

# Money Matters

Creative teaching and learning  
using museum coin and  
medal collections  
in the North West

Level: Key Stage 2



Harris Museum  
& Art Gallery

curious  
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**Front cover:** Coin of Emperor Kangxi from Sichuan Province China, 1654-1722.

**Top:** Gold Half Pound minted for Queen Elizabeth I, 1560-61.

**Bottom:** Silver Half Crown minted for Charles I, 1645.

# Introduction

*“Coin collections aren’t something that instantly jump out as an exciting study opportunity. However, after spending time looking into the wealth of resources available, the many possibilities for curriculum coverage, and becoming completely engaged and fascinated, I truly believe that this is an area of our curriculum that should be explored in more schools and classrooms!”*

Kathryn Quigley, Teacher, Park Road  
Community Primary School, Warrington

This resource is for museum practitioners and teachers interested in finding out more about how to use the rich collections of coins and medals (numismatics collections) in museums across the North West to inspire pupil learning and engagement. It has been commissioned by Curious Minds and the Harris Museum with support from the Esmée Fairbairn Foundation.

We want this resource to help you to make the most effective use of coin and medal collections so that they can be brought to life for pupils. This document contains a wealth of creative ideas that will enrich teaching and learning, a curriculum map and links to Arts Award.

Arts Award is a chance to recognise and accredit the experiences of young people as they identify, explore and respond creatively to the arts all around them. Arts Award can be achieved at five levels: Discover; Explore; Bronze; Silver; and Gold.

Arts Award is managed by Trinity College London in association with Arts Council England. Find out more at <http://www.artsaward.co.uk>.

Left: ‘Spade’ coin issued for the Emperor Wang Mang, 4-23 AD.



# What are numismatics collections?

Many of us don't consider that small and inanimate object in our purse or pocket as anything of interest beyond its monetary value. And at a superficial level we might simply consider a medal as a reward of bravery or skill.

Part of this, perhaps, is a mental image of rows and rows of museum cases containing typologically arranged coins or medals, which may not easily engage younger people. But on closer observation we find that each coin and medal holds fascinating stories about society, politics, power, religion and culture and about human activity that we may have no other record of. With further consideration we can start to understand the significance of money and medals, in our own lives and those of people in the past.

Numismatics collections present one of the most important sources for archaeologists and historians to make sense of the past. This is because they were usually produced by the ruling authority at the time, they are covered in images, inscriptions and sometimes dates and they are made of hard wearing materials that can survive over thousands of years.

These collections also present an underused but rich stimulus for a range of creative activities that can address subjects and themes across the curriculum. Many museums are now discovering new and innovative ways of exhibiting, interpreting and using these collections to inspire young people in and out of schools. Museums across the North West of England hold a vast range of impressive coin and medal collections, many found in hoards and some of which are of national and international importance.

These collections include: coins from ancient Greece and Rome; Anglo Saxon coins; British coins from early medieval to modern times; coins from other countries worldwide; modern and paper money; and tokens, medals and badges with local and national relevance, many relating to the World Wars.

**Right:** Medals given to Frederick Edwards for RAF Service in the Malayan Emergency 1948-60.



Click on each museum for more information about the collections available.

### Cheshire

Congleton Museum  
Grosvenor Museum  
Norton Priory Museum & Gardens  
Warrington Museum & Art Gallery  
Warrington Museum of Freemasonry

### Cumbria

Kendal Museum  
Tullie House Museum and Art Gallery

### Greater Manchester

Bolton Library and Museum  
Gallery Oldham  
The Manchester Museum  
Museum of Wigan Life  
Saddleworth Museum & Art Gallery  
Salford Museum & Art Gallery

### Lancashire

Blackburn Museum and Art Gallery  
Harris Museum & Art Gallery  
Towneley Hall, Burnley  
The Whitaker Museum and Art Gallery

### Merseyside

The Garstang Museum of Archaeology  
Knowsley Hall  
Port Sunlight Museum  
Merseyside Maritime Museum  
Victoria Gallery & Museum  
Williamson Art Gallery & Museum  
World Museum Liverpool



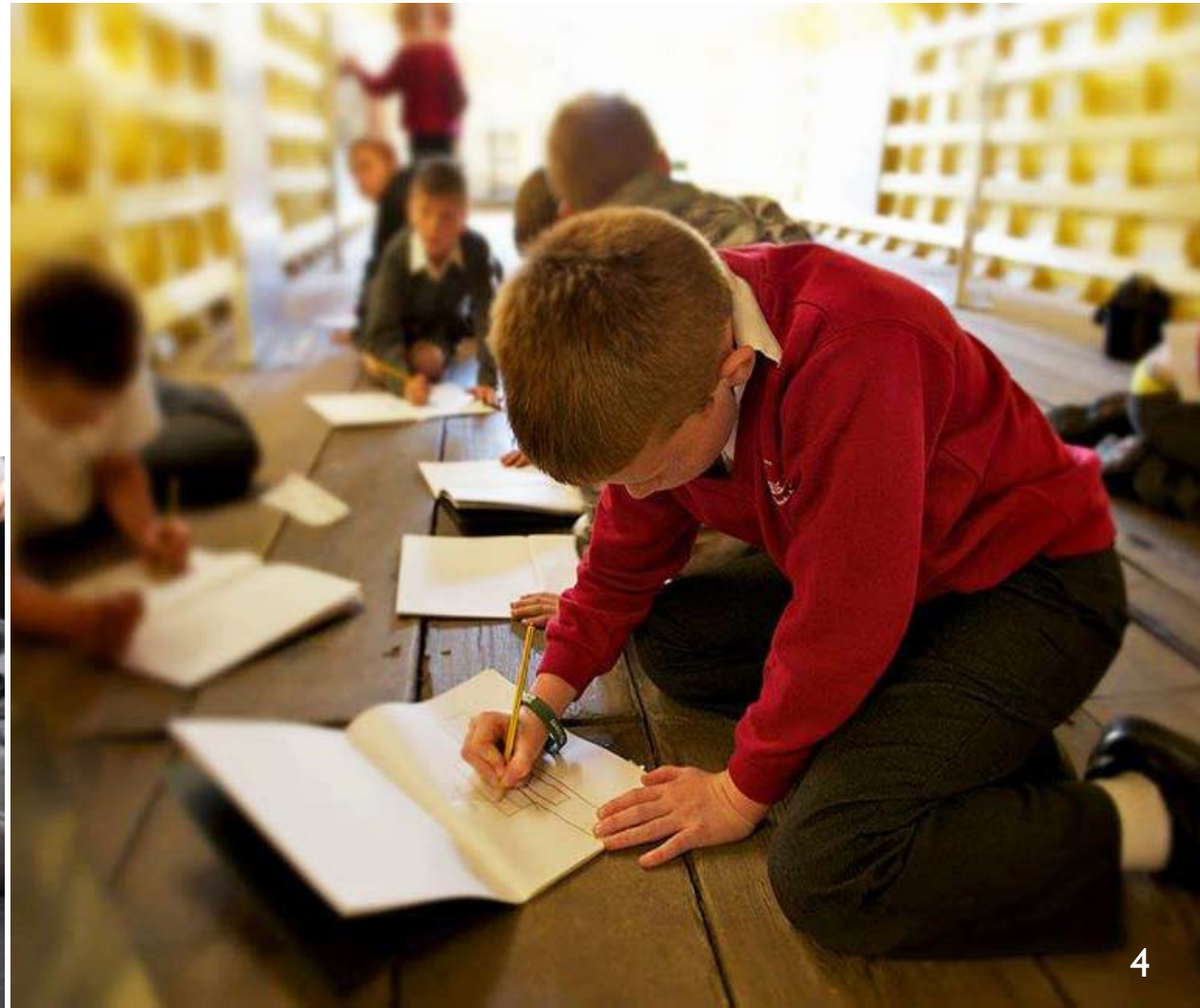
Top: Silver Penny minted for King John, 1205-18.

