide what should be done. Which business should they choose; traditional corner shop, fashionable boutique or self-service supermarket? A new world awaits, but what will be the price of progress?

A day in the 60s makes use of exciting new spaces created as part of the Bridewell museum’s £1.5 million HLF-funded refurbishment. Primary school children explore the impact of technological and social change by meeting four characters from 1960s Norwich:

- Alf is the owner of the Bridewell Store (a fantastic new learning area in the museum which is dressed as a corner shop). He teaches the children how to give customers a polite, personal service and explains why a traditional corner shop plays an important role in the local community.
- Rita is product designer for Fine Fare Foods, a supermarket chain who want to open a bright and airy shop with open-shelving and refrigerated units for frozen foods. Children learn the importance of making self-service easy with clear, bold packaging and create their own design for a new household product.
- Barbara hopes to open a fashionable boutique for young people. She introduces the children to the new music, moves and fashion trends of 1960s youth culture.
- Brenda is a local housewife. She shows the children the modern gadgets and instant foods which have transformed her life. However, although the new consumerism has given her much more leisure time, Brenda would miss Alf’s friendly and personal corner shop.

Pupils find out what the four characters think should happen to the corner shop. At the end of the day the children take the role of councillors and decide which shop should be given the lease.

Who benefited?

Evaluation of *A day in the 60s* has been very positive. The event has clearly engaged both children and staff.

“ of all the trips I’ve been on, and there have been many, that has to be amongst the top. ”

“ Two members of staff said that it was one of the best trips they have ever been on with school. ”
Comment from one head teacher.



A day in the 60s was a fantastic event with which to launch our new schools learning offer at the Bridewell museum. We gain in many different ways from running effective schools programmes. As well as providing children with inspirational learning opportunities, school events help to make museums accessible to non-traditional visitors and encourage informal family visits.

What happened next?

The event has become an established part of the learning programme at the Bridewell museum.

CASE STUDY 2

Murder in the Workhouse at Gressenhall Farm and Workhouse

- **Building capacity: increasing school numbers and developing new audiences**
- **Using specialist skills to generate income**

Who was it for? Primary school and High school children (Key stage 2 and 3)

What we delivered:

A strong, dramatic plot line can transform a schools event. A series of learning sessions can become an active investigation encouraging communication and thinking skills.

Our Victorian Whodunit event is based around a fictitious murder in the workhouse. Children meet and question four suspects, each with a motive for the murder of a poor female inmate. As they gather evidence they take part in interactive sessions in the workhouse, school room, kitchen, laundry and find out about life in Victorian England. At the end of the day they have the opportunity to question the suspects and decide who they think is guilty before watching a dramatic finale in which the murderer is unmasked.

The day can be adapted to meet the needs of key stage 2 and key stage 3 children. The key stage 2 day involves a school lesson and a love-lorn inmate whilst the key stage 3 day introduces more challenging characters and themes, such as a wife-beating husband and an unmarried mother.

Who benefited?

NMAS: our Victorian Whodunit? school event has become a part of our programme and has increased the number of school visits to Gressenhall by some six hundred children each year.

Schools: Evaluation of the school event day has been extremely positive from schools and teachers, who have told us how it engages their children, encourages communication skills and offers the perfect foundation for literacy work.

What happened next?

The experience gained from the schools event led the learning team to develop and deliver a pre-booked murder mystery at Gressenhall for Museums at Night which was based upon the key stage 3 schools event. This has become an established part of the events programme at Gressenhall and in 2013 sold out over two nights.

The success of the Whodunit? inspired us to evaluate all of our school events to ensure that there is clear overall focus and dramatic content to draw individual sessions together. It has also encouraged us to focus more upon the literacy benefits of museum school events. We are developing literacy-focused teaching resources to help teachers get the most out of their visits.

“ The high quality of the drama was so engaging that the children were working furiously to absorb as much information as they could. Thank you to all who took part in the day, it was a joy to see such high calibre teaching! ”





CASE STUDY 3

'Pop-up museums' at Great Yarmouth

- **Developing closer relationships between museums and schools**
- **Embedding local heritage within schools**

Who was it for? Primary schools

What we delivered:

A sense of identity is critically important, particularly in an area with high levels of deprivation. How can we actively engage children in the history of their local area?

Great Yarmouth Museums are a lead partner in the local pilot for the English Heritage-led *Heritage Schools Project*. The 'Pop-up museum' project used a combination of school outreach and museum visits to put children in touch with their past.

We ran a pilot with a class of year five children from a local school. The project was delivered in three stages. We visited the school, talked to the children about the concept of the museum and used artefacts to stimulate discussion around different sorts of interpretation. Students were presented with the challenge to create a 'Pop-up museum' in school with a local history theme. Students visited Time and Tide Museum and took part in a hands-on workshop about the historic herring fishing industry in Great

“ It was wonderful! There was a buzz from all the children and the staff and teachers in the school. Everyone was talking about it. Every class had to be pushed out the door as they did not want to leave. ”

Yarmouth. They also explored museum displays to look at the different interpretation strategies we use to bring the past to life. In the final stage of the project, schools were loaned a selection of artefacts from the museum collections. They were given presentation boards and their own purpose-built 'suitcase' display case to create their museum.

Who benefited?

Feedback from the pilot was very positive. Teachers remarked on the exceptional degree of engagement of the students who were involved. They took real ownership and pride in their museum.

