

Getting here

By bus

There is no dedicated coach park for the museum; there are bus stops on either side of the road near the museum which are serviced by: Lothian 35 and the Skylink 300 bus. The Lothian 6 bus stops at Jeffrey Street and St Mary's Street. There are many buses which service North Bridge. The museum is on the High Street on the Royal Mile.

By foot

Heading down the Royal Mile towards the Palace of Holyroodhouse. You pass Blackfriars Street on the right hand side. The museum is on the right hand side of the road.

The Museum

- **Please remind your class that the museum is open to everyone and there may be other people using the museum – to be considerate of this.**

It is important to remember that to look after the things in the museum everyone must look with their eyes and not with their hands. Please do not touch things whilst in the museum – this will help to look after them so more people can enjoy them.

- **As you enter the museum via the front door you will enter the shop.** The shop and the museums are often busy, please be aware of other visitors.
- **The museum rooms are long but fairly narrow** and we would suggest that there should be a maximum of 15 children visiting each room at any given time.
- **We would recommend a teacher pre-visit familiarisation trip.**
- **We strongly recommend that you have at least 2 adults per 10 children** and that a class of 30 should be divided into 2. This should be organised pre-visit.
- **There are wide staircases connecting the galleries** - if there are other visitors using the stairs please wait until they have got to where they are going.

- **There are toilets located on the third level of the museum** Head through to the stairs at the back of the museum - there is good signposting which will direct to the toilets. The toilets are on the left-hand side just off the staircase. There is **one male bathroom** and **one female bathroom**.

- **Only assistance dogs are allowed in this museum.**
- There is an **accessible bathroom** in the museum.
- This museum has **partial disabled access**.
- **No food or drink can be consumed in the museum.** If the children need to have a drink or snack - please contact the Museum of Edinburgh (down the road) on **0131 529 4143**. The Museum of Edinburgh has suitable spaces for schools to book - please remember that availability is limited.
- **Please do not lean on the display cases or allow children to draw on the furniture or walls.**
- **There are seats available to sit on through-out the museum.**

Some identified risks specific to the Museum of Childhood

Trip and fall hazards

- **There are many irregular spiral staircases within the museum.** Please encourage children to walk in single file on the widest part of the step, holding on to the handrail.
- **If it has been raining outside there is an increased risk due to wet floors.** Take extra care. Walk and never run in the museum.
- **Changes in flooring type and level.**
- **Low level objects** - could cause people to trip. Take time and be aware of surroundings.

Other hazards

- **Sharp corners on cases** - some may be at head height, take extra care and limit group sizes.
- **Low level lighting for conservation reasons.**
- **Small staircases and narrow areas throughout the museum** could lead to overcrowding, potential for children bumping into one another.
- **There may be areas in the museum, nooks and crannies, that children could hide in.**
- **Low ceiling height** - taller children and adults could bump heads.
- **Meeting point if there was a fire alarm during your visit is: by the café (Café Keno), South Gray's Close.**
- **Visitor service assistants will be working in the museum (there are usually 2).** They are available if you should have questions or need guidance whilst visiting the museum.

TRIPS TO THE MUSEUM ARE FREE BUT DONATIONS ARE WELCOME!

The Trail - handy hints and how to use this trail

Before you head to the museum, print out the trail.

- **Please staple the trail in the top left corner.**
It has been designed as a flip style trail - whilst you look at the page with all the information to guide the trip - the opposite side will have an image for the class to find. If you have a class of 30 you will need at least 3 copies of this trail. When printing, select the option '**Print on the short side**'.
- **Familiarise yourself with the trail**, highlight the parts most relevant to your class.
- **The trail has been devised with a cross curricular approach** but the main curriculum areas are: Social Studies and Literacy and English and Science.
- **The trail is designed so that it can be done in any order.**
- **It will take approximately 1.5hrs.**
- **We would recommend a teacher pre-visit familiarisation trip.**
- **We strongly recommend that you have at least 2 adults per 10 children** and that a class of 30 should be divided into 2. This should be organised pre-visit.
- **The way that the visit has been structured avoids children passing on the stairs.**
- **There may be other visitors using the stairs** but please wait until they have finished.
- **To book a trip** please call 0131 529 4142 or email museumsandgalleries@edinburgh.gov.uk.

