



# Newton Abbot Museum Learning Program

We offer leaflets on the following areas on request:

- Isambard Kingdom Brunel
- John Lethbridge and his Diving Engine
- Medieval
- Prehistory (Stone Age to Iron Age)
- Vikings/Anglo-Saxons
- Sir Samuel Baker
- Victorian (market, railway, canals, town growth, industry, religion, workhouse, education, leisure, and entertainment)
- Suffragettes
- WW1
- WW2

## Visiting us

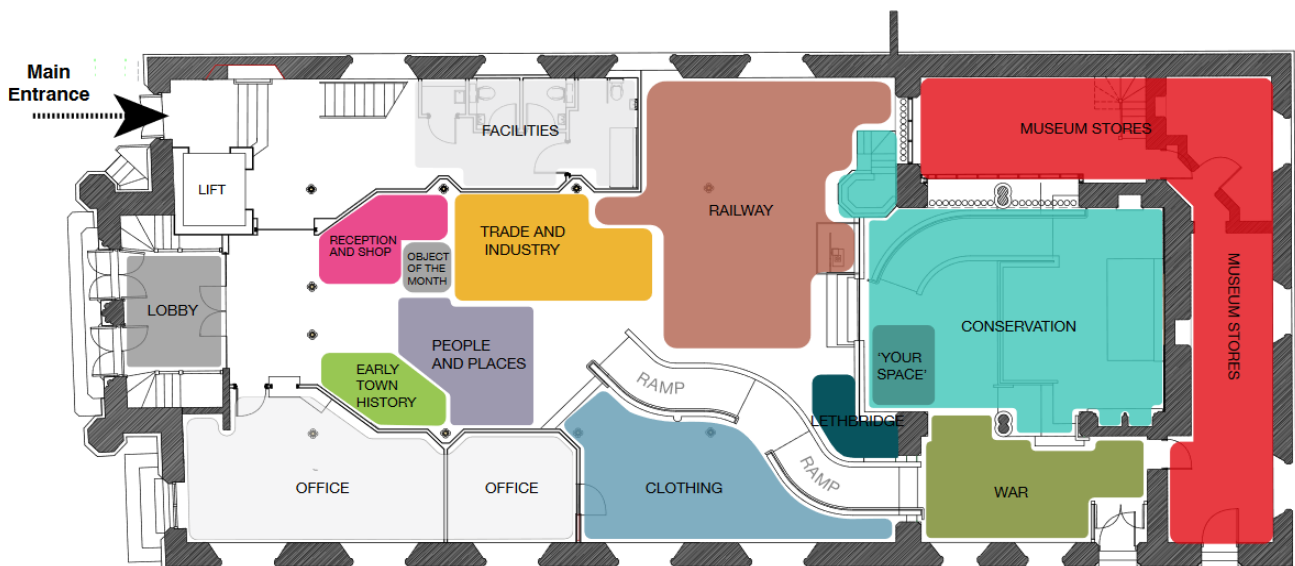
A visit to Newton Abbot Museum can encourage students to engage with, not just history, but a wider range of learning goals. Our learning program can support Early Years (Reception; ages 3-5), Key Stage (KS) 1 (years 1 & 2; ages 5-7), KS2 (years 3, 4, 5 & 6; ages 7-11), KS3 (years 7, 8 & 9; ages 11-14), KS4 (years 10 & 11; ages 14-15). By working creatively with our displays, we allow students to develop critical thinking skills, interpret information, see the changes and similarities between themselves and people in the past, see a range of sources and narratives from different types of people.

## The building

As well as the main museum space on the ground floor, we have community rooms upstairs that can be used for classroom sessions and practical workshops.

All galleries and meeting areas are fully wheelchair accessible via ramps and lifts.

Here you can find a quick summary of each area of the museum to help you plan your trip and associated activities.



(The coloured areas indicate how much of the total floorspace encompassing each theme, it doesn't show the dimensions and placement of each display case)



## Entrance Area



Our entrance hallway has an eclectic mix of local objects and paintings, as well as a large-scale print of a painting of Newton Abbot and a lightbox created by students from the area.

There are three toilets available in this area. The accessible toilet has baby changing, a hoist and a footstool available to use. Further information about Access at the museum can be found on our website or contact the museum to discuss any requirements for your visit.