Bottom: King George IV Crown showing St. George and the Dragon, 1821.

# Creative learning using numismatics collections

Coins and medals can be used creatively in three different ways...

1. As a way of understanding contemporary and historical societies and different cultures.
2. As a stimulus for artistic work including visual art, drama, creative writing, film, animation, dance, music, craft etc.
3. As pieces of art and design in their own right, to explore, observe, analyse and reinterpret.



# Creative ideas and curriculum map

(For more details about Arts Award criteria please see pages 25-29)

Theme I The Journey of a Coin Through History - the use of money			
Main Curriculum Area Focus	National Curriculum Objective	Overview of Coverage	Online Resource Links
History	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Sequence in chronological order. using time language</li> <li>Recognise dates.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Achievements of the earliest civilisations or</li> <li>The legacy of Greek and Roman culture.</li> </ul> <p><b>British Values/ Citizenship:</b></p> <ul style="list-style-type: none"> <li>Function and use of money</li> <li>Rule of law – all people are subject to and accountable in law.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentation, performance and role play</li> <li>Prepare pieces to read aloud and to perform.</li> </ul>	<p><b>The Journey of a Coin Through History - the use of money.</b></p> <p>The initial introduction of coins as a way of charging for goods.</p> <p>Learn about the earliest civilisations and how they 'paid' for goods/work.</p> <p>Explore the earliest civilisations and their use of coins – difference between how the Egyptians, Greeks and Romans used coins.</p> <p>Order coins and compare the differentiation of their use.</p> <p>Move to use of coins pre-decimalisation – compare to the use of tokens during the industrial revolution, linking to the rule of law.</p> <p>Learn about the Royal Mint and the use of money in today's society.</p>	<p><b>General</b></p> <p><a href="http://blackburnmuseum.org.uk/collections/coins-and-manuscripts/">http://blackburnmuseum.org.uk/collections/coins-and-manuscripts/</a></p> <p><a href="https://www.britishmuseum.org/research/collection_online/search.aspx">https://www.britishmuseum.org/research/collection_online/search.aspx</a></p> <p><a href="http://education.scholastic.co.uk/content/8243">http://education.scholastic.co.uk/content/8243</a></p> <p><b>Egyptian Trade</b></p> <p><a href="http://www.ancient.eu/coinage/">http://www.ancient.eu/coinage/</a></p> <p><a href="http://www.bbc.co.uk/education/clips/zgkd7ty">http://www.bbc.co.uk/education/clips/zgkd7ty</a></p> <p><b>Ancient Greeks</b></p> <p><a href="http://www.teachinghistory100.org/objects/a_silver_coin_from_athens">http://www.teachinghistory100.org/objects/a_silver_coin_from_athens</a></p> <p><a href="http://www.leeds.gov.uk/pages/search.aspx?k=greece&amp;u=http://www.leeds.gov.uk/museumsandgaleries/">http://www.leeds.gov.uk/pages/search.aspx?k=greece&amp;u=http://www.leeds.gov.uk/museumsandgaleries/</a></p>

### Suggested Outcomes of Coverage:

- Create a role play to tell the story/journey of a coin in one of the periods of history covered.
- Hold a discussion about the different uses of money – moral rights.
- Write a persuasive argument about which civilisation had the most impact on the use of money as we know it today.
- Create a movie to show the journey of a coin – explanation or instructional writing links.
- This could also link to storytelling and writing from the view point of the coin.

### Arts Award Links

Arts Award Discover Part A -Take Part  
Arts Award Explore Part A - Inspire  
Arts Award Explore Part C - Create

### Romans

<http://www.twotempleplace.org/education/cottontogold-ks2-teachers-resource-pack/>

