2025

VERY LOCAL MATHS

A ‘FESTIVAL’ REVIEW

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INTRODUCTION

This report presents a mapping of mathematics events, platforms and festivals that connect mathematics and the arts for young people in the United Kingdom. The mapping was carried out as part of a broader research project based in a community centre in South Manchester, where we worked with a group of young people aged 13 to 16. Our series of monthly workshops explored the connections and continuities between artistic practices (e.g. photography, poetry and origami) and mathematics, investigating ways to engage with mathematics as an open and collaborative field. In an effort to situate our initiative within a wider landscape of community mathematics, we conducted what we have called a “festival review”. This review offers a systematic survey of events and platforms that support mathematics beyond formal education, with particular attention to those initiatives that integrate the arts and are accessible to young people.

This report presents the outcomes of this festival review organised into six sections. The first section sets out the **methods** used, providing detail on our search terms, inclusion and exclusion criteria and a discussion of the scope of our enquiry. The second section, **types of events**, presents a typology of the events, festivals and platforms identified, and provides an overview of the range of actors who support and structure mathematics outside school in the UK. The third section, **discoursing mathematics events**, examines the ways in which mathematics is presented and discussed across these initiatives, with particular attention to how young people are invited to engage with mathematics. The fourth section, **interdisciplinarity**, explores the forms of interdisciplinarity observed, focusing on the connections established between mathematics and the arts. The fifth section discusses the limitations of our approach and the final section, **conclusions**, draws together the main insights.

Methods

Data collection

To construct this review, we conducted an online search using Google using the following search terms:

Mathematics festival UK; Maths club UK; Mathematics event UK; Maths arts event UK; Maths events UK 2025; Maths community events 2025; Maths and arts 2025; Maths and history UK; Decolonising maths 2025; Extracurricular maths UK 2025; Maths events young people 2025; Maths and crafts; Maths and sports; Maths public events UK 2025; Creative maths events UK; Maths festivals; Maths arts events.

Inclusion and Exclusion Criteria

We have chosen to focus this review on events and platforms that support mathematics 'outside of school', rather than those which primarily serve as extensions of classroom learning or the school curriculum. We have, however, included activities and events with links to, or which take place in, schools and universities, such as outreach programmes and research fairs. While such events may sometimes be linked to national curricula this is not their primary focus. This report does not feature tutoring or exam-focused activities which are arguably the most widely available of all mathematics education events for young people outside of school. Such activities are already highly visible and tend to foster an engagement with school mathematics focused on attainment and assessment. In this survey, our interest lies in events that support other ways of engaging with mathematics, particularly those that emphasise creativity, collaboration, and connections with the arts and wider communities.

Scope of the Mapping

In order to provide an in-depth account of the activities researched, we have opted to limit this festival review to the UK only. Without wanting to disregard the exciting initiatives developing elsewhere (e.g. Mathalchemy in Arizona) or flatten the cultural, societal, economic or educational variation that exists within the UK, we have decided to focus on one national context which we are familiar with and of which we have direct experience. Comparative work with initiatives in other countries would undoubtedly enrich the picture but falls outside the remit of this report. This mapping provides a provisional snapshot of community mathematics in the UK, while also highlighting important gaps in visibility and access. Further research, particularly through in-person engagement with local community groups, will be necessary to build a fuller picture of the creative and community-based mathematical opportunities available to young people.

Finally, while this report aims to outline the currently available mathematics and arts activities and events for young people, it does not present data on the uptake of activities or access to them. There remains further research to be done on the accessibility of these events to different groups of young people and across the different regions of the UK.

Data summary and analytical strands

Data was compiled into a spreadsheet that formed the basis of this report. In total, we identified 44 events (see Appendix A). For each event, we recorded key information, including the type of event (e.g. workshop, competition, or research activity), location, the organising body, the frequency of the event, the nature of the mathematics involved, any additional disciplines represented, the location, and the target audience (families, children, teenagers or school groups).

