

The British
Museum

Visiting the British Museum with Key Stage 1



Key Stage 1 students
Studying objects in Room 25

Guide for teachers
Key Stage 1

Museum information

The British Museum

Galleries

Charges

Booking a visit

Taught sessions

Museum staff

Travelling to the Museum

Facilities at the Museum

Learning links

History

English

Mathematics

Art and design

Geography

Before your visit

Structuring your visit

Suggestions for visit themes

Planning a visit

Preparatory activities: Buried treasure, Museum dictionary, Museum stars

During your visit

Visit activities: Inspired to create, In the past, Around the world

After your visit

Follow-up activities: Make a museum, Ancient object roadshow, Museum song

Additional information

Museum information

The British Museum

- The British Museum is a large national collection of objects from around the world.
- Objects on display date from ancient times to the present day.

Galleries

- There are over 50 public galleries across a lower, main and upper floor.
- All galleries are numbered and locations are shown on a free Museum map available in the Great Court.
- All galleries are fully accessible.
- Objects are displayed in wall cases, free-standing cases and on plinths.
- None of the objects in the galleries may be touched.
- Groups may spend as long as they wish in a gallery and may move freely between different parts of the Museum at a pace which suits them.
- Photographs of objects or your students may be taken in all galleries and public spaces at the Museum (the only exception is in special exhibitions).

Charges

- There is no charge for visiting the British Museum galleries.
- There is no charge for using the facilities in the Schools Lunch Room.
- There is usually a charge for attending a taught session.
- Pre-booked education groups may go in to special exhibitions free of charge.

Booking a visit

- Pre booking is needed for a visit to the Museum.
- Pre-booking is needed to ensure use of the School Lunch Room facilities.
- Pre booking should be done through the British Museum Ticket Office

By post: Ticket Office, British Museum, Great Russell Street, London WC1B 3DG

By telephone: 020 7323 8181

By email: tickets@britishmuseum.org

Visiting the British Museum with EYFS

Taught sessions

- The Museum offers a number of taught sessions for Key Stage 1 students. Details of these sessions can be found on the Learning pages of the British Museum website.

Museum staff

- All teaching staff working with students during a pre-booked taught session are CRB checked to enhanced disclosure level.
- There are Visitor Services staff in all public spaces who can be approached for directions around the Museum, to report a lost child or to contact a first-aider.

Traveling to the Museum

- The Museum has two main entrances – one at the front on Great Russell Street and one at the back on Montague Place.
- Coaches can drop off and collect at the Museum's Montague Place entrance.
- The nearest London Underground stations are Tottenham Court Road, Holborn and Russell Square.
- The following buses stop near the Museum
1,7,8,19,25,38,55,98,242 stop on New Oxford Street
10, 14,24,29,73,134,390 stop on Tottenham Court Road (northbound) and Gower Street (southbound).
59, 68, X68, 91, 168, 188 stop on Southampton Row.

Facilities at the Museum

- School lunch area with long tables and benches.
- Cloakroom facilities for coats, bags and lunch boxes in School Lunch Room.
- Student toilets in School Lunch Room. There are also public toilets in the Great Court.
- Water fountains in School Lunch Room.

Learning links

A visit to the British Museum can support learning in the following areas.

History: learn about people's lives and lifestyles, use sources of information to help them ask and answer questions, learn how the past is different from the present, e.g. What can we find out at a museum? How is people live/travel/cook/make music in the past?

English: speak confidently and listen to what others have to say, begin to read and write independently and use language to explore personal experiences and imaginary worlds, e.g. What signs are there at the Museum? How do I know what the objects are? What did I see at the Museum? What do I think the Museum is like at night?

Mathematics: learn about mathematics through practical activity, exploration and discussion, count, read, write and order numbers to 100 +, learn about shape and space, e.g. What can I count at the Museum? What shapes/colours/patterns can I see?

Art and design: develop creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes, use colour, shape and space and pattern and texture to represent their ideas and feelings, e.g. What can I see at the Museum to help me be create my own art? What colours/shapes/designs have been used to decorate objects?

Geography: find out about the wider world and ask questions about people, places and environments, e.g. Where do the objects in the museum come from?

Science: observe and ask questions about materials, collect evidence to answer questions, share and communicate ideas, e.g. What are Museum objects made from?

Personal, health and social education: learn the basic rules and skills for keeping themselves healthy and safe and for behaving well, e.g. How can I keep myself and others safe at the Museum? How can the Museum help me learn?