<http://education.scholastic.co.uk/resources/147728>

<http://www.moneyandmedals.org.uk/guides-pdfs/4578083225>

### British Coins

<http://www.bbc.co.uk/news/business-12346083>

<http://www.royalmint.com/discover/decimalisation>

<http://www.royalmint.com/>

<http://www.moneyandmedals.org.uk/guidespdfs/4578083225>



## Theme 2 The Face of the Ruler - the influence of coins

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
History	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Changes in Britain from Stone Age to Iron Age</li> <li>• The Roman Empire and its impact upon Britain</li> <li>• British settlement by Anglo-Saxons</li> <li>• The legacy of Greek or Roman Culture</li> <li>• Achievement of early civilisations.</li> </ul> <p><b>British Values/ Citizenship:</b></p> <ul style="list-style-type: none"> <li>• Function and use of money</li> <li>• Rule of law – all people are subject to and accountable in law.</li> </ul> <p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observation</li> <li>• Study great architects and designers in history.</li> </ul>	<p><b>The Face of the Ruler - the influence of coins</b></p> <p>Comparison of coins and the image on these coins.</p> <p>Examination of the Greek Gods, Roman Rulers, British Monarch.</p> <p>Looking into the impact these images had.</p> <p>Discussion surrounding why the Roman Emperor chose to include his image – influence across a large Empire.</p> <p>What happens to coins when a ruler dies? Are the coins recalled?</p> <p>The image of our Queen has changed on the coin as she has aged. Has this always happened? Did earlier rulers follow this same principle?</p> <p>How did the image of the ruler become protected – clipping of coins banned?</p> <p>What is the consequence of this? Why can the face of the ruler not be copied?</p>	<p><a href="http://www.bbc.co.uk/newsbeat/article/29933372/secrets-of-the-coins-in-your-pocket-as-queen-gets-facelift">http://www.bbc.co.uk/newsbeat/article/29933372/secrets-of-the-coins-in-your-pocket-as-queen-gets-facelift</a></p> <p><a href="http://www.royalmint.com/discover/royalty/the-royal-portraits">http://www.royalmint.com/discover/royalty/the-royal-portraits</a></p> <p><a href="http://blog.royalmint.com/the-changing-face-of-british-coins-60-years-of-the-queens-coinage/">http://blog.royalmint.com/the-changing-face-of-british-coins-60-years-of-the-queens-coinage/</a></p> <p><a href="http://www.romancoins.info/">http://www.romancoins.info/</a></p> <p><a href="http://www.moneyandmedals.org.uk/guides-pdfs/4578083225">http://www.moneyandmedals.org.uk/guides-pdfs/4578083225</a></p>

## Theme 2 - (cont)

### Suggested Outcomes of Coverage:

- Study of a particular ruler; how could their coin image design be altered to allow them to influence their Empire?
- Sketching of ideas to show historical knowledge of a period of history and a ruler's wants/needs
- Explanation text to show understanding of the different features of a coin
- Study of portraiture; sketching one another's profiles.

### Arts Award Links

Arts Award Discover Part A – Take Part  
Arts Award Explore Part A - Inspire  
Arts Award Explore Part C - Create

## Theme 3 The Measurement of Coins

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
Maths	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Recognise different coins</li> <li>Sequence in chronological order</li> <li>Recognise dates</li> <li>Interpret and present data using bar charts, pictograms and tables.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Participate in discussions, presentation, performance and role play.</li> </ul>	<p><b>The Measurements of Coins</b></p> <p>Examine the measurements of coins from different civilisations.</p> <p>Introduce the Trial of the Pyx.</p> <ul style="list-style-type: none"> <li>What does this work mean?</li> <li>What is its origin?</li> <li>Why was it introduced?</li> <li>Why is it still used today?</li> </ul> <p>Introduction of crimping/milling around the coin and the reason for this.</p> <p>Weights and measurements of current coins- have these changed over time? (e.g. 5 pence piece).</p> <p>Compare to world coins – do any coins in our currency have the same weight, diameter etc. as another currency? China is particularly interesting as coins are often worn as jewellery, so would have a hole through the middle.</p>	<p><a href="http://www.royalmintmuseum.org.uk/history/history-of-the-royal-mint/trial-of-the-pyx/index.html">http://www.royalmintmuseum.org.uk/history/history-of-the-royal-mint/trial-of-the-pyx/index.html</a></p> <p><a href="http://www.theguardian.com/money/2015/feb/03/britains-coins-go-on-trial-at-ancient-ceremony-trial-pyx">http://www.theguardian.com/money/2015/feb/03/britains-coins-go-on-trial-at-ancient-ceremony-trial-pyx</a></p> <p><a href="http://www.bbc.co.uk/news/uk-politics-26632863">http://www.bbc.co.uk/news/uk-politics-26632863</a></p> <p><a href="http://resources.woodlands-junior.kent.sch.uk/customs/questions/money/coins.htm">http://resources.woodlands-junior.kent.sch.uk/customs/questions/money/coins.htm</a></p> <p><a href="http://www.portlandcoins.com/pictureguide">http://www.portlandcoins.com/pictureguide</a></p> <p><b>Jewellery Designers</b>  <a href="http://www.coindesign.co.uk/">http://www.coindesign.co.uk/</a></p>

### Suggested Outcome of Coverage:

- Creation of tables or graphs to demonstrate relationships between coin sizes, weight, measures
- Use of computing skills to show analysis of coins from different countries and currencies
- Explanation text surrounding the introduction of the 'Trial of the Pyx' and its relevance today
- Explore, design and create jewellery using coins
- Investigate jewellery designers who use coins.

### Arts Award Links

Arts Award Discover Part A – Take Part  
Arts Award Discover Part B – Find Out

Arts Award Explore Part A - Inspire  
Arts Award Explore Part B – Explore

## Theme 4 The Royal Mint - '1100 Years of Artistry'

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
<p>History British Values</p>	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Changes in Britain from Stone Age to Iron Age to post 1066.</li> </ul> <p><b>Geography:</b></p> <ul style="list-style-type: none"> <li>Locate countries of the world and use atlases</li> <li>Locate world countries.</li> </ul> <p><b>British values/ Citizenship/PSHE:</b></p> <ul style="list-style-type: none"> <li>Function and use of money</li> <li>Rule of law.</li> </ul>	<p><b>The Royal Mint - '1100 Years of Artistry'</b></p> <p>Learn about the Royal Mint, what it is, its responsibilities and what it does.</p> <p>The timeline of the Royal Mint and its involvement with making money.</p> <p>The Tower of London and Tower Hill.</p> <p>Administration reform and selection of The Chancellor of the Exchequer vs The Master of the Mint.</p> <p>Moving the factory to South Wales from London. Why?</p> <p>Production rates at the factory – increases at specific times; why was this?</p> <p>When were notes introduced? Does the Royal Mint produce these?</p> <p><b>Suggested Outcomes for Coverage:</b></p> <ul style="list-style-type: none"> <li>Creation of timelines to show the history of the Royal Mint</li> <li>Calculation of production rates and knowledge linked to the period of history to show understanding for production increases</li> <li>Wanted posters to advertise for a new Master of the Mint in comparison to the Chancellor of the Exchequer.</li> </ul>	<p><a href="http://www.royalmintmuseum.org.uk/education-and-learning/schools-and-colleges/activities-and-lesson-packs/key-stage-2-activities/coins-in-the-classroom/index.html">http://www.royalmintmuseum.org.uk/education-and-learning/schools-and-colleges/activities-and-lesson-packs/key-stage-2-activities/coins-in-the-classroom/index.html</a></p> <p><a href="http://www.bankofengland.co.uk/banknotes/pages/default.aspx">http://www.bankofengland.co.uk/banknotes/pages/default.aspx</a></p> <p><a href="http://www.royalmintmuseum.org.uk/education-and-learning/family-learning/family-activities/index.html">http://www.royalmintmuseum.org.uk/education-and-learning/family-learning/family-activities/index.html</a></p>