In compiling and analysing the data, we focused on three interconnected strands that emerged from the events and activities identified. First, we examined the different types of events and platforms that organise mathematics outside of school, as well as the range of actors involved. Second, we considered the discourse surrounding mathematics in these spaces, attending to how mathematics is presented and the ways in which young people are invited to relate to it. Third, we explored the forms of interdisciplinarity present, with a particular emphasis on the connections established between mathematics and the arts. These three strands structure the findings presented in the sections that follow.

TYPES OF EVENTS

The mapping revealed a wide range of events, platforms and spaces where mathematics is made accessible to young people outside formal schooling. These opportunities are structured by a diversity of actors, institutions, and organisational models, each bringing its own approach to engaging with mathematics beyond the classroom. We identified 7 types of activity, which are outlined below. Each of these categories reflects different ways of imagining, supporting, and presenting mathematics to young people. As with any classification, these categories are slippery, and many events and activities can be found at the intersection of several types. The boundaries between categories are often porous, with some initiatives combining features from multiple strands. This overview offers a sense of the diversity of event and activities on offer, the range of approaches in play, and the varied ways in which mathematics is made present beyond school settings in the UK.

1. University-based /public engagement

Several events are developed and delivered through university departments and outreach programmes. They are typically supported by institutional strategies related to science communication, public engagement and widening participation in higher education.

Activities in this category often introduce areas of mathematics that form part of university-level research and teaching. These are presented in ways that invite participation from non-specialist audiences, through talks, workshops, puzzles, or interactive format. Topics include, for example, topology, cryptography, number theory, frames through concrete problems or visual representation. These events aim at democratising access to advanced mathematical thinking by making its ideas visible and tangible beyond academic settings.

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*The **Oxford Maths Festival** is a two-day annual event organised by the University of Oxford's Mathematical Institute. The festival is designed as a public-facing, family-oriented event, offering a wide range of activities for children aged 3 to 13 and their families. The programme combines events held within the university building and a large drop-in activity zone at Templars Square Shopping Centre. Activities include hands-on exploration stations, craft-based workshops, mathematical board games, interactive shows and age-specific workshop introducing numbers, shapes, symmetry. Each session specifies age, guidance and duration.*

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2. Science (or other) festivals with mathematics components

Some events take place within broader science or arts festivals where mathematics appears alongside other disciplinary themes. These festivals are usually coordinated by regional science centres, universities, museums, theatres, or local cultural institutions. They take place in large public venues such as city museums, theatres, libraries, or temporary installations in central urban spaces. Funding often comes from a combination of national public funding for science, support from local government, and contributions from private companies or non-profit organisations.

The mathematics in these events is most often presented in relation to other fields like biology, climate science, design, or computing. It is introduced through what it enables (e.g. pattern recognition, modelling, quantification, data analysis) rather than as a standalone disciplinary focus. Events are usually designed for mixed-age audiences, from primary school to adults, and take place in accessible settings.

*Across the UK, regional science festivals provide platforms for interdisciplinary engagement. The **Norwich Science Festival**, for example, is an annual public event that includes over 200 free and low-cost activities such as talks, workshops, performances and exhibitions. Other festivals in this category include the **Lancashire Science Festival** and the **Edinburgh Science Festival**, where mathematics is often situated within broader thematics or societal concerns.*

3. Mathematics outreach organisations

These events are organised by independent organisations that specialise in mathematics outreach - groups which operate outside of formal education institutions, though often work in partnership with them. They are typically run by professional mathematics communicators and educators, some with backgrounds in media or performance. Programmes are often delivered centrally and adapted to multiple venues or audiences. Funding models vary, and may include ticket sales, sponsorship, educational grants, or support from individual entrepreneurs or charitable foundations.