The Trail

- **We strongly recommend that you have at least 2 adults per 10 children and that a class of 30 should be divided into 2.**
- **This should be organised pre-visit.**
- **'Helping adults' should be briefed ahead of the trip.**
- **To access the museum, you have to walk through the gift shop.** Please be aware that the shop is often a place of congestion.
- **There are 5 galleries to explore** - decide pre visit which order the groups are going to go in. This will help to avoid congestion and overcrowding.
- **If you feel that your children would prefer to have a trail sheet to complete, these are available.**

Currently available:

Moving Toys and Victorians

Things to do before, after or during your visit to the Museum of Childhood

Contact the museum to book in your trip, you can do this by calling the museum on **0131 529 4142** or emailing them at museumsandgalleries@edinburgh.gov.uk.

If you need somewhere to leave bags and/or eat lunch, please contact the Museum of Edinburgh on **0131 529 4143** or email museumsandgalleries@edinburgh.gov.uk.

Other places to visit close by

Scott Monument, Writers' Museum, The People's Story Museum, City Art Centre and Museum of Edinburgh.

Email: museumsandgalleries@edinburgh.gov.uk or call the museums directly:

Scott Monument: 0131 529 4068

City Art Centre: 0131 529 3993

Writers' Museum: 0131 529 4901

Museum of Edinburgh: 0131 529 4143

The People's Story Museum: 0131 529 4057

Please share your feedback with us, it is great to see your photographs of your trip and any work you may complete back at school. This can be shared either on social media (facebook/twitter/Instagram) with the hashtag [#museumofchildhood](https://www.instagram.com/museumofchildhood) or by emailing: museumsandgalleries@edinburgh.gov.uk.

- **Or tweet about your visit** directly on [@EdinCulture](https://twitter.com/EdinCulture).

Checklist

- Camera
- First aid kit
- EV2 forms / parental permission forms
- Group lists
- Emergency contact list
- School contact number
- Wet wipes
- Snack, drinks and lunch (if appropriate)
- Note paper and pencils - for group to make notes as they explore the museum
- Clipboards
- **And remember to fully charge the camera**

Why not borrow one of the museum's handling boxes - for more information please visit:

www.edinburghmuseums.org.uk/engage/outreach

Handling boxes are free and can be borrowed for up to 2 weeks. Book early to avoid disappointment by emailing:

MuseumsandGalleries.Outreach@edinburgh.gov.uk

Useful links and ideas

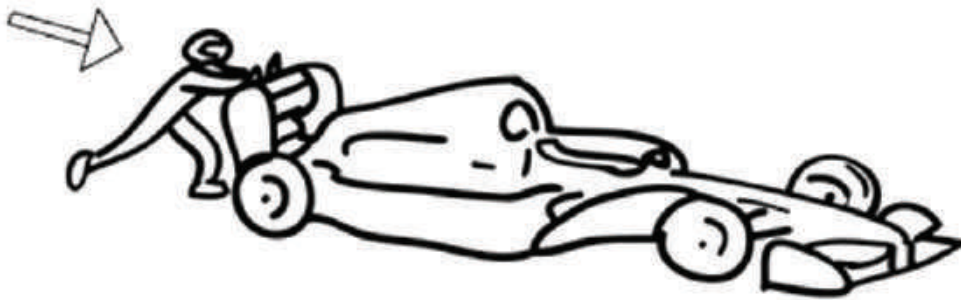
<https://pstt.org.uk/resources/curriculum-materials/chain-reaction>

This website has 3 further links to resources.