Before your visit

Structuring your visit

When planning a visit think about the themes which you would like to run through the visit and, in particular, how work before will support what the students do on-site and how information collected during the visit could be used afterwards.

An example of how you might structure a visit is given below.

Before the visit

Introduce any concepts or themes which the students will be working with at the Museum. For example, there may be particular vocabulary that the students will need to understand when they are at the Museum e.g. Great Court, galleries, forecourt, objects, display cases.

Explain what the students will be doing during the visit. This may include experiences they will have in the Museum, the type of objects they will be looking at, how they will be collecting information and what they are doing to do with this information after the visit. For example you may be asking the students to look at the African masks on display in Room 25 to collect ideas about the shape, materials and colours used to make the mask before they make their own mask back at school.

During the visit

The Museum has space for whole classes to gather so you may want to include times to speak to the whole class and the accompanying adults during the visit. Decide how the students are going to collect information e.g. drawing, taking photographs, talking about the objects with the group leader scribing student comments.

After the visit

Plan the activities which the students will undertake using the information collected during their visit. For example, an opportunity for the students to reflect on and talk about the visit and their experience of using the Museum as a learning environment, a making activity inspired by the Museum objects they saw, sharing their experience with other students through an assembly.

Suggestions for visit themes

The Museum galleries and spaces can be used in many different ways. A few examples of themes which can be investigated during a visit to the Museum are given below.

- How are things made – materials used, materials from the environment, material suitability.
- New places, new experiences – using a museum to learn, exploring new places.
- Buildings – what happens in a museum, what are the features of a museum, how is the museum the same and/or different to a house/shop/school?
- Our world – using the Museum to find out about other countries, using the Museum to think about how people around the world are the same/different.
- Now and then - direct comparisons between nowadays and an ancient civilization.
- Signs and symbols - language in the environment on signs, labels, maps, leaflets.
- Artistic inspiration – using the Museum collection to look at how other people have created artistic objects and using these objects as inspiration for creating your own art works.

Planning a visit

When you have decided what theme you would like to explore during your visit, such as colour or maths, to the Museum you can start to plan out the before, during and after activities. Planning sheet (1) is an example of how you can plan the different parts of the visit and what will happen on each occasion. Examples of different before, during and after activities are given throughout this guide or you may want to create your own set of activities appropriate to the needs/levels of the students you are working with.

Share the planning with the students so that they know what activities they will be doing during the visit and why.

It is also useful to plan what you, the students and any adult helpers will be doing. For example if you have parents working with some of the students during the visit you may want to invite them to take part in the preparatory and follow-up work. Using Planning sheet (2) enables you to decide what role you would like the different groups of people to take, it can highlight where you may want to include accompanying adults in preparatory work so that they have a good understanding of what the students will be doing or where you may need to organize a particular stage of the visit around available adults. You may also want to note any particular requirements amongst the students or adults (such as mobility needs or supervision ratios) which will affect the visit.

As part of your planning assess any potential risks involved in making an off-site visit with the students. This risk assessment will reflect the particular needs of your group and will need to be completed in line with any institutional guidelines you are expected to follow.

The Museum has information available which you may find useful when planning your visit and completing your own risk assessment.

www.britishmuseum.org/visiting.aspx

The Museum offers free twilight visit planning sessions once a term for teachers who are planning to bring a group to the Museum. Full details of these sessions can be found at http://www.britishmuseum.org/learning/schools_and_teachers/teacher_courses.aspx

Planning sheet (1)

Theme of visit

Before the visit

During the visit

After the visit

Planning sheet (2)

	Group leader	Students	Adult helpers
Before			
During			
After			

Any additional requirements

Preparatory activities

Preparatory activities will prepare the students for their visit to the Museum. Some examples of preparatory activities are given below.

Buried treasure

Explain to the students that a Museum is a building which displays objects from the past. These objects are often buried in the ground (by accident or on purpose) and found many years later. Explain that some objects from the past have not survived because the material they are made from does not always last. Bury a selection of materials so that the students can investigate what happens to different materials over time.

Museum dictionary

Select a set of words which the students will be hearing/using during the museum visit, e.g. gallery, museum, object, old, ancient. Discuss what each of these words means. The words can be put on display in the classroom to form a visual museum word bank, written up with a short definition to create a museum dictionary or set as spellings.