## Notable Newtonians (red)

Celebrating the many fascinating characters connected to the town, this display includes information on film stars, African explorers, the first woman barrister and more modern heroes such as local rock musicians. This display showcases these local people through images taken from the photographic collection and key points about their lives.

## Front Lobby



Examples of the curriculum links and key stage (KS) that can be covered:

- Local History
- Lives of significant individuals in the past who have contributed to national and international achievements.

## Discussion Points

Why do you think we chose these particular people to talk about in the museum?



## Time capsules



We asked members of the public and local community groups to consider what people in 100 years would find interesting or may no longer exist. They chose an assortment of items to reflect this, and created these capsules that hang from the ceiling, sparking conversations.

## Discussion Points

Do you agree with these choices?

What would you put into a time capsule? Why?

Why do you think we used glass capsules instead of burying the items in a box like a traditional time capsule?



## Early History & Growth of the Town

(lime green)

Stone Age to Iron Age; Roman; Medieval; Tudor

### Themes:

Hunter-gatherers, settlement, roman influences, the river crossing as a trading place, Medieval and Tudor Newton Abbot

**Star objects:** Bronze Age hand axes; Milber figures (Iron Age); a quern-stone; pottery fragments; wool weights from Bury Down (1<sup>st</sup> century settlement); three coins from a silver hoard discovered in the area.

### Examples of the curriculum links and key stage (KS) that can be covered:

- Events beyond living memory that are significant nationally or globally (KS1)
- Acquiring knowledge about the following historical periods: changes in Britain from the Stone Age to the Iron Age (KS2)
- A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles (KS3)
- Putting familiar events in chronological order (KS1/2)
- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points:

How did the landscape influence people? (Geography- river led to a market and settlement)

What do the objects on display tell you about what people were like in the past? What similarities do we share?

Imagine Newton Abbot in the Iron Age

Put the different types of settlers in Newton Abbot in the right chronological order



## People and Places (purple)

### Themes:

An opportunity to explore social history. Including: home life: then and now, the Workhouse, Newton Abbot Hospital and Law and Order.

**Star objects:** Police truncheon; Bakelite radio; 1700s love token; household items and children's toys from various eras

**Examples of the curriculum links and key stage (KS) that can be covered:**

- Events beyond living memory that are significant nationally or globally (KS1)
- Significant historical events, people, and places in their own locality (KS1)
- A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles (KS3)
- Putting familiar events in chronological order (KS1/2)
- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points:

Which objects on display might we still use today?

Which objects seem very different, what do we use today instead?

Childhood Toys/ 'Then and Now'





## Trade and Industry (yellow)

### Themes:

We explore the ingenuity and skilfulness of Newton Abbot people in this section, looking at things that were made and sold in the area. Factories and mills, the fishing industry and travelling to Newfoundland, rope making, pottery, local shops, and markets.

**Star objects:** Aller Vale pottery, tools used to mine clay, a hair rope.

### Examples of the curriculum links and key stage (KS) that can be covered:

- Britain as the first industrial nation – the impact on society (KS3)
- Britain's changing landscape from the Iron Age to the present (KS3)
- Ideas, political power, industry and empire: Britain, 1745-1901; Britain as the first industrial nation – the impact on society (KS3)
- A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles (KS3)
- The development of Church, state and society in Britain 1509-1745: the first colony in America and first contact with India (KS3)
- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points:

How important was trade to Newton Abbot, and Devon/Britain overall?

What impact did trade and industry have on Newton Abbot and the surrounding area?



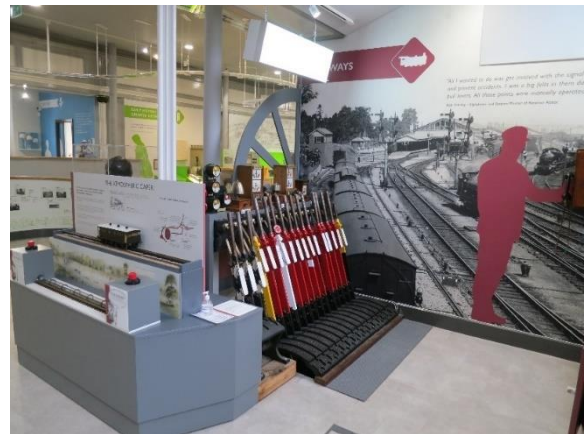


## Railways (maroon)

### Themes:

How the arrival of the railways changed the town and the UK in general (e.g., seaside holidays becoming popular), the broad-gauge vs standard gauge, Isambard Kingdom Brunel, The atmospheric railway at Dawlish.