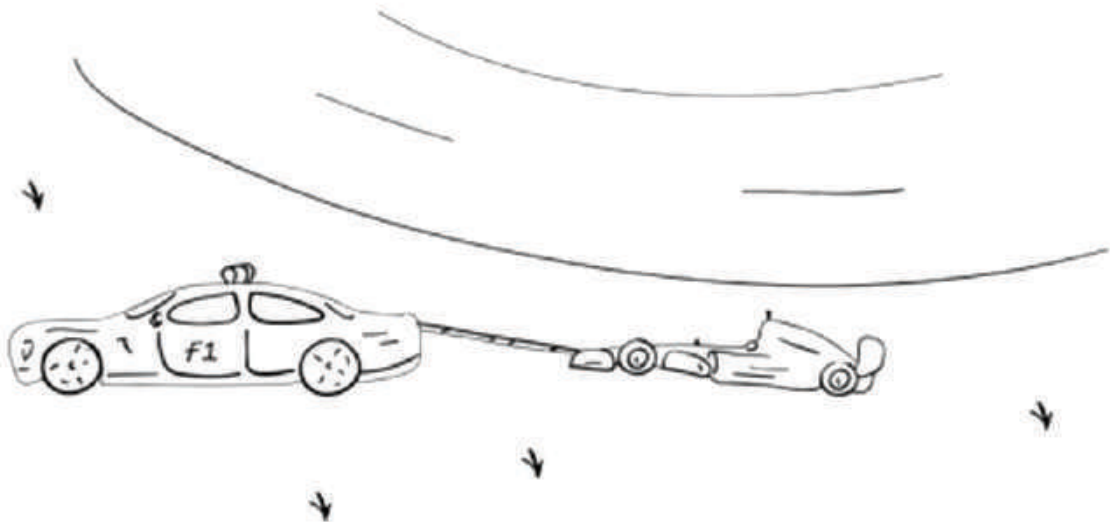
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COLOURING IN WORKSHEET KS1: FORCES

A Force is a **push** or **pull**



We **push** things away from us like this driver!



We **pull** things towards us like this safety car pulling a broken down F1 vehicle!

Rocket Mice

Five... four... three... two... one... blastoff!
Launch your favourite rodent into space to boldly go where no mouse has gone before.

Grab this stuff...



www.sciencemuseum.org.uk/visit/activities/rocket-mouse



1

Cut out the template, roll and stick it into a cone shape, like this...



2

Decorate your mouse by giving it ears and a tail using pens, paper or rubber from a rubber glove.