Museum stars

Talk to the students about what behaviour will help them to keep safe and learn at the Museum. Remind the students about the do not touch rule at Museum and why this is necessary to help protect the objects. Individually, in pairs or in small groups ask students to think of some examples of museum star behaviour and record them on the *Museum stars* sheet. These sheets can then be shared to create a set of class stars which the students will aim to follow on the visit. Students could be made monitors for a particular star – making sure that they model this behaviour at all times and congratulating other students when they see them following this star at the Museum.

Buried treasure

What was buried?	Where was it buried?	How long was it buried?	What happened to it?

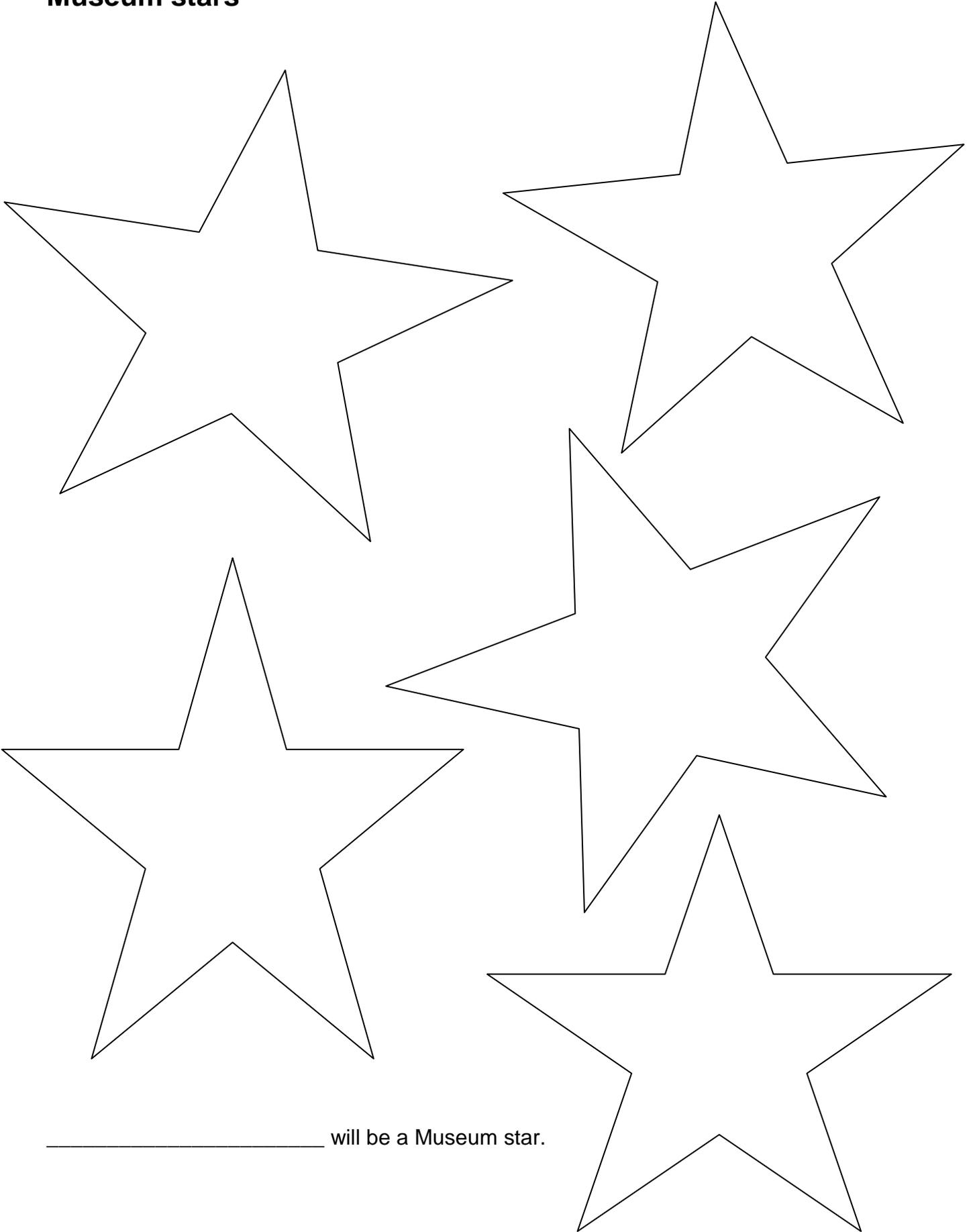
This experiment was carried out by _____.