The mathematics promoted in these events is usually selected for its accessibility, elegance, or surprise. It includes topics like paradoxes, probability, logic, number patterns, or geometric puzzles. The aim is to increase interest in mathematics and to shift how young people perceive it. These events are not designed to teach content directly, but to create positive associations with mathematical thinking and to build confidence. In many cases, the underlying goal is to motivate students to engage more seriously with mathematics at school by showing that it can be playful, creative, and intellectually stimulating.

*The **Big Maths Gameshow** is an interactive performance involving comedy and games to engage children and families with mathematics. It was devised, written and performed by Kyle D Evans and performed at various venues and comedy festivals across the UK (e.g. the Leicester Comedy Festival in February 2025).*

4. Artist-led mathematics events

Some smaller-scale events are initiated by artists or cultural organisations that use mathematics as a material for creative exploration. These events are often one-off workshops, exhibitions, or performances, and are funded through arts councils, local cultural grants, or private sponsorship. They are hosted in a range of venues including galleries, concert halls, artist-run spaces, or community centres. Sessions are typically

led by the artists themselves, sometimes in collaboration with mathematicians or educators.

The mathematics involved in these events takes shape through hands-on artistic activities such as drawing, folding, weaving, or patternmaking. Participants work with materials (paper, thread, sound, movement). These events invite participants to encounter mathematical ideas as they emerge through the tactile and embodied processes of artistic creation.

Samira Mian's Islamic Geometry Workshops *are regular artist-led sessions held across various community arts venues in London run by artist and education Samira Mian. Each workshop invites participants to construct and embellish a different geometric pattern drawn from the Islamic artistic tradition. No prior experience is required, and materials are provided.*

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5. Libraries and community learning spaces

Another category of events are those that take place in libraries or similar community learning environments. These activities are locally organised, often recurring, and typically aimed at young children and families. Funding may come from municipal library budgets, educational charities, or partnerships with external providers such as private tutoring schemes or creative education companies. Delivery varies, some sessions are led by library staff, others by external educators or facilitators contracted for specific series. These events tend to be modest in scale but highly accessible, offering low-barrier entry points for families who may not otherwise participate in extracurricular mathematics. They are shaped by the practical realities of staffing, resourcing, and programming such events.

The mathematics engaged in these events corresponds to early school-level content, but is approached through play, movement, storytelling, or group interaction. Activities include working with numbers, shapes, spatial relations, estimation, or simple operations, often embedded in games or everyday scenarios. These events do not aim to advance formal instruction, but to create conditions where mathematical ideas can be encountered in flexible and enjoyable ways. They support confidence, curiosity, and regular exposure to mathematical language and reasoning in contexts that are social, informal, and locally accessible.

The Kids Maths Club *at Wood Street Library in Waltham Forest, London is a weekly drop-in session open to children of all ages and all abilities. The club offers an informal setting where young participants can explore mathematics through puzzles, games and collaborative problem-solving activities.*

6. Museums and heritage centres

Some museums and science centres host permanent installations dedicated to mathematics. These sites are open to the public throughout the year and offer regular opportunities to engage with mathematical ideas outside of formal education. Most are free to access, supported by public education funding, national science programmes, or institutional budgets.

The mathematics presented is exploratory and experience-based. Visitors engage with logic puzzles, spatial challenges, and interactive exhibits. The focus is on discovery, manipulation, and informal problem-solving. These environments invite tactile and embodied forms of engagements – through movement, play, and experimentation.

MathsCity *is a hands on mathematics based interactive experience based in Leeds and developed by MathsWorldUK. It features the permanent exhibition of large-scale hands-on installations that explore geometry, symmetry, topology, and mathematical reasoning. The session is open to public and hosts sessions for school groups and families.*

7. National and international networks

These are initiatives that promote mathematics through national or international networks. Such events are not tied to a single venue or location but operate through distributed participation by schools, universities, museums, or local groups. They are usually structured around shared themes, coordinated timelines, and toolkits made available to educators or families. Funding may come from national education bodies, international organisations, or institutional contributions.