3

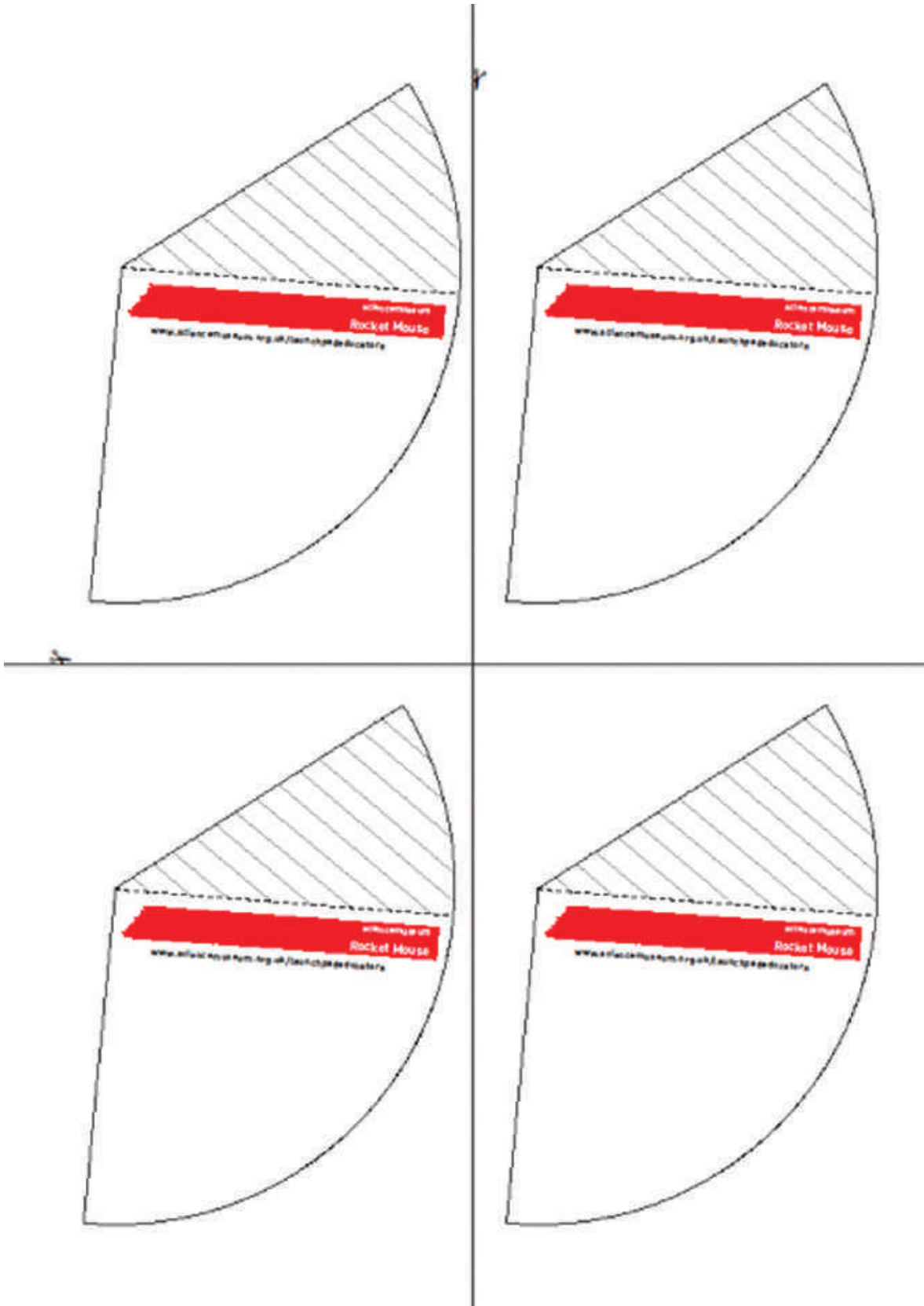
Put your mouse on the top of the bottle, then whack the bottle with both hands to rocket your mouse into the air!



To infinity and beyond!

100mchp002

HANDY INFO



Rocket Mouse Activity Learning Outcomes and Resources Needed

Key learning

- Air can move objects.

Materials needed

- 1 mouse template
- 1 plastic milk bottle (2-litre or 3-litre bottles work best)
- Tape
- Scissors
- Pink rubber-glove material or paper and pens (optional)

Practicalities

Flexible plastic bottles such as milk bottles work better than firmer fizzy-drink bottles.

Open-ended investigation

For a more inquiry-based activity, ignore the template and challenge the children to make a paper mouse or rocket to launch into the air using only household materials. Click here for a guide to planning open-ended investigations in your classroom.

Discussion

- What is making the mouse move?
- Which direction are you applying a force? Which direction is the mouse travelling?
- What difference do the size of the bottle and the force of the push make?

- Can you think of any other ways to make the mouse move?

Extensions

- Can you direct the mouse to hit a target?
- What can you do to make the mouse travel further or faster?
- What is the heaviest mouse you can launch?

Try adding measured quantities of modelling clay inside the mouse's nose cone and make a graph of weight and height/distance travelled.

Links to everyday life

A pneumatic drill uses compressed air to move the drill bit into the concrete or rock that it needs to break. Not only is the force strong enough to break very hard materials, but also the air explodes producing noise up to 100 decibels and vibrations that can cause a condition known as 'white finger'.