The project has provided Great Yarmouth museums with an effective cross-curricular model for working with schools which will help us to respond to forthcoming changes to the National Curriculum.

What happened next?

We developed a project plan and a set of high-quality resources so that we could roll the project out to other schools. 'Pop-up museums' are now being offered to other Heritage Schools in the area and will be incorporated into the core offer at Great Yarmouth Museums.

At Cromer museum the 'Pop-up museum' concept has moved in a different direction. We have worked closely with Norfolk County Council's Adult Education to deliver 'Pop-up museum' projects with a family learning focus.

4 SECONDARY SCHOOLS

Secondary schools are traditionally difficult for museums to reach due to the constraints of timetables and budgets. NMAS has worked closely with teaching staff to develop schools events with clear links to the curriculum and demonstrable learning outcomes. As a result, secondary schools currently comprise some 10% of our total school visits. Our success demonstrates that, with the right offer, it is possible to get secondary schools to commit to a visit.

Research has also helped us make the case to teachers that museum visits are worth the time and effort: The *Engage, Learn, Achieve* report (see pg. 6) demonstrates that the experiential nature of museum learning helps to raise the attainment of all students. It is particularly valuable in engaging secondary school pupils who find traditional learning methods a challenge and in enthusing teenage boys as well as girls.

CASE STUDY 1

Storming the Castle: An award-winning maths session for secondary schools

- **Increasing engagement with secondary schools**
- **Delivering cross-curricular learning**

Who was it for? Key stage 3 Mathematics students

What we delivered:

It is 1215. Norwich Castle is surrounded by a rebel army during the First Baron's War. What should the rebels do – storm the castle or besiege it? Can the King's men survive the attack or outlast the siege?

Historical questions such as these are not usually seen as fertile ground for the study of mathematics. However, this is exactly what an exciting key stage 3 cross-curricular event at the Castle has done; engaging young people through a study of the maths behind 13th century warfare.

Students are divided into two sides: defenders and attackers. They use mathematical skills to investigate questions which arise on either side. Costumed museum educators set the scene with a dramatic introduction and students carousel around four activities.

Students handle medieval arms and armour and calculate how much equipment would be needed for the siege. How heavy is it? How long should our siege ladders be? They also think about financing the siege. How much would it cost? They work out a budget and strike a medieval coin.

We use a scale model of the Castle keep to see how it was built to withstand a siege and to explore how measurements can help to plan an attack. Students think about life inside a besieged castle. How much water does the well hold? How many days will the supplies last?

Who benefited?

Few museums receive large numbers of visits from high schools. Fewer stray far from 'traditional' museum learning subjects of history or art. *Storming the Castle* has proved a great success with almost two thousand students visiting over 27 days in 2011-12. Evaluation of the programme is good with a high proportion scoring 'excellent' in all areas, including very positive feedback from teachers.

In addition, the event has had a positive impact on our Initial Teacher Training offer. It is important for PGCE students to get experience of different approaches to learning during their training. As part of a partnership with the University of East Anglia all Secondary PGCE Maths students teach a session on one of our *Storming the Castle* days.

What happened next?

This event has been showcased at both the Group for Education in Museums Conference and at a Norfolk County Council Maths Conference. It was one of the observed events which led to the presentation of the Sandford Award for Heritage Education to the Norwich Castle learning department.

“ It made the functional day-to-day use of maths STAND OUT in a fun way. ”



CASE STUDY 2

Norfolk's American Connections Touring Exhibition: Connecting people at Lynn Museum and Thetford Ancient House

- **Co-creation with young people**
- **Building understanding**

Who was it for? Primary school and key stage 3 children

What we delivered:

Between July and December 2012, we worked with one hundred and fifty local school children to create a touring exhibition which explored historical connections between Norfolk and North America.

The project was part of a larger joint Heritage Lottery Fund and Norfolk County Council Cultural Services project, *Norfolk's American Connections*, which celebrated the Cultural Olympiad through a range of events and activities.

“ I loved working with the American children. It was the best thing I have ever done at school. ”

Pupils came from eight different schools, including two US airbase schools. They visited the Lynn Museum or Ancient House to research one of five historical connections between Norfolk and North America: Thetford revolutionary Thomas Paine, Kings Lynn explorer Captain Vancouver, President Abraham Lincoln's Norfolk roots, 19th Century emigration from Norfolk to North America and the Friendly Invasion of US troops in World War Two.



Following additional research at the local library or the Norfolk Record Office, museum learning staff worked with children in their schools. Pupils thought about writing effective text; deciding who they were writing for and what were the most important things they needed to say. They wrote the text, selected or drew images and outlined their 'visions' for the display panels. The panels were brought to life by a professional graphic designer and printed onto pop-ups exhibition displays. The exhibition toured to thirty-two different venues across Norfolk over a six month period.

Who benefited?

All the evaluation suggested the children had gained research skills. One school commented that their pupils' non-fiction writing had improved greatly as a result of the project. Children were clearly engaged and there were also positive comments from the venues which hosted the exhibition.

The success of this ambitious project has given the learning staff the confidence to plan similar projects in the future.

What happened next?

The project allowed us to promote history and develop closer ties with US base schools. One teacher, who disliked history before embarking on the project, booked Ancient House to run several events about English history at the base schools in 2013. Another teacher has asked the learning officer to run history events for all US base high school students in the region.