Rather than producing a single, centralised event, these events activate multiple smaller-scale encounters across different locations. Some distribute resources for use in schools or homes; other encourage participation in mathematical games, puzzles, or thematic discussions.

National Numeracy Day *is a UK-wide campaign focused on number confidence and everyday numeracy. The initiative provides free online resources and live-streamed sessions for children and adults. All materials are freely accessible online, allowing individuals, schools and organisations to participate and promote numeracy in their community. The campaign encourages organisations and individuals to host or share activities in their own communities.*

DISCOURSING MATHEMATICS EVENTS

This review also considers how the events and activities outlined above are described on their respective websites to see what types of language are used in the production of community mathematics. We identified 5 discourses as follows:

Wonder and awe – this involves the use of terms such as 'wonder', 'curiosity', 'fascination', 'surprise' and 'discovery' which seem to demonstrate a need to engage, inspire and enthuse young people about mathematics. This raises questions as to whether there is a starting reference point of presumed disengagement for young people (see below)? This type of language featured on websites for events categorised as science festivals fitting with broader enlightened scientific discourses. But this was not exclusively the case – see for instance, the annual Oxford Maths Festival which talks about recreational mathematics that sparks curiosity producing the surprising or unexpected.

Bodily experience – language associated with, bodily sensations, creativity and aesthetic experiences also featured across the websites using words such as 'feel the rhythm', 'hands-on learning', 'movement', immersion and 'sight and sound', 'bold and bright'. Interestingly these terms also appeared alongside ideas of 'playfulness'. This language featured most frequently in artist led and museum events and there were also several references to beauty – suggesting that sense/bodily experiences can be linked to appreciation of beauty ('beautiful ideas', 'surprise ourselves with beauty').

Overcoming barriers – a number of websites marketed their events as addressing an audience who may lack confidence or be fearful of mathematics. For instance, one website stated the event wanted to alleviate 'the fear of mathematics, rooted in lack of confidence' and another explained the origins of the event by the author 'as someone

who suffered from a fear of mathematics'. Some websites identified potential audiences as those who 'do not typically engage with science or mathematics' or (for adults) 'have not thought about mathematics since school'. These examples suggest recognition of possible self-exclusion when it comes to mathematics which the organisers were trying to address or overcome. There was also frequent reassurance that 'no experience is necessary', with one artist-led website aiming to 'make you feel comfortable and ensure you feel confident in your creations'. This links to the more general theme of widening participation discussed above by focusing on overcoming barriers in terms of access (e.g. 'accessible for all'), including those events that were specifically targeted at women. One website explicitly named the barrier as being school mathematics itself with the phrase 'there's more to maths than taking exams' - again indicating a broader social need to open up mathematics.

Mathematics as exceptional – alongside efforts to improve access to mathematics, some of the language used also seemed to mark out an exceptional quality in relation to who normally does mathematical activity. For instance, 'you don't need to be a computer whizz or mathematics genius', 'maths whizzes' and 'we've worked with clever mathematicians' which appeared alongside terms such as 'fiendish logic', 'masterclasses' and 'leading and emerging talent'. Some of the events we looked at also adopted a competitive team approach where young people competed against each other on 'challenges', 'solving puzzles' or 'problem solving'. We link this language to exceptionality here since it refers to a process by which those who are better than the rest are marked out as winners. This can be contrasted with some of the artist-led workshops that explicitly offered opened ended activities (you may not finish) in order to 'empty headspace' and 'relax'.

Mathematics as useful - some websites spoke of 'real world applications' (as if mathematics might not be 'real'?) and how different forms of mathematics are 'fundamental to our daily lives/everyday life'. Sometimes this language was used rather emphatically to convey 'the power of mathematics' and its importance in enabling humankind to develop and 'control the universe'. Linked to this notion of usefulness was the idea that mathematics has economic value through possible future careers - for instance, events were targeted at offering 'insight into possible careers' and 'showcasing successful women in mathematics' for those who will soon be making possible career choices. In several cases, events were explicitly linked with economic growth and development - for instance, 'Our community leagues and young role models are building a pipeline of talent for a tech-led UK economy in which everyone has a chance to thrive'.