Air bags are used to raise delicate artefacts from shipwrecks, e.g. the Titanic. The pressure of the air inside is powerful enough to lift the huge weight of objects, or even pieces of the ship, through the water pressing down on them.

Make a flipbook, thaumatrope and or zoetrope

thekidshouldseethis.com/post/how-to-make-a-flipbook-andymation
www.scholastic.com/parents/school-success/learning-toolkit-blog/create-diy-flip-book-your-little-artist.html
www.whatdowedoallday.com/thaumatrope
scotland4kids.com/2017/01/26/crafty-kids-how-to-make-a-thaumatrope
www.kitchentableclassroom.com/thaumatrope-simple-animation-toy
www.bbc.co.uk/cbbc/thingstodo/art-ninja-zoetrope-make
www.stormthecastle.com/how-to-make-a/how-to-make-a-zoetrope.htm
www.shareitscience.com/2017/01/diy-zoetrope-animation-steam-project.html



Push or Pull



- ❖ **Strand C: Force and Motion**
- ❖ **Benchmark: SC.C.2.1.1** - The student knows that one way to change how something is moving is to give it a push or a pull.
- ❖ **Strategy:** cooperative learning groups, hands-on/minds-on
- ❖ **Materials:** aluminum foil, rectangular or square-shaped containers (one- or two-gallon capacity), water, objects to be used for weights such as bear weights or paper clips, and *The Great Boat Push* worksheet
- ❖ **Word Wall/Vocabulary:** push, pull, motion, empty, full
- ❖ **Literature Connection:** *Row, Row, Row Your Boat* by Pippa Goodhart
Pushing and Pulling by Gary Gibson
- ❖ **Lesson/Procedure:**
 1. Read the literature selection to the class.
 2. Discuss what makes a boat move. Write responses on graphic organizer on board with the word BOAT (see sample).



3. Sing and act out the song *Row, Row, Row Your Boat*. Discuss the action needed to row the imaginary boat.
4. Tell students they will work in groups to design their own boats. Assign a role to each group member (such as director, assistant director, materials manager, reporter, group member). Describe the responsibilities of each member in the group.
5. Students will work with *The Great Boat Push* worksheet to compare how their boats move when they are pushed or pulled and when they are either empty or full.

6. Each group will work with a container $\frac{3}{4}$ full of water and design its own boat out of a 12" by 12" piece of aluminum foil.
 7. The students can compare the motion of the boat when it is empty, when it has five objects, and when it has ten objects.
- ❖ **Assessment:** Each cooperative learning group will complete *The Great Boat Push* worksheet and share the data collected and compiled.



The Great Boat Push

Names of group members: _____



Test your boat when it is empty, when it contains 5 objects, and when it contains 10 objects. Write a check mark in the correct row to describe the motion of your boat.

Motion

	Easy	A Little Difficult	Difficult
Empty Boat			
Boat with 5 Objects			
Boat with 10 Objects			

Explain why the boat moved easier without any objects in it.

Explain why the boat moved with more difficulty with objects in it.

Why is there a Museum of Childhood in Edinburgh?

In 1955, Patrick Murray (a councillor) persuaded the council to give him some space to display a small collection of toys. He was allocated space in Lady Stair's House museum (now the Writers' Museum).

The collection grew rapidly and by 1957 it needed more space - it moved to its current location, a tenement building in Hynford's Close.

The collection continued to grow - so much so that in 1982, the museum was extended further.

Patrick Murray was fascinated by how childhood had changed over time and he collected objects which tell us how children were raised, dressed and educated.

The museum is still actively collecting toys, books, children's clothes, photographs and domestic items from the 1970s onwards and any items relating to childhood during WW2.

Gallery 1

Gallery 1 was refurbished in 2017 (opening March 2018). This was a major project and the first big change in 30 years.

It created an interactive space, with dedicated learning zones - focusing on life, learn and play. It is a great introduction to the museum, highlighting each area of focus.