“ The exhibition was visually striking and grabbed the attention, making people want to stop, look and read. There was just enough information to take in at one go and remember. ”

CASE STUDY 3

Norfolk, Norwich and Medicine Past and Present

- **Supporting History GCSE – using collections and staff specialisms**

Who is it for? GCSE history students

What we delivered:

Very few museums deliver school events for GCSE students. This day event at Norwich Castle is an exception. It was developed through funding from the Wellcome Trust. The funding recognised that a combination of museum collections and staff specialisms could offer inspirational support for the GCSE history curriculum.

Norfolk, Norwich and Medicine Past and Present uses local historical people, places and artefacts to inspire students and reinforce classroom work. In particular, it aims to focus upon the different factors which drive change in medical science.

During the morning, students carousel around three learning sessions. An object-handling workshop puts students in touch with artefacts sourced from Norfolk & Norwich University Hospital archive and our own collections. One of the favourite items is a tray of bladder stones taken from operations conducted in the 1830s by John Green Crosse and colleagues!

Students meet a costumed actor playing pioneer anaesthetist Joseph Clover (born in Aylsham) and consider early ideas about anaesthetics. They see an original example of Clover's apparatus and measure out ether (actually water!). The morning is completed by a documents workshop. This is a flexible session which can address a range of topics to cater for differences in GCSE specifications. Topics have included Norwich's approach to Public Health in the late 1800s and Lister and Antisepsis.

In the afternoon, the pupils join together for an interactive show called 'This is your Life, John Green Crosse' which focus upon the life of the renowned Norfolk surgeon. They use information from



the show to consider the factors which drive change in medical science such as individual genius, war and government.

Who benefited?

Responses from children and teachers have been very positive.

A core of five or six high schools visit us each year to study Medicine Past and Present. There is great pressure upon all GCSE subjects, and it is testimony to teachers' confidence in the day that so

many students continue to visit.

“ It was really fun, I learnt a lot and I'd love to do it again ”

“ Chance to learn new things in a different environment – get out of the classroom ”

“ It was very interactive, more interesting than reading out of a textbook ”

What happened next?

Norfolk, Norwich and Medicine Past and Present is now a core part of Norwich Castle's learning programme. High schools continue to visit even though visits are no longer subsidised. We continue to develop the day to take account of changes in curriculum and students' needs. Ideas for future topics include early attitudes to vaccination and WW1 medicine (using a unique Casualty Record Book from the Royal Norfolk Regimental collections).

CASE STUDY 4

Biodiversity 6th Form Conference at Norwich Castle

- **Effective partnership work**
- **Raising awareness and promoting conservation**

Who was it for? Sixth Form students

What we delivered:

For the past four years, sixth-form students from across Norfolk have had the opportunity to engage in an inspiring programme of keynote speeches, workshops and debate at Norwich Castle Museum.

Our Biodiversity conference is held in support of the United Nations International Decade on Biodiversity (2011-2020). We work closely with local partner organisations with an interest in conservation: Norfolk Wildlife Trust, Norfolk Biodiversity Information Service, University of East Anglia, Norfolk Non-Native Species Initiative and the Broads Authority.

Last year, students listened to a keynote speech offering an overview of the importance of biological diversity on local and global scales. They were given a USB wristband filled with useful resources and attended three out of seven workshops.

A fantastic range of workshops was on offer. These included 'hands-on' opportunities to

- identify a variety of marine biota, including specimens of starfish, crab, sea urchin, razor shell, and mussel
- find out how we record wildlife and build the evidence base that underpins our conservation efforts
- meet natural history curators, see how specimens are collected, preserved and stored and discover their uses to science such as taxonomy, anatomy, ecology and phenology
- isolate actinobacteria from fungus farming ants and look for antibiotic activity in these bacterial species (not the sort of thing you do every day!).

University of East Anglia's Art & Biodiversity Partnership commissioned two artists to create a participatory 3D art installation to crystallise students' feelings towards bio-diversity and explore change during the day. Students responded with interest and enthusiasm.

The day concluded with a student debate about the future of biodiversity in East Anglia. It was clear that a great deal of effort had been put into researching the motions, which were well-argued and closely fought. Thankfully, there was a decisive victory for the motion that the biodiversity of East Anglia does have a bright future.

Who benefited?

Evaluation has been very positive. An amazing range of specialist knowledge was on offer to complement A-level studies. In a more general sense, the conference promoted study, careers and volunteering opportunities in the conservation sector.

What happened next?

Planning has already begun for next year. We hope that this will reach more students and prove an even better experience than the 2013 conference.

“ it really made me think about my viewpoint on the subject ”

Comment from a student.

5 TERTIARY

NMAS' outstanding Designated collections and the expertise of our staff offer a fantastic resource for post-school students. We have developed strong links with many higher and further education providers in the area including the University of East Anglia, Norwich University of the Arts, Norwich City College, Great Yarmouth College, College of West Anglia and Easton & Otley College.

These collaborations can take many forms: in-depth programmes as outlined in the case study below, workshops, object-handling sessions, research opportunities and site tours. This activity often has a strong curatorial input, offering young people the chance to work with experts in a number of different fields.

