Case Study:

Ramsey Academy

- Year 8 (12& 13 years old)
- 55 children,5 adults in total
- Main learning focus: Maths (self-led visit)



Outline of the day:

The group was split in two and the visit was combined with a maths workshop at the racecourse delivered by Racing To School.

Staff had carried out a free preliminary visit to Palace House in advance which enabled preparation of activities for the visit. The students were given practical maths investigations to focus their exploration of the galleries, such as working out equivalent winnings of an historic jockey or horse, given inflation rates; calculating how many litres of oxygen enter a horse's lungs per minute; converting measures using the imperial units used in racing such as furlongs, yards etc.; working out percentages of total winnings within a given year's racing.

Highlights:

My favourite moment was when the children were lying on the floor in one of the galleries with their calculators arguing about whether Fred Archer would have been so impressive in today's standards, given inflation. You should have seen the other visitors joining in the debate and laughing!

We also enjoyed meeting the retired racehorses in the Rothschild Yard. The students were spellbound; I **mean** spellbound!

Comments:

We had the most wonderful visit. Staff were brilliant at every stage. Palace House has an excellent classroom space which we used to brief and debrief our groups. They provided excellent maps and information packs.

Top tips:

- 1. Get copies of the map beforehand so you can plan a 'treasure hunt.'
- 2. Make use of the classroom and the toilets nearby before going upstairs to the wider museum.
- 3. Give the pupils safety information about the exit that leads to the public road. Although it is very quiet this should be mentioned in the risk assessment.
- 4. Plan for hand sanitising in case the pupils are lucky enough to meet with a horse.(Hand washing facilities are available nearby.)
- 5. Teachers should have a go on the horse simulator too!