Museum dictionary

Museum word	What does it mean?
gallery	a room with lots of objects in it.

My favourite museum word is:

Museum stars



_____ will be a Museum star.

During your visit

Visit activities

Below are a few examples of activities which you can do during your museum visit with an indication of what you might do before and after. The accompanying sheets are designed to be filled in by the adult working with each group. There is space to record the names of the students in each group on the sheet so that they can review the information they gathered afterwards. The sheets are offered as suggested support for the activities and can be adapted in terms of layout and level of content according to the needs of the students.

Inspired to create

The Museum contains examples of many different art forms. This activity can be adapted to the particular art form you would like the students to focus on.

Before: introduce the idea of collecting inspiration from the Museum. Explain that ever since the Museum opened over 250 years ago people have come to look at the objects and collect ideas for their own work. An example is the work of Henry Moore inspired by the Museum's ancient Greek Cycladic figures. Look at some objects and talk about how they provide inspiration and how the students could record this by drawing the outline shape of the object or copying part of the object design which they find particularly interesting.

During: move around the Museum looking for different examples of objects which represented the chosen art form e.g. clay work, woven pieces, painted objects and record ideas on the *Inspired to create* sheet which encourages the students to look at three different examples of the chosen art form and record something they find interesting about each example e.g. the shape, a particular part of the decoration, the colours used.

After: use the ideas collected in the Museum to inspire the students to create their own art work e.g. a clay pot inspired by shapes and incised decoration seen on Museum pots.

Visiting the British Museum with EYFS

In the past

The Museum contains objects from over 2 million years of human history. These include many objects from everyday life such as ancient Egyptian furniture, ancient Mesopotamian musical instruments and numerous statues and reliefs showing the clothes worn by people in the past. This activity asks students to find examples of things we use today and find out what they looked like in the past.

Before: discuss the range of objects we use in everyday life. You may want to focus on a particular theme such as clothing, writing tools, cooking, eating and drinking or jewellery. Decide on three objects which the students will be looking for in the Museum and record these in the first three boxes of the *In the past* sheet. This first box may include an observational drawing of an object such as a modern dress, shoes, cup or necklace made by the student or they could cut out appropriate pictures from magazines/catalogues to stick in the first box. To ensure that students can find an object to compare you may wish to pre-select a theme which is well represented in the Museum's collection or provide a list of items from which the students can select three they would like to look for.

During: as the students move through the galleries they should look for an example of each object on the sheet and record the ancient example in the appropriate box. The ancient object may be recorded through observational drawing or an accompanying adult could take a photograph of the object which can be printed out at school and stuck in the appropriate box by the student. You may wish to provide the accompanying adults with a set of galleries where they will find appropriate objects e.g. the Roman Britain gallery (Room 49) contains lots of cooking and eating utensils, or allow students to collect from across the Museum, bearing in mind that this means that examples will come from different times and countries.

After: ask the students to review their three modern objects and decide what is the same and what is different about the examples from the past. Students can either create similar and different sentences for their own objects or the sheet can be cut up so that a group of students who all found an ancient cup could compare their ancient examples.