Examples include:

- Norwich University of the Arts students' induction to Norwich Castle Study Centre, lectures and tours on Norwich textiles and servicing ongoing research enquiries from students
- *Visual Dialogues*, an exhibition of work by 16-19 year olds resulting from a contemporary intervention within the permanent collection. This strengthened the formal partnership with Norwich University of the Arts
- Museum learning training given to Science Communication undergraduates at UEA to deliver sessions at Norwich Castle for Science Weekend
- Heritage management apprenticeships offered through a partnership between Easton College and Gressenhall Farm and Workhouse, funded by the Heritage Lottery Fund's *Skills for the Future* programme.

CASE STUDY 1

The Great British Art Debate: Norwich Castle Learning Department and the School of Art History & World Art Studies, UEA

- **Effective partnership with the tertiary sector**
- **Using museum specialisms to support higher education**

Who is it for? Undergraduate students

What we delivered:

The Great British Art Debate was an HLF-funded national project which saw museum staff delivering at all levels, from pre-school to University of the Third Age, to enhance the visitor experience of our designated holdings of Norwich School paintings. It culminated in a superb refit of the Art Galleries.



The project allowed us to establish important and lasting links with the School of Art History & World Art Studies at the University of East Anglia through a wide range of formal and informal initiatives.

As a result of the partnership, Norwich Castle displays play a central part in undergraduate courses at UEA. A new First Year Undergraduate Seminar module focusing on museum collections and entitled *Revisiting the Norwich School* has been developed. In addition, we have worked with teaching staff to ensure that an understanding of museum collections is part of undergraduate assessment criterion: students who enrol on *Visual Display*, a Second Year Lecture Series, must complete a notional rehang of the Norwich School galleries as part of the unit. Furthermore, a new undergraduate degree in Museum Studies has an introductory module based at Norwich Castle.

As part of the re-fit of the Norwich School galleries, we recruited a team of volunteer undergraduates to design and deliver a public consultation during Heritage Open Days. The undergraduates, assisted by our Museum Evaluation Officer, developed a marvellous smorgasbord of evaluation activities such as 'Correct the Curator' – a chance to amend proposed gallery text, and 'How do you like your walls' – which involved visitors donning viewfinders and juggling (sometimes literally) with paint sample boards! Other informal initiatives included an internship to an undergraduate to co-design, author, and deliver a pair of interactive touchscreens for the Norwich School galleries, for which half a dozen undergraduates wrote individual entries.



Who benefited?

The programmes have injected new life and excitement into the Norwich School collections at the Castle. New interpretations of individual works have come from a closer relationship between curatorial and academic staff. The final gallery rehang in Spring 2012 benefitted enormously from ideas put forward by some eighty undergraduates as part of their formal assessment. In particular, a number of the new interactives were improved by their fresh, and youthful, eyes.

Undergraduates have benefited from the chance to develop a close relationship with museum collections and a greater understanding of museum practice. Informal projects have given important opportunities to students to add to their CVs.

What happened next?

Use of Norwich Castle's collections has become embedded in both undergraduate and post-graduate courses. First-year undergraduates visit the museum and explore the collections as part of their first semester modules and a number of post-graduate seminars are now based at the Castle. We look forward to working with each other in new and exciting ways.

6 SUPPORTING TEACHERS' PROFESSIONAL DEVELOPMENT

NMAS recognises the importance of embedding museum learning in teachers' practice. NMAS contributes museum education training sessions for all primary, secondary history, geography, RE, citizenship and maths PGCE students and early years postgraduate students at UEA. We also provide enhanced placements for history and maths PGCE students and educational studies students studying at UEA and other institutions.

These sessions provide opportunities for student teachers to teach in a museum and see how working with authentic artefacts in museum settings inspires learning. For the first time this year, we've extended this development opportunity to practising primary school teachers – see case study below.

Norwich Castle is also the regional partner for The National Gallery's *Take One* scheme. Teachers are offered a continuing professional development session to learn more about the approach and how to use a painting across the curriculum in the classroom.

CASE STUDY 1

How has Christianity changed our World? at Norwich Castle Museum & Art Gallery

- **Using museum collections to support teachers' continuing professional development**
- **Partnership work with Norwich diocese**

Who was it for? Primary school teachers

What we delivered:

Over three days, teachers from seven Norfolk primary schools used museum collections as inspiration to develop Religious Education workshops for Gifted and Talented children. They worked with an RE specialist employed by the Norwich Diocese and learning team staff to explore the opportunities museums give to extend and refresh classroom practice and to develop their Gifted and Talented programmes.

On the first day, teachers focused upon what Gifted and Talented children might achieve in RE and explored museum collections to see how they could support RE in primary schools. They chose a common enquiry question which would extend Gifted and Talented children: How has Christianity changed our world?

Teachers worked in pairs to devise workshops using museum collections. They were encouraged to try out new approaches to



teaching, such as working in costume. Each workshop focussed upon particular objects or stories, such as Victorian nursery plates with Christian messages that would be considered inappropriate today. On the final day, children from each school came to the museum and teachers delivered their workshops to them.

Who benefited?

Teachers found the CPD inspiring, although some freely admitted that they were well out of their comfort zone. For many, it came as an unexpected surprise to be so excited and engaged by stories and objects in the museum – and this enthusiasm could not fail to transfer into the classroom. Feedback was excellent.

CPD is an extremely effective way for museums to promote their learning programmes to teachers. It offers teaching staff a structured and coherent insight into the benefits of museum learning and develops strong relationships which encourage teachers to visit with their classes.

What happened next?