There are interactive elements in gallery one, including:

- A story telling tent with books to read and costumes to dress up in
- Building blocks
- Clothes interactive- buckling and tying laces
- Video highlighting Edinburgh and childhood through the decades
- Spinning interactives – match the head, body and feet
- Matching pairs

Gallery 2

Gallery 2 has a beautiful Georgian ceiling (restored).

This gallery has musical toys, optical toys, marionettes, toy vehicles, doll houses, trains, model railways, toy soldiers, Toys that move, toy theatres, toy animals, zoo, farm and circus.

Interactives on gallery 2 include:

- Zoetrope
- Puppet theatre
- Toy garage
- Rocking horse

Gallery 3

This gallery has a large collection of dolls, doll furniture and some teddy bears.

Interactives on gallery 3 include:

- Tea set
- Dolls house.

Gallery 4

This gallery has a collection of hobbies, sporting, reading, woodwork, needlecraft and board games. It provides a great contrast highlighting how different it used to be for boys and girls.

Interactives on gallery 4 include:

- Fishing game,
- Stories

Gallery 5

Is set out as a street scene including a shop, classroom, nursery and fancy dree dispays. Some lovely toys on display and a great insight into past fashion.

Interactives on gallery 5:

- Dressing up

Background information about Edinburgh

By the 1700s, and the Act of Union, Edinburgh, this small capital city was extremely overcrowded. There were about 30,000 people crammed into tenement dwellings. This enormous overcrowding and lack of available space meant that the Old Town was a filthy and noisy place to live, prone to fires, full of disease and crime. There was even livestock freely wandering around!

This complete lack of space meant that the wealthy and the poor lived together inside the tenement buildings (please see picture below) The richer tenants lived in the upper floors, away from the filth and noise of the street. The poor lived at street level - sometimes more than one family lived in one room. Often there might be a commercial premise at street level and the tenements could be several stories high, making the most out of limited space.

In 1751, a 6-storey tenement collapsed without warning. Buildings collapsing was not unusual in the city but this time it was not a slum building. This building had stood on one of the best streets and housed prestigious Edinburgh people. A survey was conducted and several other buildings were unsafe. These were cleared away and the question of how to solve the problem of lack space was now a desperate one.

But how to develop the city - there were marshlands to the south and to the immediate north was the Nor' Loch.

The Nor' Loch was a body of water that was a dumping ground for sewage and rubbish for the inhabitants of the town. It was a foul, dirty and smelly loch. Could this be

one of the reasons that Edinburgh was known as Auld Reekie?

The Lord Provost, George Drummond purchased the north land and decided to build a New Town. He launched a Scotland wide architectural competition to design this New Town.

The winner, much to the surprise of many was a young man called James Craig (he had no formal architectural training)! His plans are on display at Museum of Edinburgh.

The Nor' Loch was drained 1759 (and is now the site of Princes Street Gardens). North Bridge was built in 1772. And so, the New Town sprang into being.

In 1957, the collection of toys and items relating to childhood had outgrown its space in Lady Stair's House Museum. It moved into a tenement building in Hynford's Close. The collection kept growing and so in 1982, the museum was further extended to encompass the building on the west side of South Gray's Close.

It is interesting to note that this is the first museum in the world dedicated to the history of childhood. The story of how it began is a lovely one. Patrick Murray, Chairman of Edinburgh Council's Libraries and Museums Committee, read about the plight of two dolls. These dolls were about to be sent to a museum in London because there was nowhere suitable to display them in Scotland.

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An example of a typical house from the Old Town in Edinburgh



Attic
John Sliders,
journeyman tailor.

Mr. James Bailie,
merchant; wife, children
and servant.

Mr. Thomas Cockburn,
lawyer; wife, children and
maid servant.

Lady Jean Nimmo;
with two servants (only
one pictured).

The Miss Ainslies;
with maid servant.
Another is sweeping the
stairs.

Thomas MacGregor,
porter; wife and baby.