Anomalies

There were also some interesting anomalies in how language was used particularly in relation to the artist led initiatives in our review. Whilst one website aligned with the idea that 'mathematics is all around us' by stating they use geometry to 'see nature and the world around them', another website spoke about art occupying a space generated by the failure of mathematics: 'This failure of its geometry means that it

cannot succeed as a scientific model, but it is this very failure that allows it to succeed as an art work, the cracks full of broad and potent implications.' This was the only example in our review where mathematics itself was critically questioned through artistic practice which seems juxtaposed to the 'power of mathematics' in our mathematics as useful discourse.

INTERDISCIPLINARITY

This section examines the forms of interdisciplinarity observed across the mapped events, with a particular focus on the connections established between mathematics and the arts. Drawing on examples from the dataset, we consider which art forms most frequently intersect with mathematics, the kinds of mathematical topics that are engaged through artistic practices, and the range of creative approaches taken. The analysis highlights both the predominance of visual arts within these initiatives and the more occasional links forged with music, poetry, craft, architecture, performance, and history. Attention is paid to how interdisciplinarity is framed, the ways in which creativity is presented, and the extent to which the creative dimension of mathematics itself is foregrounded or implied.

The most common art form to appear in our review is visual art, which was used across different activity types, from artistic led workshops to science festivals. Most often, visual arts workshops and exhibitions were linked to geometry. For example, there was an artist sculpture exhibition exploring the geometry and spatial properties of the Platonic solids, especially the tetrahedron, and notions of expansion, entropy, growth and retraction. Other workshops explored the geometric patterns of the Alhambra Palace through drawing and geometric patterns in Islamic art more broadly through painting and drawing. Others involved discovering shape, tessellation, symmetry and pattern in acclaimed exhibited artworks.

Other art forms appear only rarely in the activities and events that make up our review. For example, a music and maths festival organised by a contemporary music group in 2022 included activities such as a 'performing/drawing/scoring' showcase which shared the work of young local participants who had been involved in a workshop using software to create musical scores through brush strokes and shapes. It also included discussion on the use of mathematics by the composer Iannis Xenakis. Similarly, poetry featured in only two events: as part of a planned Maths Week festival in late 2025, connecting mathematics and nature, and as part of a museum workshop. The first involved Fibonacci poetry, while the second invited young people to create kenning poems which were then used to explore ideas linked to exponential growth. One festival explicitly discussed craft sessions, involving origami and card-making, while many mentioned board games, puzzles, or general play. Performance also featured quite heavily, either through the opportunity for participants to engage in quickfire

presentations or through interactive comedy performances. Some festivals also discussed general themes of creativity in relation to mathematics, without detailing the types of creativity involved.

Although our search mainly focused on the exploration of interdisciplinarity between mathematics and various artistic forms, we also came across several events linking mathematics to other disciplines, notably history. Examples include the exploration of historical figures, particularly in the celebration of women in mathematics or STEM more broadly.

It is interesting to note that the activities discussed do not situate mathematics and forms of art or creativity as being in opposition to one another. However, they also do not explicitly highlight the creativity inherent in mathematics itself, resulting in this opposition sometimes being implied in the promotional content for events. An exception to this however is those festivals which discuss a general theme of creativity, which celebrates the creativity found in mathematical discovery and art.

Limitations

A key limitation of this festival review concerns the means by which we searched for and identified current events and activities. The research relied primarily on online searches via Google to determine what is on offer to young people across the UK. This inevitably foregrounds events that are most visible through their online presence, often because they benefit from greater funding or from connections with large, well-established organisations. As a result, many activities rooted in local communities, especially those operating at a small scale, may remain absent from this mapping.