This programme was a legacy from the *Art of Faith* exhibition at Norwich Castle in 2009. Each year since that exhibition, RE specialist Kathryn Wright and Colly Mudie, head of Norwich Museums learning team, have worked with student RE teachers from the University of East Anglia. This was the first time that the programme was delivered to practising primary school teachers. The model proved to be very effective and plans have been made to repeat it next year.

“one of the best courses I’ve been on as it’s allowed me to reflect on my own beliefs and practice”

“it was excellent to be able to use the museum to seek out items and then use them to inform discussion and further work”

7 INFORMAL LEARNING

This area of provision continues to expand and covers many different types of activity aimed at many different kinds of audience. The vision is to provide a changing programme of events which enriches the visitor experience, deepens engagement with collections and encourages visitors to return.

In the area of adult learning, NMAS benefits from being part of Norfolk County Council’s Department of Community Services alongside Adult Education and this has fostered strong partnerships between the two services. These include the development of adult education courses on Numeracy and Skills for Life using our collections as inspiration for learning. The ongoing development of the Norwich Castle Study Centre, home to the majority of our reserve collections, supports adult learning and is used by a range of community groups and individual researchers.

Complementing the year-round family-friendly resources outlined in the Chapter on Early Years (pg 11), our programme of holiday and weekend activities and events offers great opportunities for **family learning**. Examples in 2012-13 include:

- Large-scale event days at Gressenhall Farm and Workhouse, such as *Apple Day* and *Village at War*, supplemented by its *Days with a Difference* programme, designed to enhance the on-site experience on a regular basis
- Themed days during the school holidays across our sites, such as *Mammoths and Monsters* at Cromer Museum and *Archaeology Day* at Lynn Museum
- Events connected to national campaigns such as *Museums at Night* (attracting over 4,000 visitors across our sites in 2012) and *The Big Draw*.

“Fabulous. I really enjoyed the tour and we’ve managed to see all three museums and seen history in a different light... we’ll definitely be back.”

Visitor feedback for Museums at Night 2012 events, Great Yarmouth Museums.





CASE STUDY 1

Adult Learners' Week at Norwich Museums

- Developing learning opportunities for adult learners
- Using curatorial specialism to deliver learning

Who was it for? Adult learners

What we delivered:

Adult Learners' Week gave visitors the chance to find out about collections and current exhibitions across the Norwich Museums sites. Events were presented in a variety of formats including drop-in, hands-on, discussion and formal talks, so that they appealed to as wide an audience as possible.

Many of the events used curatorial expertise. For instance, natural history curator, Dr David Waterhouse, gave an illustrated talk and handling session at the Norwich Castle Study Centre called '100 Million Years of History Beneath our Feet'. The event looked at Norfolk's geological past – from chalk to mammoths. Across the city at Stranger's Hall, learners explored Elizabethan Norwich through the portrait of Elizabeth Buxton and embarked upon a Norwich Textile Trail with curator Cathy Terry, which took in the recently restored Jacquard loom at the Bridewell Museum.

Who benefited?

Events were led by NMAS curatorial and learning staff who shared knowledge and expertise to enable visitors to enjoy high-quality learning experiences. 'In-house' delivery by museum staff meant that Adult Learners' Week generated income through admission charges and indirect spend.

“ Watching the loom in action really makes you appreciate how hard it must have been it would have been for these weavers ”

“ So much information given ... I was previously unaware. Shame it finished so soon! ”

“ I liked the samples and the way we could handle the work ”

Many workshops were pre-booked as numbers were deliberately limited. These smaller, controlled groups were able to explore particularly delicate artefacts and study collections in more detail; an opportunity which was commended in subsequent event evaluations. Over 200 adults attended Norwich Museums during Adult Learners' Week and several events were fully booked to capacity. Evaluation was very positive.

What happened next?

Adult Learners Week gave us a platform from which to launch our new Norwich Museum's Adult Learners' Programme. It also allowed us to consult potential learners about the future shape of our programme and to gather details of potential learners for marketing future events. As a result, subsequent learning events have been fully booked.

CASE STUDY 2

From Prison Cell to the Dock: Guided tours of Norwich Shirehall Courtroom

- Exploring new learning opportunities

Who was it for? General public

What we delivered:

Work started to restore Norwich Shirehall courtroom to its former glory eighteen months ago. The work, funded by Norfolk County Council, is now completed, and the learning team has begun to explore ways in which we can use this fantastic space at the heart of the Norwich Castle Study Centre.

The re-development has provided a unique opportunity to follow the route taken by prisoners from the Castle prison. Therefore, our first development has been to offer guided tours for the general public.

We begin the tour in the Castle with an introduction to its 500-year history as a prison, including the prison buildings and an explanation of the panopticon design by which prisoners' behaviour was controlled through continuous surveillance. Visitors are taken down a spiral staircase and along the damp and dark tunnel which took prisoners to the courtroom.

Once inside the courtroom, we give an account of the trial of murderer James Blomfield Rush, who was sentenced to death



“ A very interesting tour told in an animated way about Rush’s trial, which made the experience even more real ”

in this court in 1849. Using a historical example helps us to bring the courtroom to life and make sense of the courtroom space. Visitors are encouraged to explore the courtroom, sit in the Judge’s chair, ask questions and consult a selection of nineteenth century images and documents.

Who benefited?

Evaluation forms from pilot Courtroom Tours have been unanimously positive.

What happened next?