**Star Objects:** a working signal box (levers and bells rescued from demolition in the 1980s); a piece of pipe from the atmospheric railway and the model of one of its carriages; general railway memorabilia including uniforms, badges, tools, flags, lamps, destination boards, locomotive headboards, South Devon Railway (SDR) documents, and the Nisbet collection of Broad-Gauge photographs taken in 1892. We also have a working replica of the Antelope, the first broad gauge engine. An AV display allows visitors to explore our diverse collection of railway photographs as well as The MR Chase Collection, a new acquisition of sketches and paintings relating to the railways.



### Examples of the curriculum links and key stage (KS) that can be covered:

- Significant historical events, people, and places in their own locality (KS1)
- A significant turning point in British history, for example, the first railways or the Battle of Britain (KS2)
- A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality (KS2)
- Ideas, political power, industry and empire: Britain, 1745-1901; Britain as the first industrial nation – the impact on society (KS3)
- A study of an aspect of social history, such as the impact through time of the migration of people to, from and within the British Isles (KS3)
- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points:

How the railway changed things for Newton Abbot, do trains link to other areas in the museum? Might they be useful to transport some of the goods mentioned in 'Trade and Industry' for instance?



## John Lethbridge Diving Engine (dark blue)

### Theme:

John Lethbridge (1675–1759) lived in Wolborough Street, Newton Abbot and traded in wool. It was the early 1700s and John was finding business not making him enough money to survive.

He invented a diving machine in 1715 that was used to salvage valuables from wrecks. This machine was an airtight oak barrel that could be lowered to the sea floor to retrieve underwater material.

**Star Objects:** Full size replica of the Diving Engine. An automaton demonstrating the diving engine in action

**Examples of the curriculum links and key stage (KS) that can be covered:**

- Events beyond living memory that are significant nationally or globally (KS1)
- Significant historical events, people, and places in their own locality (KS1)
- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points

Can you imagine what it would have been like to be inside the diving engine searching for treasure on the bottom of the sea?

Have you ever tried to invent anything?

What recent inventions do you think are important?





## Community and Conservation (turquoise)

### Themes:

How do museums care for and project objects?

Why do we do this? The ramp between areas features a timeline of Newton Abbot through the ages.

**Star objects:** Sandford Orleigh Overmantle: Renaissance oak carvings dating from 1522. This area details the conservation and restoration project that surrounded the overmantle, supported by other examples of museum conservation work, including the building itself. The 'Your Space' display contains items from the community and changes regularly. This could be anything from someone's personal collection or items creating during a workshop or class at the museum.

### Examples of the curriculum links and key stage (KS) that can be covered:

- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points

Can an object tell us things about history?

Can objects tell us more or less information than a picture or a piece of writing?

What sort of things could damage an object?

How can you help keep the museum a safe space?

Curate you own museum: what topic would your museum address? How would you display and care for your objects?







## War (green)

### Themes:

Tells the moving stories of the contributions made by local servicemen and women during the world wars. The aftermath, including the Polish camps and Seale-Hayne hospital are also addressed in this display.

Audio and visual installations tell tales of war time and recovery including evacuees and the treatment of shellshock at Seale-Hayne.



**Star objects:** gas mask, a nurse's autograph book, an evacuee's suitcase, 'land girl' coat. Video of war veterans at Seal-Hayne

### Examples of the curriculum links and key stage (KS) that can be covered:

- Events beyond living memory that are significant nationally or globally (KS1)
- Significant historical events, people, and places in their own locality (KS1)
- A significant turning point in British history, for example, the first railways or the Battle of Britain (KS2)
- Challenges for Britain, Europe and the wider world 1901 to the present day (KS3)
- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points:

What do the drawings in the VAD Nurse's autograph book tell you about the war/ how people felt about the nurse?

What object do you find most interesting in this part of the museum?





## Costume (blue)

### Themes:

The differences in clothing between the rich and poor, the rules of mourning, clothes worn for special occasions.