Visiting the British Museum with EYFS

Around the world

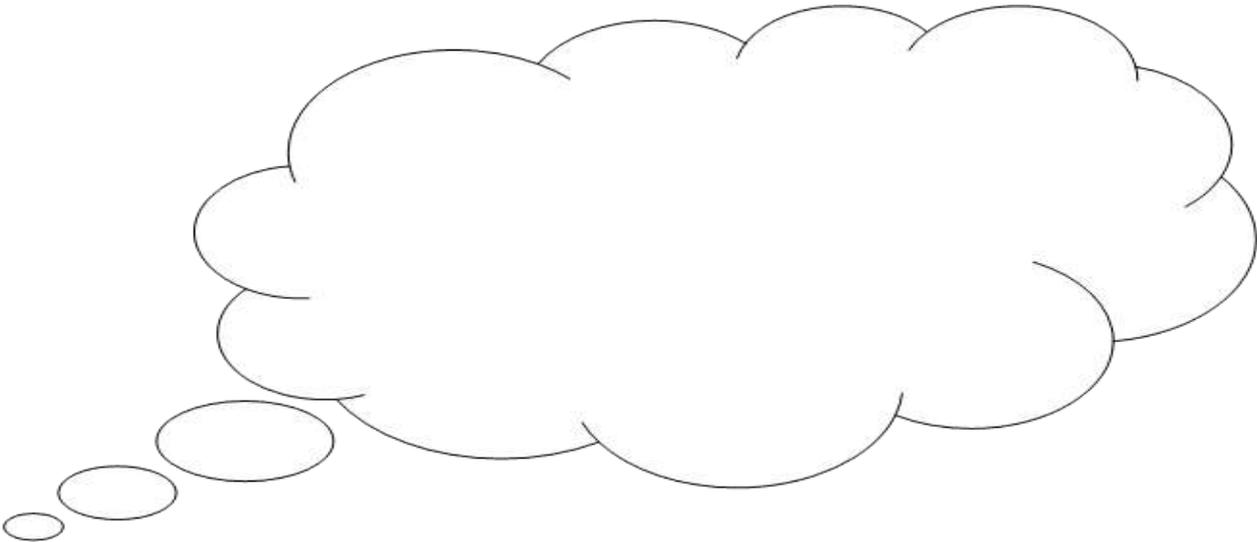
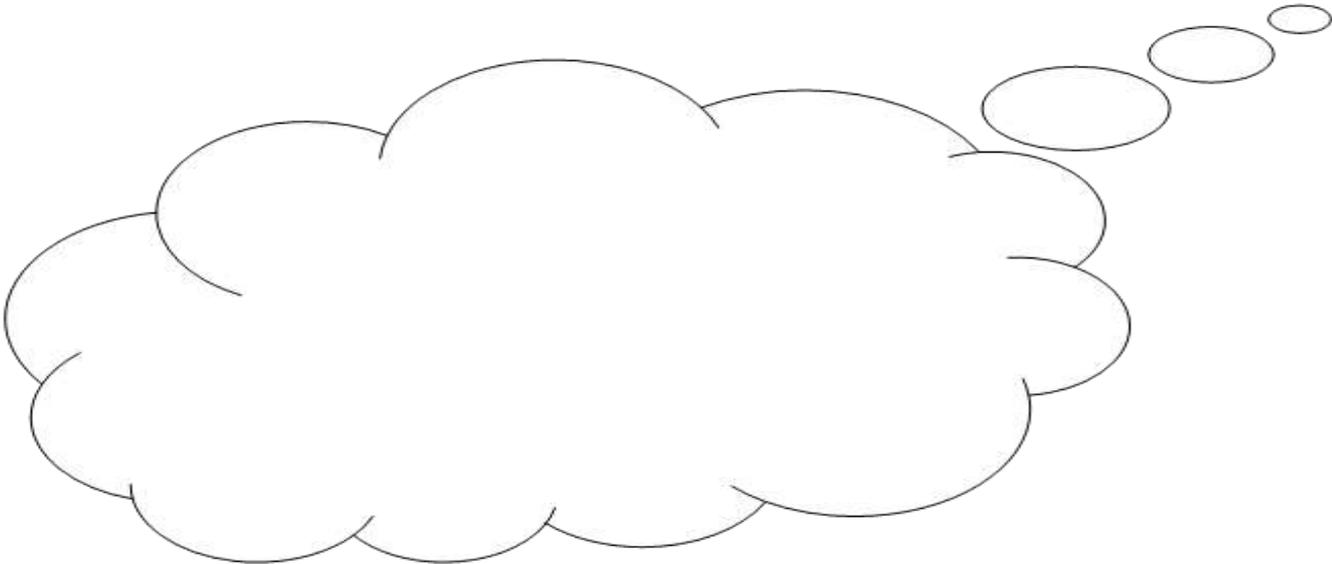
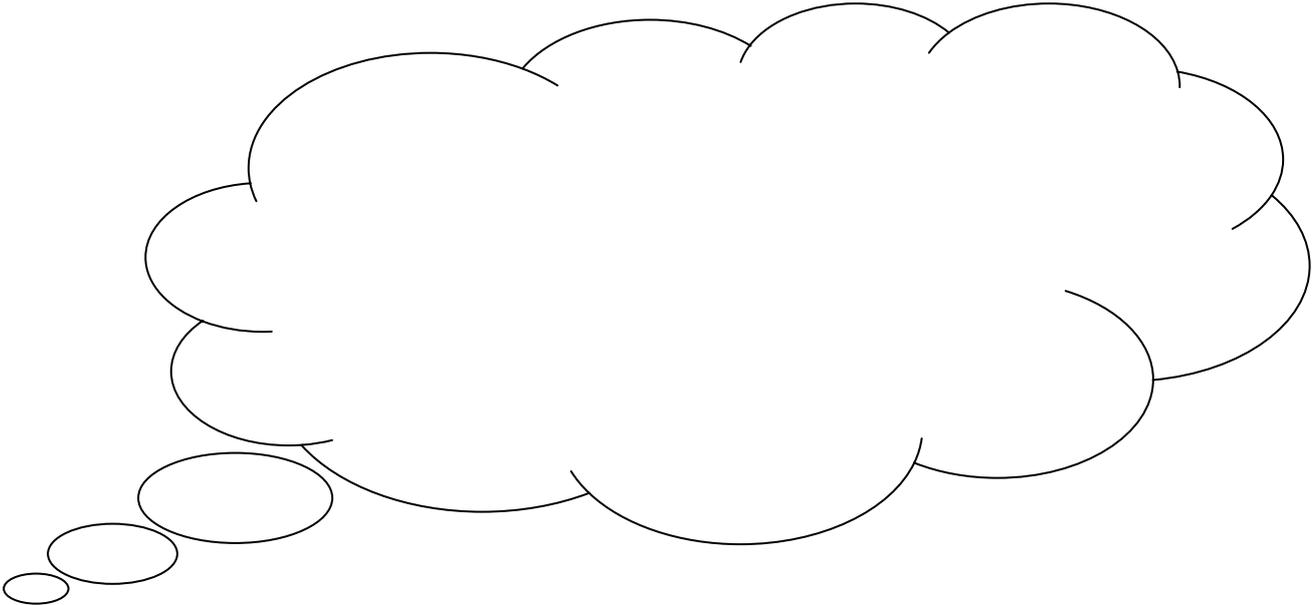
The Museum has objects from around the world and the collection is mainly organized by culture and geographical region. Students can look at objects which represent different people from across the globe or focus on a particular area such as Africa, China or Europe.