Our own engagement with local communities in south Manchester has made us aware of the range of activities for young people run by networks of youth workers and parents, outside official school channels and largely offline. In recruiting and working with our young co-researchers on creative mathematics workshops at the Moss Side Millennium Powerhouse, we have quickly learned that the youth club, and the wide range of activities it offers, function through in-person exchange, community networks, and real-life social interaction, with events often not advertised online. In addition, our awareness of certain activities was shaped by the involvement of **Keisha Thompson** as a member of the project team. Because Keisha is grounded in these community networks, her participation enabled us to learn about events that would not otherwise have appeared in our mapping, since they were not advertised online or made visible through official channels. These examples highlight the importance of embodied networks of relationships, built through trust and proximity, that are fundamental to the nature of both locality and community.

The process of mapping community mathematics initiatives requires ongoing attention to our own position as researchers and to the limits of what we can know or access. The question of (not) knowing about events or activities raises pressing questions

around our own positionality in conducting this review: what (and whom) might we miss because of our own respective (lack of) belonging to certain communities and identity groups (in terms of race, class, gender, age, parenthood, situation within the academy), regardless of whether we search on- or offline? Although, in some ways, the online nature of the search we have conducted has allowed us to access events we might not otherwise have known about (in other regions and communities), it also obscures those activities most embedded in local communities, which may prioritise other channels of communication and advertisement. In this sense, the report is doubtless missing records of crucially important work being undertaken in the heart of communities: such as youth clubs, public libraries, community centres, small grassroots charities and associations, and in peer groups established by students themselves, whether formally or informally. While we have taken some steps to develop a little understanding of the activities organised in these spaces there remains significant research to be done to map the undoubtedly numerous relevant community events which are not visible online. An important first step in such a project would be to develop a representative case study within a specific region, where community links could be established and in-person visits to community spaces organised.

CONCLUSIONS

This festival review offers an initial picture of the many ways young people in the UK can engage with mathematics outside of school. The initiatives documented here reveal the range of actors involved and the diversity of approaches through which mathematics becomes visible and meaningful outside formal schooling. We hope this review can serve both as a resource and as an invitation. It is a resource for those wishing to understand or participate in the current ecology of mathematics beyond school, and an invitation to deepen and expand this landscape further. There remains much to discover about how mathematics is lived, shared, and reinvented outside school. Closer engagement with local networks and collaborative work with young people themselves could deepen our understanding of these spaces and the possibilities they offer. Comparative perspectives with other national contexts would further enrich this picture. Above all, the work points towards the value of supporting forms of mathematics that are open, situated, and responsive to the plural worlds in which young people live.

APPENDIX A: LIST OF EVENTS FOUND

Event	Website
NI maths festival	https://nimathsfest.co.uk/#whatismathsfest
Alan Turing Cryptography Competition	https://www.maths.manchester.ac.uk/cryptography/
Oxford Maths Festival	https://mathsfest.web.ox.ac.uk/whats-on
Cambridge Festival: Hands-on Maths Fair	https://maths.org/events/hands-maths-fair-2025-cambridge-festival
Royal Institute/Bath Masterclasses 2025	https://heilbronn.ac.uk/2025/01/13/ri-bath-masterclasses-2025/#:~:text=The%20Royal%20Institution%20Masterclass%20programme,in%20new%20and%20exciting%20ways
Mathsbombe	https://www.maths.manchester.ac.uk/mathsbombe/
Florence Nightingale Day 2025	https://www.lancaster.ac.uk/maths/engagement/working-with-schools/florence-nightingale-day/
Stories about Hollywood's Hippest mathematics. A celebration of Women and Girls in STEM	https://www.bristol.ac.uk/maths/events/2025/stories-about-hollywoods-hippest-mathematics-a-celebration-of-women-and-girls-.html
STEM Saturdays	https://liverpoolmathsschool.org/events/
FUTURES - Schools Research Fair Engagement	https://www.bristol.ac.uk/public-engagement/get-involved/our-events/futures-2025/
British Science Festival	https://britishsciencefestival.org/the-british-science-festival-is-heading-to-liverpool-in-2025/
ColliderFest	https://colliderfest.co.uk/
Music & Maths Festival	https://www.bcmg.org.uk/event/music-maths
Norwich Science Festival	https://norwichsciencefestival.co.uk/whats-on/a-game-of-maths
Nottingham Science & Curiosity Festival	https://www.eventbrite.co.uk/e/fosac-2025-maths-puzzle-playground-at-kirkby-in-ashfield-library-tickets-1137723695199?aff=oddtdtcreator
Edinburgh Science Festival	https://www.edinburghscience.co.uk/