**Star objects:** Gentlemen's long-sleeved waistcoat (1740s); bicorn hat worn as part of British military and naval officer uniforms (1790s); a christening robe; baby bonnets; long ladies' gloves.

### Examples of the curriculum links and key stage (KS) that can be covered:

- Understanding historical concepts and gaining an awareness of the past and developing narratives of continuity and change (KS1/2/3)
- Understanding methods of historical enquiry, including how evidence is used to make historical claims (KS1/2/3)

### Discussion Points:

What clothing items/accessories would you chose to represent life today and why?

What can clothing tell us about people from the past?



## Planning your Visit or Outreach

### Visit to the Museum

- Self-guided visit
- Self-guided visit with Activity Sheets provided
- Guided tour of the Museum
  - Overview of all sections of the museum
  - 'Star Objects'
  - Focus on specific section of the museum
- Self-guided visit and a workshop
- Guided visit and a workshop

Use of a community room for activities (organized and run by teachers) and/or lunches – this space is subject to availability, please let us know as soon as possible if you require a room booking for your visit.

The museum is keen to collaborate with schools to ensure the visit is useful and meaningful to all involved. For example, tours of the museum can be tailored toward an aspect of the curriculum and can be combined with activities in the community rooms for a varied learning experience.

Please note that visits to the Museum are free.

### Workshop example topics:

- Objects and Chronology (Paleolithic, Mesolithic, Neolithic, Bronze Age, Iron Age) (*Prehistory*)
- Changes from hunter-gatherers to farmers (*Prehistory*)
- How do we find out about the past before written history? (*Prehistory*)
- Identification of key developments (*Prehistory*)
- Recreate a market day in Newton Abbot (*Medieval, Victorian*)
- Childhood Toys/Then and Now (Closer look at objects within the collection, compare modern toys to those in the collection (group brings in their own toy))
- Trade and Industry (Ball Clay, Market, John Lethbridge, Railways, I. K. Brunel, Stover Canal)
- Meet Lady Katherine or one of her servants – costumed interpreter (Elizabethan/Tudor period)
- Creative writing: using objects from the museum collection to tell stories.
  - How all objects tell stories from the past
  - Encourage students to think creatively to produce their own interpretation/story using objects from the handling collection
- Trade and Industry
  - Practical activity: rope making
  - Practical activity: origami boats, create a canal using assorted materials (KS1)

Handling collections available to use within some workshops, and there is a chance to have a closer look at some of the objects not on display. Activities from these types of workshops could include group discussions, Q&A, recording the objects (describing, measuring, and drawing), discussing the stories associated with the objects.

There may be a small charge for workshops to cover the cost of materials – workshops that require the purchase of materials shall be discussed with you during the planning of your group visit.





### Lego Workshops with Brick Ideas: –

£90 for a 2-hour workshop (contact us to discuss if you would like to book a longer/shorter workshop for prices)

If you have a specific topic/theme in mind, please contact us to discuss (Brick Ideas can create almost anything out of Lego!).

Examples: Trains and bridges; maps; WW1 and WW2 tanks

### Outreaches

For Outreaches outside of Newton Abbot and the surrounding area there will be a charge for half-a-day or a full day, and transport costs (currently 30.9 pence per mile).

Please contact us to discuss an Outreach visit.

### Supervision

Please note that teachers and accompanying adults are responsible for the health and safety of their group and should always remain with pupils while in Newton's Place and during any emergency evacuations.

We require the following staff to pupil ratio:

- Foundation stage – 1:3
- Key Stage 1 – 1:6
- Key Stage 2 – 1:6
- Key Stage 3 – 1:10
- Key Stage 4 – 1:15
- Post-16 AS/A2 – 1:15
- SEND- 1:5

Guidelines to assist with your risk assessments for visits are available upon request.

### Museum Opening Hours:

Monday - closed to public for school and group visits

Tuesday - Friday: 9.30am - 4.30pm

Saturday: 9.30am - 1.30pm

Closed Sunday and Bank Holidays

### Coach drop-off:

The coach drop off point in Newton Abbot at the Western Service Yard, next to Alexandra Cinema.

### Contact Details:

Newton Abbot Museum  
43 Wolborough Street  
Newton Abbot  
TQ12 1JQ

Tel: 01626 201 121

Email: [groups@newtonabbot-tc.gov.uk](mailto:groups@newtonabbot-tc.gov.uk)

