



Why bring your students to CCH?

The Centre for Computing History provides hands-on learning wrapped up in a historical context that offers young people a grasp of the computing curriculum that classroom-based learning just cannot provide.

But a visit to CCH also does much more...

*"A great trip, good teaching, excellent resources, really enjoyable."
Norton St Nicholas Primary, Herts*

*"The programming workshop was excellent and pitched perfectly to engage my lower ability but challenge my high flyers."
All Saints Academy, Norfolk*

Learning outside the classroom is highly motivating. Museum visits and other activities broaden young people's horizons, help them engage more with learning and then they are more likely to do well.

Ofsted recognises that museum visits and other avenues for learning outside the classroom help schools offer an outstanding broad and balanced curriculum.*

*ref: Learning outside the classroom: How far should you go?, Ofsted (2008).



In more detail...

“How to predict the future? Look at the past.” Anjali Das, CCH Head of Learning

A museum visit **stimulates discussion** and encourages students to **share ideas and opinions**. Young people often take the place and time they live in for granted. A visit to CCH can introduce them to things they would never otherwise have an opportunity to see and **brings the curriculum to life**.

We can help you **raise standards**, particularly when a visit to us is an integral element of long-term curriculum planning and closely linked to your classroom activities. Talking about the historical objects at CCH or using one of our interactive displays can give insight into issues, cultures and periods of history **not easily demonstrated in school**. Learning a new skill, such as using a new programming language or understanding binary or building a working circuit at CCH, helps develop **problem-solving** skills, **independence** and **confidence**.

Meeting learners' needs

Young people are **innately curious** and will always take the opportunity to explore the world around them if it is offered, and this can maximise their **potential for learning**. Coming to CCH offers benefits across the curriculum - computing is clearly linked with **logical thinking**, **e-safety** and **maths** but navigating our galleries feeds into **literacy**, exploring our historical objects links with **product design**, **history** and **science**.

At CCH, we capitalise on and develop different learning styles in our different **learning zones**. We particularly embody **kinaesthetic learning**. Young people can recall and reflect on what they learn on a museum visit, as they can relive the visit- and its learning opportunities- in their heads.

Independence and social skills

We expect student visitors to maintain a good standard of **behaviour** while at CCH and being able to understand what is expected in different social situations is an important **skill for life**. This helps to develop **independence** and social skills, which in turn raise **attainment**, especially for those students who may otherwise have limited opportunities.

A museum visit is a key way of cementing good quality **relationships** between staff and students. A different environment enables staff to see what challenges their students. In particular, a visit to CCH can very often **reach those young people who are difficult to engage** in other contexts.

Motivation & Behaviour

CCH offers young people a different kind of **stimulus** from the formality of the classroom, providing them with opportunities to learn that suit them as individuals, and **embeds their learning** in real-life situations. Observing how **knowledge** and skills are applied in a real-life context makes their learning more **meaningful**.

Research evidence shows that learning outside the classroom can have a powerfully **motivating** effect on young people and a beneficial impact on **behaviour**.

Leadership

High-quality **leadership** is critical to **school improvement**. Why not ask your students to plan their visit? Organising trips and other opportunities for learning affords both students and adults in a school the chance to develop new leadership skills. Such activities can develop **resilience** in dealing with conflicting opinions, and in **finding solutions** to challenges.

Consider using **Pupil Premium** funding to subsidise or pay for educational trips and to provide a wider range of curriculum opportunities for students: money shouldn't be a barrier to **equality** of access to an enhanced curriculum.

“The most important finding of all was that exciting hands-on activities led to improved outcomes for pupils and students, including better achievement, standards, motivation, personal development and behaviour.” Ofsted (2008)