## Theme 5 When Money Isn't Worth What It Was Worth

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
Maths	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Recognise different coins</li> <li>Read roman numerals</li> <li>Interpret and present data in tables, charts and graphs</li> <li>Solve problems involving ratio and proportion.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Participate in discussion, presentation, performance and role play</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>Changes in Britain post 1066.</li> </ul>	<p><b>When Money Isn't Worth What it was Worth</b></p> <p>Learn about the use of coins and the way coins were broken to show their worth, in earlier civilisations. Discover about clipping of coins and the way that coins were originally given their name – why is a coin called a pound?</p> <p>Discover pre-decimalisation coins and the value of these. Work out the value, using proportion and ratio skills, to calculate what these coins would be worth today.</p> <p>Explore designs and any key features that appear on all coins. Discuss why GB moved to a decimal system.</p> <p>Look into the changing value of money – for example in 1970 a house may cost £5000 but now be worth £200,000. Work out percentage increases – why would this happen? Bring in inflation.</p> <p>Compare periods of inflation in our own and other countries. Discuss effects in Germany and America, when money was printed and subsequently became worthless.</p> <p>What is the value of a note in UK? Introduce the idea of the gold standard – does the price in gold ever change? Look at the Italian system.</p>	<p><a href="http://www.museumoflondon.org.uk/Resources/learning/13_14_brochures/KS2/KS2_Money_Matters_teachers_guidelines.pdf">http://www.museumoflondon.org.uk/Resources/learning/13_14_brochures/KS2/KS2_Money_Matters_teachers_guidelines.pdf</a></p> <p><a href="http://www.pfeg.org/resources/details/barclays-money-skills-key-stage-2">http://www.pfeg.org/resources/details/barclays-money-skills-key-stage-2</a></p> <p><a href="http://www.bbc.co.uk/education/clips/znx6n39">http://www.bbc.co.uk/education/clips/znx6n39</a></p> <p><a href="http://www.bbc.co.uk/schools/gc-sebitesize/history/mwh/germany/crisis1923rev_print.shtml">http://www.bbc.co.uk/schools/gc-sebitesize/history/mwh/germany/crisis1923rev_print.shtml</a></p> <p><a href="http://www.telegraph.co.uk/finance/commodities/11330611/How-the-Bank-of-England-abandoned-the-gold-standard.html">http://www.telegraph.co.uk/finance/commodities/11330611/How-the-Bank-of-England-abandoned-the-gold-standard.html</a></p> <p><a href="http://www.royalmint.com/discover/decimalisation">http://www.royalmint.com/discover/decimalisation</a></p>

## Theme 5 - (cont)

### Suggested Outcomes for Coverage:

- Poster to represent pre-decimal money and key information on the design features of these coins
- Write a poem or rhyme to help understand pre-decimalised coins and values
- Tables/graphs to represent conversion values
- Knowledge about inflation and links to periods of economic unrest prior to this – discussion/balanced arguments; is it ever ok to just make more coins and notes?

### Arts Award Links

Arts Award Discover Part A – Take Part  
Arts Award Explore Part A - Inspire  
Arts Award Explore Part C - Create

## Theme 6 Can't We Just Make More?

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
History British Values	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Recognise different coins</li> <li>Read Roman numerals</li> <li>Interpret and present data in tables, charts and graphs</li> <li>Solve problems involving ratio and proportion.</li> </ul> <p><b>Literacy:</b></p> <ul style="list-style-type: none"> <li>Participate in discussion, presentation, performance and role play</li> <li>Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<p><b>Can't We Just Make More?</b></p> <p>Linking to previous coverage, explore inflation in more detail. Look at the current issues with the request that banks should hold higher reserves – quantitative easing during previous economic depression.</p> <p>Explore in detail times of inflation in other countries. Has this happened in our country? What is the common theme for something like this happening?</p> <p>How much money is produced around the world in a day? A year? A decade?</p> <p>How much money is currently in circulation? When does the Mint cast/print more money?</p> <p>Look into anti-counterfeit measures on coins and notes to stop people producing their own.</p> <p>Introduce the story of the Nazis and their plan to destabilise the British economy through forged £5 notes.</p>	<p><a href="http://www.bankofengland.co.uk/banknotes/documents/kyb_lo_res.pdf">http://www.bankofengland.co.uk/banknotes/documents/kyb_lo_res.pdf</a></p> <p><a href="http://www.royalmint.com/discover/uk-coins/counterfeit-one-pound-coins">http://www.royalmint.com/discover/uk-coins/counterfeit-one-pound-coins</a></p> <p><a href="http://www.royalmint.com/discover/uk-coins/coin-design-and-specifications">http://www.royalmint.com/discover/uk-coins/coin-design-and-specifications</a></p>



## Theme 6 - (cont)

### History:

Changes in Britain post 1066.

### Suggested Outcomes of Coverage:

- Explanation poster about inflation, what this is, when inflation goes wrong, the printing/casting of notes/coins
- Graphs to map the production rates of coins throughout a year, or a wider period, to show significant production times
- Tables to show the increase of production and coins/notes in circulation in the UK/world.