Before: look at a world map and discuss how humans divide the world up into countries and continents. Locate Britain and look for other places which students may have heard of, visited or have a link to. Explain which part of the world students will be looking for at the Museum or how the Museum objects have been collected from across the world and the students are going to spot where they come from as they look round the different galleries.

During: using either a single region or world sheet record objects the students find from different parts of the world.

After: use the objects recorded on the sheets as a starting point for creating a classroom collections of world objects of objects from a particular place. The single location sheet has been designed in a shape which means the work of individual's can be cut out and stuck together to create a honey-comb shaped class display.

Inspired to create



This inspiration was collected by _____.

In the past

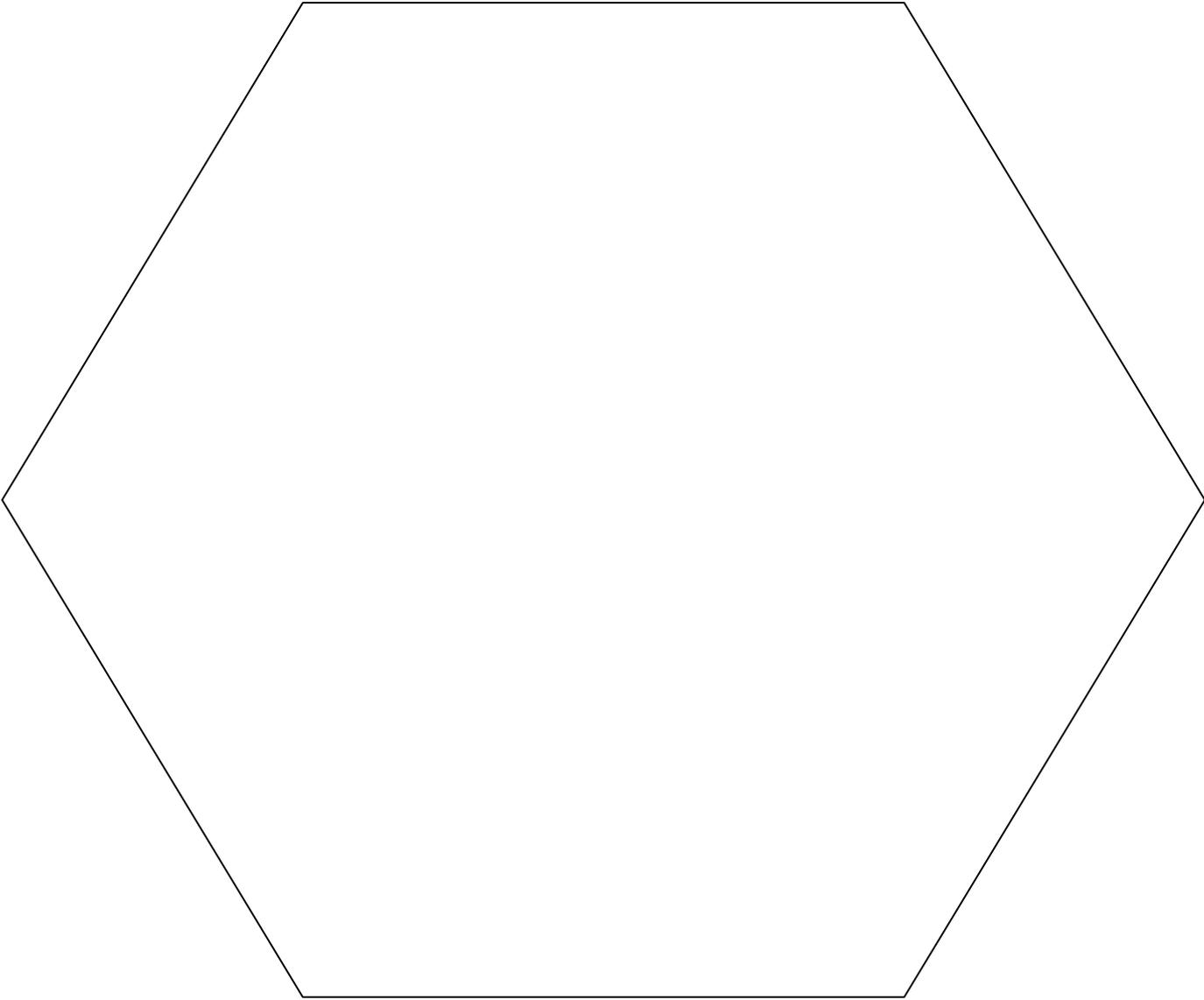
now	then

now	then

now	then

These objects were recorded by _____.

Around the world



These objects from _____ were found by _____.

Around the world



These objects were found by _____.

After your visit

After the visit give the students time to reflect on their time at the Museum. Each of the activities discussed in the 'During your visit' section of this guide has a specific suggested follow-up activity which builds on information gathered during the visit. Below are more follow-up ideas based on the experience of going to a museum.

Make a museum

Choose a theme for your museum such as 'My favourite toy' and could involve school or homeobjects. Alternatively provide the students with a group of 'old' objects and ask them to arrange them as a display adding written information as appropriate to the level of the students. The home corner area could be set up as a museum or a museum shop.

Ancient object roadshow

Using a replica museum object, students research and then present the object to the class in the role of a TV expert. Don't forget to say how much it might be worth!

Museum song

Create your own museum song to the tune of *The Wheels on the Bus*. Sing the verses below and then create some more. This is a perfect activity to share in assembly.

The British Museum is very big, very big, very big.

The British Museum is very big.

On the word 'big' throw arms open wide to show just how big the museum building is.

Come and see.

Gesture to audience with one arm as if inviting them to come over and finish by raising hand above eyes as if scanning the museum on the word 'see'.

The British Museum has lots of things, lots of things, lots of things.

The British Museum has lots of things.

Point in amazement at all the different objects.

Come and see.

Repeat the 'come and see' gesture.

Additional information

Whiteboard presentations

These are available to download from the Learning pages of the British Museum website:

www.britishmuseum.org/learning

Particularly suitable for this age group are the presentations on colour, shape and pattern in the Museum.

Guides for teachers

There are two further guides for teachers aimed at an Under 5s and EYFS audience which you may find useful. They are both available to download from the British Museum website in the Learning section.

Explore

Objects from the British Museum can be seen online at

www.britishmuseum.org/explore/introduction.aspx

This area of the website includes over 5000 pictures and descriptions of Museum objects.

The pictures can be printed out and used to familiarize students with the types of objects that they will be studying at the Museum, create a pack of treasure hunt cards for each group to look for during their visit to the Museum, stuck on one side of an A3 sheet to provide inspiration for a short written description on the opposite side, used to play Museum snap, lotto or bingo.