Shirehall Courtroom tours are on-going and, following a successful press tour, have been featured in a range of local media.

We are in the early stages of realising the full potential of this space. The atmospheric courtroom is perfectly complemented by historical records which give detailed accounts of trials. This material offers fertile ground for us to develop dramatic and interactive trial re-enactments to support both formal and informal learning. In addition, the courtroom re-development provides new commercial opportunities, such as a location for film and TV companies and even a wedding venue!



8 YOUTH ENGAGEMENT

The appointment of four youth engagement officers working across the service has been a key development in 2012-13. The youth engagement officers build upon the service’s strong track record of working with children and young people outside formal education. We have worked in partnership with other service providers to reach disadvantaged groups such as young offenders and children in care. Feedback from our partners and, most importantly, from young people themselves shows that our museums offer safe and inspiring spaces to support the learning and personal development of vulnerable young people.

The new posts have also helped to attract young people to our museums. Greater capacity has allowed us to develop youth fora which allow young people to take a lead throughout the service. These fora develop imaginative events designed to appeal to their own age groups, and evaluate existing services to see if they can be made more appealing to a younger audience.

CASE STUDY 1

Arts Award at Lynn Museum and Thetford Ancient House Museum

- Delivering key Arts Council England targets
- Exploring new ways of working

Who was it for? Young people’s groups, extended schools.

What we delivered:

The national Arts Award scheme is a recognised qualification designed to support young people who want to deepen their engagement with the arts. From September 2011 to April 2012 we piloted different ways to deliver Arts Awards in museum settings. We ran six successful schemes, including three Bronze Award programmes.

The programmes incorporated different creative approaches to our collections. A pilot ‘Discover’ Arts Award with our after-school History Club gave young people the chance to explore museum collections and identify different art forms. They experienced art activities inspired by our collections, interviewed our curator, and shared their experiences with friends and family.

One ‘Explore’ Arts Award pilot built Arts Awards into our exhibition programme. A group of young people from Kings Lynn engaged with five paintings from the stored collections at the Lynn Museum. They explored the paintings through a variety of art forms and chose their favourite. Their favourite painting, and their artistic responses to it, formed part of a temporary exhibition at the Lynn Museum.



“ What I have gained most is confidence. I can do things now which I wouldn't even have tried before ”

Who benefited?

The delivery of Arts Awards is one of Norfolk Museum & Archaeology Service's key Arts Council England targets. Until recently, Arts Awards have tended to be delivered by arts organisations. NMAS is in the forefront of developing different models of delivery for the museum sector.

Arts Awards' structured and accredited award system offers a great incentive for young people to explore collections through project work. They give a clear, focused framework which helps young people to engage with museums and promotes co-creation.

Well over one hundred young people have participated in our Arts Awards programmes so far. Evaluation shows these young people have gained in confidence and learned new skills.

What happened next:

We have used our experience to

- mentor other organisations: Melissa Hawker, learning officer at Thetford and Kings Lynn, has supported a number of organisations in developing Arts Awards programmes, including the Natural History Museum.
- develop new Arts Awards programmes. We have piloted 'Bronze Arts Award in a Week' summer schools and run silver level awards with our Teenage History Club. In addition, we have supported local primary schools' Artsmarks programmes by delivering museum-focused Arts Awards and provided work-shadowing opportunities for young people to complete Gold Arts Awards.
- work in partnership with Norfolk Library and Information Service to pilot sustainable Discover Arts Awards using the existing Libraries' 'Summer Reading Challenge' and Museums' School Holiday Programmes.

CASE STUDY 2

Destinations: Vauxhall Links bridge project at Great Yarmouth

- Using museums to inspire excluded young people
- Partnership with other learning providers

Who was it for? Young people not in education, employment or training (NEET)

What we delivered:

Looking at the past really can make a difference to the future. This innovative partnership project helped a group of young learners to explore the history of their town and develop both engineering and job readiness skills.

Destinations was co-ordinated by learning staff from Time and Tide Museum as part of *Vauxhall Links - All Our Stories*, a community project celebrating the rich transport history of Great Yarmouth (part of the Heritage Lottery Funded restoration of the Vauxhall Bridge in Great Yarmouth).

Eight foundation learners aged between 16 and 18 came to us from Include (an educational charity which helps vulnerable young people to access education) and mental health charity MIND. Over a period of two months the young people researched the history of Great Yarmouth's bridges. This included the infamous suspension bridge disaster of 1845, in which 79 people died as they crowded onto the bridge to watch a circus publicity stunt – a clown being towed down the river in a barrel by a flock of geese.

Using this sobering case study as a starting point, the group worked with Nexus, a local engineering training company, to explore the science behind bridge-building. Once they had understood basic engineering principles they made their own model bridges. They tested and re-tested their bridge designs using progressively challenging materials and techniques.

Who benefited?

We wanted the benefits of the project to be as broad as possible. The young people learned a range of engineering skills: they measured tensile strength and used specialist machinery, such as a laser cutter and 3D printer. The group used these skills to help to make 3D computer modelled replicas of the Vauxhall Bridge and Great Yarmouth suspension bridge.



In addition, we made sure that *Destinations* helped young people to gain qualifications. Four participants completed their Explore or Bronze Arts Awards and the project contributed to the 'Team Work and Work Experience' modules of their Learning4Life course.

“ I love coming here, I hated it the first couple of weeks ” Young person's feedback.