## Theme 7 Paying in Different Countries

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
<p>Maths Geography</p>	<p><b>Maths:</b></p> <ul style="list-style-type: none"> <li>Recognise different coins</li> <li>Read Roman numerals</li> <li>Interpret and present data in tables, charts and graphs</li> <li>Solve problems involving ratio and proportion.</li> </ul> <p><b>Geography:</b> Locate world countries.</p>	<p><b>Paying in Different Countries</b> Look into the different countries the Royal Mint produces coins for.</p> <p>Calculate conversion rates for other currencies.</p> <p>Look at the Euro and the introduction of this. Why was this introduced? Do all countries in the EU use this currency? Why not?</p> <p>Do all countries have coins and notes? Are they all made from the same materials?</p> <p>Compare the materials that coins and notes are made from in different countries and why certain countries may choose particular materials.</p> <p>Countries that don't use the Royal Mint; who makes their money?</p> <p><b>Suggested Outcomes of Coverage:</b></p> <ul style="list-style-type: none"> <li>Design conversion tables/line graphs to use to calculate the cost of goods in other countries</li> <li>Comparison of materials used in different countries – bar charts/pictograms</li> <li>Label a map of the world to show where</li> <li>Create an information guide about different currencies and the coin/notes designs.</li> </ul> <p><b>Arts Award Links</b> Arts Award Discover Part A – Take Part Arts Award Explore Part A - Inspire Arts Award Explore Part C - Create</p>	<p><a href="http://www.worldatlas.com/aatlas/infopage/currency.htm">http://www.worldatlas.com/aatlas/infopage/currency.htm</a></p> <p><a href="http://www.powershow.com/view/2113111-MTVmO/Currencies_of_the_World_powerpoint_ppt_presentation">http://www.powershow.com/view/2113111-MTVmO/Currencies_of_the_World_powerpoint_ppt_presentation</a></p> <p><a href="http://www.royalmintmuseum.org.uk/coins/overseas-coins/around-the-world-80-coins/">http://www.royalmintmuseum.org.uk/coins/overseas-coins/around-the-world-80-coins/</a></p>

## Theme 8 How to be a Coin Designer

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
Art Design Technology	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observation</li> <li>• Study great architects and designers.</li> </ul> <p><b>Design Technology:</b></p> <ul style="list-style-type: none"> <li>• Use research to develop a set of criteria, to inform designs that are fit for purpose</li> <li>• Analyse existing products</li> <li>• Understand key individuals.</li> </ul>	<p><b>How to be a Coin Designer...</b> Who designs coins? Who chooses who gets to be on a coin? Are coin designs chosen to be influential or to give key messages?</p> <p>Examine a variety of coins from different periods of history – can children pick out the influential message that may be being given from the image on the coin.</p> <p>Look at key message/motto/inscription on coins. What is the purpose of a motto?</p> <p>Explore different people/figures that have been cast onto coins – why would they have been chosen? What messages are being given?</p> <p>Look into the Royal Mint Coat of Arms. What messages do we learn from them? What messages are being given?</p>	<p><a href="http://www.royalmintmuseum.org.uk/history/history-of-the-royal-mint/royal-mint-coat-of-arms/index.html">http://www.royalmintmuseum.org.uk/history/history-of-the-royal-mint/royal-mint-coat-of-arms/index.html</a></p> <p><a href="http://www.royalmintmuseum.org.uk/education-and-learning/schools-and-colleges/activities-and-lesson-packs/key-stage-2-activities/how-coins-are-made/design-die-making.html">http://www.royalmintmuseum.org.uk/education-and-learning/schools-and-colleges/activities-and-lesson-packs/key-stage-2-activities/how-coins-are-made/design-die-making.html</a></p> <p>Information about one designer of modern coins, Raphael Maklouf <a href="https://en.wikipedia.org/wiki/Raphael_Maklouf">https://en.wikipedia.org/wiki/Raphael_Maklouf</a></p>

### Suggested Outcomes of Coverage:

- Design a coat of arms for the current British coins, labelling key messages
- Create a motto to follow
- Create an information text regarding the different features of a coin
- Examine people/figures who have been cast and struck onto coins – design an argument for the most influential person/figure who should remain on the coin
- Research about a coin designer's life – create a biography or job description for this person/role.

### Arts Award Links

Arts Award Discover Part A – Take Part  
Arts Award Discover Part B – Find Out  
Arts Award Explore Part A - Inspire  
Arts Award Explore Part B – Explore  
Arts Award Explore Part C - Create

## Theme 9 The Material of Coins

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
Science	<p><b>Science:</b></p> <ul style="list-style-type: none"> <li>• Compare and group materials</li> <li>• Know some materials will dissolve in liquid</li> <li>• Explain that some changes result in the formation of new materials.</li> </ul>	<p><b>The Material of Coins</b></p> <p>Explore different coins from different periods of history and categorise into different materials. Links to previous area – measurements.</p> <p>Sort into value of materials – does this compare with the monetary value of the coin?</p> <p>Have particular comparative coins always used the same material?</p> <p>Do other countries follow the same standard?</p> <p>Compare notes and their materials – handle different notes. Examine sizes and materials. Why do Australian notes feel different to British notes?</p> <p><b>Suggested Outcomes for Coverage:</b></p> <ul style="list-style-type: none"> <li>• Design a new coin for a purpose, using knowledge of the material needed</li> <li>• Present an updated coin design to a ‘Dragon’s Den’, arguing for a particular material.</li> </ul> <p><b>Arts Award Links</b></p> <p>Arts Award Discover Part A - Take Part Arts Award Explore Part A - Inspire Arts Award Explore Part C. - Create</p>	<p><a href="http://www.royalmint.com/discover/uk-coins/making-the-coins-in-your-pocket">http://www.royalmint.com/discover/uk-coins/making-the-coins-in-your-pocket</a></p> <p><a href="http://www.royalmintmuseum.org.uk/education-and-learning/schools-and-colleges/activities-and-lesson-packs/key-stage-2-activities/how-coins-are-made/index.html">http://www.royalmintmuseum.org.uk/education-and-learning/schools-and-colleges/activities-and-lesson-packs/key-stage-2-activities/how-coins-are-made/index.html</a></p> <p><a href="http://www.royalmint.com/discover/uk-coins/cupro-nickel-replacement">http://www.royalmint.com/discover/uk-coins/cupro-nickel-replacement</a></p>