Lancashire Science Festival	https://www.lancashire.ac.uk/lancashire-science-festival
Maths Feast	https://amsp.org.uk/events/year-10-maths-feast/
The Big Maths Gameshow (Leicester Comedy Festival)	https://comedy-festival.co.uk/events/the-big-maths-gameshow-with-kyle-d-evans/
Maths Inspiration	https://mathsinspiration.com/home
Maths Fest 2025	https://maths-fest.com/
International Day of Mathematics	https://www.idm314.org/
Maths Week 2025: Wild Maths	https://mathsweek.scot/about
National Numeracy Day	https://www.nationalnumeracy.org.uk/numeracyday
World Logic Day	https://teachinglondoncomputing.org/2025/01/06/free-london-event-world-logic-day-14-january-2025-at-qmul-in-person-and-online-via-teams/
Math circles/math battles	https://wesolveproblems.org.uk/maths-circles/
Mathematics and Poetry	National Science and Media Museum Bradford
Become a Bletchley Park Codebreaker	https://www.bletchleypark.org.uk/event/become-a-bletchley-park-codebreaker/
Tate Kids	https://www.tate.org.uk/kids/explore/what-is/can-geometry-be-art
MathsCity	https://mathscity.co.uk/groups/
Kids' Maths Club	https://www.eventbrite.co.uk/e/kids-maths-club-wood-street-library-tickets-704489496047?aff=ebdssbdestsearch
A Little History of Mathematics	https://www.eventbrite.co.uk/e/a-little-history-of-mathematics-snezana-lawrence-at-heffers-bookshop-tickets-1249304807309
Maths on Toast	https://youngcamdenfoundation.org.uk/organisations/maths-on-toast
Artful Maths	https://www.artfulmaths.com/ https://www.artfulmaths.com/
Hammersmith and Fulham Youth Maths League (Maths Team)	https://www.spacehive.com/mathsteams
Nature + Maths = Arts by Kathleen Hyndman	https://www.ox.ac.uk/event/kathleen-hyndman-naturemathsart
Cascading Principles by Conrad Shawcross	https://www.maths.ox.ac.uk/node/61184
Maths meets Art Exhibition	https://virtual-lancaster.net/maths-meets-art-in-new-morecambe-exhibition/#:~:text=Morecambe%20Artists%20Colony%20has%20announced,a%20free%20opening%20night%20event.
Multicolour Maths	https://www.multicolourmaths.com/
Geometric art workshop: secrets of the alhambra	https://classbento.co.uk/geometric-art-workshop-secrets-of-the-alhambra-manchester-0

Samira Mian: Islamic Geometry Workshops	https://www.samiramian.uk/southall
Safira Arts: Islamic Geometry Workshops	https://www.safiraarts.com/workshops
London By Numbers	https://www.eventbrite.co.uk/e/london-by-numbers-tickets-1232978113729?aff=ebdssbdestsearch
Math Mile (part of NI Science Fest)	https://nisciencefestival.com/events/maths-mile-belfast

More information about the Very Local Maths Project can be found at: www.verylocalmaths.org.uk

Acknowledgement- The Very Local Maths Project has been funded by The University of Manchester Research Institute (UMRI)