The process of designing, testing and re-testing bridge models has promoted patience and perseverance. The group showed commitment and enthusiasm despite early reservations. One of the girls involved in the project has since started a level one training course at Nexus Engineering.

What happened next?

The models will be exhibited at Great Yarmouth Library in September 2013 and one of the model bridges has been selected for display in *Super Models*, an exhibition of models at Time and Tide in 2014.

The project allowed Time and Tide Museum to develop strong relationships with Vauxhall Links, Include, Mind and Nexus Engineering. These will form the basis of future youth engagement projects.

CASE STUDY 3

Skin2: On the street at Norwich Castle Museum & Art Gallery

- Engaging and co-creating with young people
- Attitudinal change

Who was it for? Young people aged 16 – 24 years old

What we delivered:

Despite pouring rain and snow, almost two hundred young people visited Norwich Castle Museum on 9 March 2013 to take part in *Skin2*, a museum event for young people.



Skin2 was devised and run by our young events team, a group of ten young volunteers. The team chose the theme to link things which interested them to Norwich Castle Museum's collections.

The event built upon the success of our first *Skin* event which focused on the decorative and biological aspects of skin and incorporated; a pop-up tattoo studio with live tattooing; taxidermy demonstrations; vintage furs from the Costume and Textile Collection and a giant Operation game!

Skin2: On the street kept the *Skin* branding but changed the theme to focus more closely upon

urban culture. An action-packed event saw many galleries put to unusual uses. We encountered parkour (street gymnastics) in the Keep, a fashion photo shoot (in conjunction with Norwich Fashion Week) in the Bird Gallery and live-tattooing in the Timothy Gurney Gallery. Norfolk Medieval Graffiti Survey led Castle Keep graffiti tours and there was fabric-style body painting and screen printing. One highlight of the day was a Secret Walls street art battle between Norwich and Birmingham.

Who benefited?

The *Skin* events have changed perceptions on all sides: young people, 'traditional museum visitors' and museum staff. They have shown that it is possible to hold museum events for particular groups without alienating other visitors.

The young event team worked hard to ensure that the event did not exclude any group and provided activities and interest for all ages.

The event was very well attended despite the poor weather and feedback was overwhelmingly positive. Young people said they received a warm welcome and did not feel uncomfortable or out of place just hanging out in the castle. At the end visitors were asking about *Skin3*, with our partners saying "see you next year".

What happened next?

The young event team have used the experience of developing and running *Skin2* as part of their portfolios for their silver Arts Awards. They spoke at the Young People in Museums conference in Cambridge and, as a result, four museums have expressed a desire to copy the *Skin* concept. Three young volunteers were given a Marsh Award at a ceremony in London in July 2013 for their work on the first *Skin* event in 2012.

Young people are increasingly involved in co-creation across the Museums Service, with active youth forums established in Norwich, Western and Eastern areas.



“ brilliant day – stayed all day – fantastic atmosphere – outstanding workshops – I watched the interaction of family, volunteers, all seemed so positive. ”
Unexpected, but welcome, praise from a lady in her early 60s.

9 INCLUSION

Our ambition is to offer learning opportunities which are open to all. We are actively seeking to address issues of access which are specific to Norfolk, particularly around rural isolation and an ageing population.

In 2012-13 our outreach officers continued to meet the needs of **rurally isolated** and hard-to-reach groups. The Fens Museum Partnership, led by Lynn Museum, which aims to develop skills and resources in museums in the Fenland area, remains an important mechanism for the delivery of activities and projects in remoter areas of the county.

One of Norfolk County Council's priorities is to *"support older people to live independent lives."* The county has an **ageing population** and older people living in rural communities are at risk of isolation. NMAS staff deliver tailored services for older people that place value on their experiences and increase social engagement. The museums work in partnership with NCC colleagues and independent providers such as AgeUK. Staff have developed specialist skills to deliver reminiscence sessions in care homes and have led intergenerational projects to create positive links between young and old people to improve understanding between the generations.

Our **Disability Access Advisory Group** meets with staff regularly to make recommendations for improvements of our events, displays and interpretation. For 2012-13 this group played a particularly important role in advising on the major Bridewell Museum redevelopment to ensure an inclusive approach to the new displays and resources.

The service has considerable experience in working with Norfolk's **ethnic minority communities**. Gressenhall Farm and Workhouse for instance has formed a positive ongoing relationship with the Gypsy and Traveller communities who co-deliver sessions for school groups and the public to encourage understanding between the Traveller and settled communities.

CASE STUDY 1

Mardle at the Museum: Local history at Cromer museum

- **Engagement with adults through reminiscence**
- **Sustainable events programming through supporting volunteer development**

Who was it for? Older people

What we delivered:

The Mardler group at Cromer museum was first established as part of a programme of informal reminiscence sessions to develop a community archive (to 'mardle' means to talk or chat in the Norfolk dialect). We wanted to reinvigorate the programme, moving away from the original purpose of establishing an archive and towards a self-sustaining volunteer group which provides regular educational and reminiscence sessions for older people in the local community.

The community archive created during our original Mardle programme contained many local photographs. These images generated a lot of interest amongst our Mardlers, some of whom expressed an interest in using them to give talks at our monthly meetings. We decided to build on this interest by planning a series of local history talks as part of the Mardle sessions for 2012-13. Talks were given by staff members, invited speakers and, significantly, by some of our Mardlers.