## Theme 10 – Commemoration

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
Art Design Technology	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observation</li> <li>• Study great architects and designers.</li> </ul> <p><b>Design Technology:</b></p> <ul style="list-style-type: none"> <li>• Use research to develop a set of criteria, to inform designs that are fit for purpose</li> <li>• Analyse existing products</li> <li>• Understand key individuals.</li> </ul>	<p><b>Commemoration</b></p> <p>What is commemoration?</p> <p>How many commemorative coins are in circulation/uncirculated?</p> <p>How are commemorative coins chosen? Are there specific criteria?</p> <p>Look into commemoration from earlier civilisations. Is this a new system or something that has been used before in different countries/civilisations long ago?</p> <p><b>Suggested Outcomes for Coverage:</b></p> <ul style="list-style-type: none"> <li>• Choose something to commemorate and write a persuasive speech or poem to argue for this</li> <li>• Produce a list of criteria that figures/events need to meet in order to be commemorated on a coin</li> <li>• What story would be told on a coin about you? Design a new coin to show your achievements in primary school.</li> </ul> <p><b>Arts Award Links</b></p> <p>Arts Award Discover Part A - Take Part Arts Award Explore Part A - Inspire Arts Award Explore Part C - Create</p>	<p><a href="http://www.royalmint.com/discover/uk-coins/what-is-a-commemorative-coin">http://www.royalmint.com/discover/uk-coins/what-is-a-commemorative-coin</a></p>

## Theme 11 When is a Coin Not a Coin?

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
History PSHE	<p><b>History:</b></p> <ul style="list-style-type: none"> <li>Significant changes in Britain post 1066.</li> </ul> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>Understand and respect different cultures and beliefs.</li> </ul>	<p><b>When Is A Coin Not A Coin?</b></p> <p>Detailed exploration of the use of coins, but not for the same monetary value.</p> <p>Explore the use of tokens – for example tokens provided by mill owners during the industrial revolution.</p> <ul style="list-style-type: none"> <li>Why did they do this?</li> <li>Why did people accept this?</li> </ul> <p>Compare the religious tokens used.</p> <ul style="list-style-type: none"> <li>Why did the church provide tokens for communion?</li> <li>What was their agenda?</li> </ul> <p>Do we use tokens in our current life? Look at tokens used for lunchtimes in secondary school, car parking tokens, game tokens in arcades? Are these still coins? Do they still have the same value as the coin exchanged?</p> <p>How has the use of ‘money’ progressed through civilisations? – bartering/exchanging, coins with no set value, the introduction of money as we know it, notes, contactless payment – what comes next? Is it still money if we don’t see it or touch it?</p>	<p><a href="http://www.thecoppercorner.com/history/18thC_hist.html">http://www.thecoppercorner.com/history/18thC_hist.html</a></p> <p><a href="http://www.fitzmuseum.cam.ac.uk/dept/coins/exhibitions/spence/">http://www.fitzmuseum.cam.ac.uk/dept/coins/exhibitions/spence/</a></p>

### Suggested Outcomes of Coverage:

- Create a list for places where tokens are used
- Design an alternative token, where this system would work better than the traditional money based system
- Present this idea
- Design a token – does it need to have the same criteria as a coin – justify this
- Design the next way we will pay for goods or services – link to a timeline to show progression
- Explore ideas about money in the future?  
What will money look like in the future?

### Arts Award Links

Arts Award Discover Part A - Take Part  
Arts Award Explore Part A - Inspire  
Arts Award Explore Part C - Create



## Theme 12 The Cultural Use of Money

Main Curriculum Area Focus	National Curriculum Objective	National Curriculum Objective	Online Resource Links
<p>Art Design Technology History PSHE</p>	<p><b>Art:</b></p> <ul style="list-style-type: none"> <li>• Create sketchbooks to record observation</li> <li>• Study great architects and designers.</li> </ul> <p><b>Design Technology:</b></p> <ul style="list-style-type: none"> <li>• Use research to develop a design criteria, which informs design that are fit for purpose</li> <li>• Analyse existing products.</li> <li>• Understand key individuals.</li> </ul> <p><b>History:</b></p> <ul style="list-style-type: none"> <li>• Significant changes in Britain post 1066.</li> </ul> <p><b>PSHE:</b></p> <ul style="list-style-type: none"> <li>• Understand and respect different cultures and beliefs.</li> </ul>	<p><b>The Cultural Use of Money</b></p> <p>When do people give money as gifts? In some cultures it is traditional to give money e.g. Jewish, Orthodox Greek, Hindu.</p> <p>Within Indian culture, some families throw money to brides and grooms, in other cultures money is pinned to the bride and groom.</p> <ul style="list-style-type: none"> <li>• Does this devalue money or make it worth more?</li> <li>• Where does this tradition come from?</li> </ul> <p>What other traditions are there in our own cultures and further afield? E.g. why do some people believe you should put a coin in a new purse if it is a gift? What about the coin in a Christmas pudding?</p> <ul style="list-style-type: none"> <li>• Money in some countries is worn as jewellery and coins have a hole through the middle – why do they do this?</li> </ul>	<p><a href="http://www.learnenglish.de/culture/britishmoney.html">http://www.learnenglish.de/culture/britishmoney.html</a></p> <p><a href="http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/MM-BPrimary-Toolkit-KS2.pdf">http://webarchive.nationalarchives.gov.uk/20130401151715/http://www.education.gov.uk/publications/eOrderingDownload/MM-BPrimary-Toolkit-KS2.pdf</a></p>

## Theme 12 - (cont)

### Suggested Outcomes of Coverage:

- Information guide for particular events and traditions with money
- What are the rules for giving money – explanation surrounding this?
- Design own way of holding money – purse, wallet, necklace etc.

### Arts Award Links

Arts Award Discover Part A - Take Part  
Arts Award Explore Part A - Inspire  
Arts Award Explore Part C - Create

# Arts Award Discover using coins and medals

All of the ideas below could be developed as an extension of any of the above thematic work and would be appropriate in supporting your pupils to achieve Arts Award Discover.

## Part A: Discover

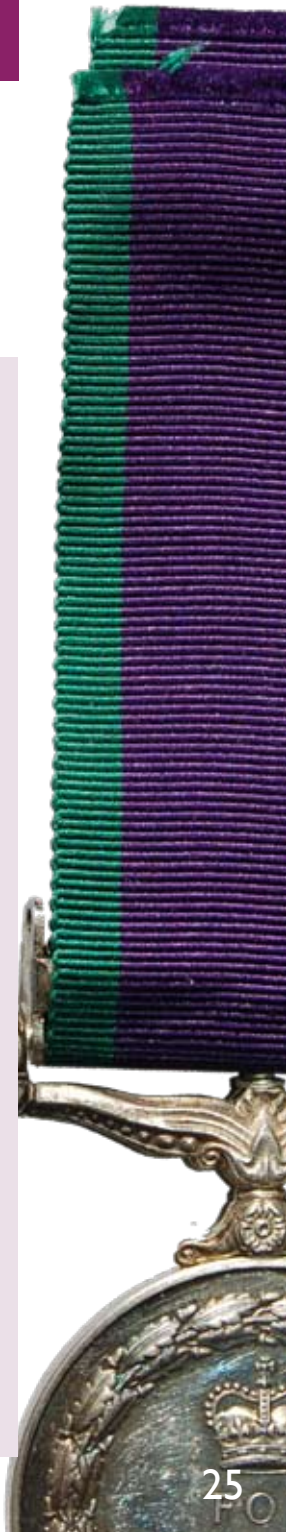
### Evidence required

- A number of art forms identified
- Participation in at least one arts activity.

### Some suggested activities

- Identify the artform involved in making coins e.g. design, portraiture, sculpture, metalwork, casting, striking, engraving
- Have a go at one or more of these art forms: design your own coin; draw a portrait; make a sculpture out of clay; make a cast using Plaster of Paris
- Using the theme of 'Every coin tells a story', explore the journey of a coin from mint to your pocket. Who has held it? Who has used it? What did it pay for? Develop a Literacy/Drama project to write/perform a story about its journey
- Using the theme 'Every medal tells a story', use primary source material from your local archives to explore the lives of the owners of medals you have seen at a local museum.

Right: Medal given to Frederick Edwards for RAF Service in World War II, 1939-45





## Part B: Find Out

### Evidence required

- A record of what has been found out about artists and their work.

### Some suggested activities

- Explore the work of sculptor Raphael Maklouf, best known for designing the effigy of Queen Elizabeth II used on coins today
- Find one other artist, describe them and find out something about their work.

## Part C: Share

- Look back at activities completed for Parts A and B. Tell somebody else about what you did
- Write to a local museum that has a coin collection, tell the curator what you have done and ask them a question about their coins
- Write to the Royal Mint and send them a photo of your creative work
- Create a classroom exhibition using different methods to display and reinterpret coins and medals gathered from friends and family.

Left: Medal given to Frederick Edwards for RAF Service in World War II, 1939-45

# Arts Award Explore using coins and medals

All of the ideas below could be developed as an extension of any of the above thematic work and would be appropriate in supporting your pupils to achieve Arts Award Explore.

## Part A: Inspire

### Evidence required

- A record of taking part in more than one arts activity
- Identification of what was inspiring about taking part.

### Some suggested activities

- Have a go at a number of art forms e.g.: design your own coin; draw a portrait in silhouette; make a sculpture out of clay or make a cast using Plaster of Paris; write a story, play or poem about the life story of a coin
- Using the theme of 'Every coin tells a story', explore the journey of a coin from mint to your pocket. Who has held it? Who has used it? What did it pay for? Develop a Literacy/Drama project to write/perform a story about its journey
- Using the theme of 'Every medal tells a story', use primary source material from your local archives to explore the lives of the owners of medals you have seen at a local museum
- Say which you enjoyed the most and why.

Right: 'Spade' coin issued for the Emperor Wang Mang, 4-23 AD.



## Part B: Explore

### Evidence required

- A record of what has been found out about the work of artists
- A record of what has been found out about the work of arts organisations.

### Some suggested activities

- Explore the work of sculptor Raphael Maklouf, best known for designing the effigy of Queen Elizabeth II used on coins. Find one other artist, describe them and find out something about their work
- Find out about a museum that displays a coin collection. Arrange a visit to see the exhibition and talk to the curator or exhibition designer. Prepare some questions about the artistic impact of the exhibition e.g. how does the curator decide how to display the coins? If you can't visit, could you arrange to Skype from your classroom?

## Part C: Create

### Evidence required

- Make a piece of art and record how you created it
- Make a record of the final piece of art.

### Some suggested activities

- Think about the art forms experienced in Part A. Which one was enjoyed the most? Create and complete a piece of work in that art form e.g. design a coin for your class, think of a motto, a portrait or coat of arms, a legend, a pattern for the rim and edge and include mint marks and the designer's initials.

Left: 'Spade' coin issued for the Emperor Wang Mang, 4-23 AD.

## Part D: Present

### Evidence required

- Identify what has been achieved / enjoyed through completing Arts Award
- Record what was presented and how it was shared.

### Some suggested activities

- Look back over the activities you did for Parts A, B and C  
What did you enjoy the most? What are you most proud of? What have you learned?
- Present this to another person or group of people, e.g. to a teacher in school or to another class and ask for their feedback on what you presented
- Create your own exhibition and give a tour to your family or friends. You could make a film or write a poem or song about your Arts Award
- Create a classroom exhibition using different methods to display and reinterpret coins and medals gathered from friends and family.

Below: King George IV Crown, 1821.



# In Practice- Examples in the North West

## Pennies and Pounds... at Kendal Museum

Using Roman, Medieval and Tudor coins to develop numeracy.

Over the past few years Kendal Museum has been exploring different creative approaches to more effective use of their important coin collections. The collections consist primarily of seven hoards of coins from Roman to Medieval to Tudor times found in and around Cumbria.

The team at the Museum have worked with a young person undertaking Silver Arts Award to develop their coin exhibition and a live interpretation script and film that brings the collections to life. This film is now used as a stimulus for school pupils exploring the collections.