The response was very positive. Numbers attending the monthly sessions increased considerably and more of our Mardlers became interested in giving talks about local history as they remembered it. As momentum grew, our Mardlers began to suggest new subjects for talks and one of our volunteers has taken responsibility for planning and organising the talks series.

Who benefited?

Older people in our local community enjoy a regular monthly meeting where they can share memories of Cromer, participate in discussions and learn more about Cromer's past. Over the past two years, average attendance has increased from 19 to 27.

The museum has developed closer links with the local community and has benefited from a wealth of material and information donated to our archives.

What happened next?

Our Mardle programme is well attended, self-sustaining and led by members of our local community.



CASE STUDY 2

Foster carer and adoptive family events at Gressenhall Farm and Workhouse and Norwich Castle Museum & Art Gallery

- Fulfilling our role as corporate parents
- Partnership with Norfolk County Council departments

Who was it for? Foster and adoptive families

What we delivered:

Norfolk Museums are home to marvellous collections and settings. However, our museums are more than that, they also offer safe and neutral spaces in which people can meet. For a number of years, museum learning staff have worked in partnership with Norfolk County Council's Fostering and Adoption Services to support foster and adoptive families through special events.

I'm in the Workhouse – get me outta here! at Gressenhall Farm and Workhouse

In July 2012, three hundred people from foster and adoptive families attended a family fun day at Gressenhall. In this case 'fun' meant some hard work as children and grown-ups were tasked with learning the skills needed to get out of the workhouse!

Families cleaned the farm house, washed clothes in the laundry and set the table for rich people in the workhouse boardroom. They hunted for the keys to open the workhouse gates, made disguises to help escape and built dens in the woods. After all the hard work, everyone relaxed with a free ice cream from the café.

Dragons and Fairies at Norwich Castle Museum & Art Gallery


In March 2013 Norwich Castle Museum was transformed for a day of dragons and fairies for foster families. Two hundred and fifty foster carers and their families attended a jam-packed event.

To Whom it May Concern,

Upon the enquiry of the CHARACTER of _____

The bearer of this letter is found to be a person of honest and humble character, who can read and write and is able in arithmetic, is tidy and clean with a civil manner, by nature an early riser and a prudent and industrious worker.

They have ...

helped with the workhouse washing	written on a slate in the schoolroom	helped with the jobs in the farmhouse	made a shelter in the woods
made a disguise	won a Victorian game	learned how to set the table with Mr. Scraggs	

They are hereby given permission to leave the workhouse



Families listened to storytelling and made their own magic wands. They had the chance to meet a large dragon named Spike and learn some dance moves from Holt Ridge Morris who took over the Rotunda. A buffet provided by the café offered sustenance and there was even a space for teenagers just to 'chill' and watch a film. The day ended with a wonderful show by the Fools puppet theatre.

Who benefited?

These events offered a relaxed and informal day out for foster

and adoptive families. Fostering and Adoption Services staff were on hand to offer advice, or just talk to carers, and there were opportunities for experienced foster carers to meet old acquaintances or chat with new carers.

This was also a chance for fostered children to meet siblings. One family of four brothers fostered with different carers was able to meet together at Gressenhall for the first time in almost a year.

Colleagues from all over Norfolk County Council showed their kindness by offering a marvellous range of things to fill goody bags. As children left at the end of the day, the general consensus was that they had had a 'terrific' and 'busy' time.

What happened next?

Plans are afoot to repeat these successful events. NMAS works with looked after children in a number of ways. As well as these large-scale events, we run summer schools and focused projects for smaller groups. Looked after children and their families are given free admittance to all Norfolk Museums.

“... a day to remember for the rest of our lives.”

One foster carer summarised the relaxed atmosphere.

CONTACTS AND ACKNOWLEDGEMENTS

Norwich Museums Learning Manager

(Norwich Castle Museum & Art Gallery, The Bridewell Museum, Strangers Hall)
Colly Mudie, 01603 493662, colly.mudie@norfolk.gov.uk

Western Area Museums Learning Manager

(Gressenhall Farm and Workhouse, Lynn Museum, Ancient House Museum)
Jan Pitman 01362 869260, jan.pitman@norfolk.gov.uk

Eastern Area Museums Learning Manager

(Great Yarmouth Museums – Time and Tide Museum, The Elizabethan House, Tolhouse Museum, Cromer Museum)
Colin Stott, 01493 743931, colin.stott@norfolk.gov.uk

www.museums.norfolk.gov.uk/Learning

Each museum has its own facebook and twitter accounts. You can link to these from the central NMAS facebook and twitter accounts:

 @Norfolk Museums

 www.facebook.com/NorfolkMuseums

Norfolk Museums & Archaeology Service (NMAS) is a multi-award winning service comprising ten museums and a study centre. NMAS is a partnership between Norfolk County Council and Norfolk's District Councils funded through council tax, earned income and grants. The service gratefully acknowledges this support.

 Norfolk County Council
at your service

Borough Council of
King's Lynn &
West Norfolk 

 Breckland
COUNCIL

 GREAT YARMOUTH
BOROUGH COUNCIL

 NORWICH
City Council

 Broadland
District Council

 South Norfolk
COUNCIL

 NORTH
NORFOLK
DISTRICT COUNCIL

As one of only 16 Major Partner Museums in England, NMAS also receives substantial investment from Arts Council England which supports, among other things, the activity described in this report.

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