During these sessions pupils can research the coin exhibitions and use replica Tudor coins in a challenge to pay for Tudor activities including crossing the Thames, buying a theatre ticket, having a dress made for the theatre. They explore how money was used from Roman to Medieval to Tudor times and make the imaginative link between ancient and contemporary currency. They develop their multiplication, addition and subtraction skills in a real context and broaden their understanding of different monetary systems.

## Exploring Roman Coins... at Manchester Museum

Using coins to explore power, portraiture and inscription.

Manchester holds vast collections of Roman, Greek and British coins as well as collections from Africa, Asia, the Middle East and America. They hold a number of Roman Coin Hoards including the Alderley Edge Hoard. The Museum has a dedicated Money Gallery.

Pupils have been able to closely analyse the designs of Roman coins using magnifying glasses to examine images, Latin inscriptions and legends, thinking about their significance and meaning in Roman society and their potential relevance today. Pupils studied original Roman Denarius and Sestertius coins, transcribed and translated the inscriptions and legends and created plaster moulds of the coins.

The Museum is keen to use these important collections more creatively. It is considering a campaign to highlight and build interest in the collections by inviting people to send their own profile photos to compare them with those found on its Roman coins.



Top: Roman silver siliqua, issued for Emperor Constantius II, 355-360.

Bottom L & R: Roman silver denarius minted for Moneyer, Gnaeus Lucretius Trio, 133-126 BC.



## Money Makers... Harris Museum & Art Gallery

A creative exploration of the origins, design and manufacture of coins.

The coin collections at The Harris Museum and Art Gallery are significantly important in representing the development of society and economics across the UK. The collections include Viking Cuerdale pennies, Tudor and Stuart coins.

The Harris is keen to explore different ways to bring the coin collection to life. This could include working with living history interpreters on the Cuerdale Hoard or a 'design your own coin' session involving a look at mint marks, Latin inscription and self portraiture. During sessions at the Harris pupils are able to meet the Curator, handle and discuss real coins from the collection and have a go at making a Viking penny using the museum's coin die.

The Museum is now considering different ways to bring their coin collections to life and are keen to explore the possibility of working with living history interpreters on the Cuerdale Hoard and a 'design your own coin' session involving analysis of mint marks, Latin inscription and self portraiture.



## The Value of Money...

Using coins to discover more about the lives of locals in Victorian Preston.

During their research into the local area, local people, places and different lives in Victorian times, pupils use real Victorian pre decimal coins and archival records to find out more about the cost of living and average salaries.

The coins are analysed in terms of look, feel and 'value' and pupils take part in discussions about half timer wages and practical numeracy based activities focused on family budgeting in Victorian times. Throughout this session pupils start to gather more understanding of the reasons for rapid economic and social change in Preston during the Victorian period and how Preston today differs from Victorian Preston.



## Exploring Greek Coins. . .

### Using coins to understand life in Ancient Greece

During their session on ancient Greeks and Greek Myths pupils are inspired by the opportunity to handle and explore real coins that were used by people in ancient Greece more than 2000 years ago.

Through creative activities and discussions focusing on the imagery, size and materials of the coins, they start to compare these coins with the ones they use everyday in their own lives.

## Local Debt Project. . .

The Harris has also been working with the Debt Advice Foundation to support young people in schools to develop financial responsibility skills through engagement with their coin collections.

The team has created a money diary (a story in the form of a diary) and a lesson plan, which helps pupils to look at life in Preston around 1815 in terms of family life and welfare and compare that to some of the economic challenges of 2015 providing a contrasting study of society over a 200 year period.



# What Next?



You can contact any of the museums or any of the projects detailed in this document to find out more. You may also want to find out more about Arts Award at:

<http://www.artsaward.co.uk>.

Curious Minds is the North West's lead agency for cultural and creative education. Curious Minds aims to ensure every child and young person has the opportunity to experience arts and culture. We do this through our fast growing networks and partnerships, working with schools, building on good practice, encouraging quality, providing infrastructure for key programmes such as Artsmark Award and Arts Award, and stimulating new investment.

We look forward to hearing from you and taking children and young people's talents to the next level. Feel free to get in touch:

[info@curiousminds.org.uk](mailto:info@curiousminds.org.uk)

01772 827001

[www.curiousminds.org.uk](http://www.curiousminds.org.uk)

Culture Hubs is our North West network where educators, group leaders, practitioners, and creative or cultural organisations across the region can find out about one another. Look up who is in your area, and show your commitment to arts, culture and creativity for children and young people by adding your details to the network.

[www.culturehubs.co.uk](http://www.culturehubs.co.uk)

# Other Resources

Information about numismatics collections, why they are important and what they might mean.

- [http://www.britishmuseum.org/explore/themes/money/studying\\_money.aspx](http://www.britishmuseum.org/explore/themes/money/studying_money.aspx)

A generic introduction to Roman Coins.

- <https://finds.org.uk/romancoins/>

The Royal Mint teaching and learning resources.

- <http://www.royalmintmuseum.org.uk/education-and-learning/>

The Royal Mint information about coin design.

- <http://www.royalmint.com/discover/uk-coins/coin-design-and-specifications>

Information about the Beau Street Hoard found in Bath.

- <http://www.romanbaths.co.uk/beau-street-hoard>

The MyLearning website is full of heritage related teaching and learning resources:

- 'Explore First World War Medals' is an area of the site all about the First World War
- Interactive medal making and creative activities
- Draw your own medal template activity

- <http://www.mylearning.org/ww1-medal-stories/>

- <http://apps.mylearning.org/ww1medals/>

- <http://www.mylearning.org/ww1-medal-stories/p-/resource/2639/>

- <http://www.coin-collecting-guide-for-beginners.com/coin-terms.html>

A link to researching coins

- <http://www.moneyandmedals.org.uk>

Information about the Money and Medals Network with links to local collections

- <http://www.debtaware.org/programmes/>

A link to the Harris Museum Local Debt Project

- <http://www.harrismuseum.org.uk/>

Link to the Harris' website via the coin collections page

- <https://vimeo.com/114865540>

A short film showing how you can deliver Arts Award in a heritage context

Written by Jael Williams and Kathryn Quigley on behalf of  
Curious Minds North West and The Harris Museum  
February 2016

