

Tangmere Military Aviation Museum

Gamecock Terrace, Tangmere, Chichester, PO20 2ES


Telephone 01243 790090; Fax 01243 789490

Web site: www.tangmere-museum.org.uk

TEACHER INFORMATION PACK

Your Name.....

**MY NAME IS
NEVILLE DUKE**




I AM A TEST PILOT

To learn more about me - answer the questions inside this booklet. The items on the table and the Neville Duke exhibits in the Museum will help you answer the questions.

Your Name.....

**MY NAME IS
DOUGLAS BADER**



I AM A FIGHTER PILOT

To learn more about me - answer the questions inside this booklet. The items on the table and the Douglas Bader exhibit in the Museum will help you answer the questions.

Your Name.....

**MY NAME IS
NANCY GREEN**




**I AM A MOTHER WITH
TWO CHILDREN AGED
NINE AND SEVEN**

To learn more about me - answer the questions inside this booklet. The items on the table and the Home Front exhibits in the Museum will help you answer the questions.

Your Name.....

**MY NAME IS
DENNIS NOBLE**



**I AM A BATTLE OF
BRITAIN FIGHTER PILOT**

To learn more about me - answer the questions inside this booklet. The items on the table and the Dennis Noble and No 43 Squadron Dispersal exhibits in the Museum will help you answer the questions.

Your Name.....

**MY NAME IS NOOR
INAYAT KHAN**




I AM A BRITISH SPY

To learn more about me - answer the questions inside this booklet. The items on the table and the Special Operations Executive (SOE) exhibit in the Museum will help you answer the questions.

Your Name.....

**MY NAME IS
DOROTHY COLLES**



**I AM A WAAF PLOTTER
AND ARTIST**

To learn more about me - answer the questions inside this booklet. The items on the table and the WAA, Dorothy Colles and "Revealing Eye" exhibits in the Museum will help you answer the questions.

FOR PRIMARY SCHOOL VISITS

INFORMATION PACK

In partnership with the British Aviation Preservation Council, funded by the MLA Renaissance, the Tangmere Military Aviation Museum has produced this Information Pack for Primary School teachers.

CONTENTS

This Information Pack contains:

- Pre visit information
- Information on the **TWO visit options** the Museum offers for Primary School visits
- Notes for teachers describing the content and organisation of each visit option
- Information on how both visit options are linked to the National Curriculum and QCA schemes of work
- A teacher evaluation questionnaire – we appreciate any ‘feed back’ you can give us
- A Primary School Visit Booking Request Form

PRE VISIT INFORMATION

- Please allow up at least 3 hours for the visit. The maximum number is 30 pupils per visit
- We recommend that schools bring at least one teacher plus teaching assistants/parent helpers with a ratio of 1 adult to 6 pupils. For an Option 2 visit the ratio should be 1 adult to 5 pupils
- During your time at the Museum there will be opportunities for pupils to have snacks and drinks. The Museum has a picnic area outside the front entrance on the grass. An area can also be made available in one of the aircraft halls to allow the children to have their refreshments. School visitors may purchase soft drinks, confectionary and ice cream from the Museum's Cafeteria
- Toilets are located between the Museum's reception area and the Cafeteria
- Photography is permitted outside and in the two aircraft halls (Merston and Meryl Hansed Halls) but **NOT** in the other halls of the Museum. However, for educational purposes, special permission may be granted by the Curator
- Museum Shop – situated in the reception area and stocked with a range of items from 40p. Providing notice is given, packs of items may be prepared prior to the visit
- No mobile phones are allowed to be used in the Museum
- It is recommended that the school arranges for a teacher to visit the Museum prior to the visit
- A visit 'risk assessment' is available on the Museum's website under Education/Health and Safety
- The Museum has a Child and Vulnerable Adult Protection Policy – may be viewed on the education section of the Museum's website
- It would assist the Museum if pupils bring with them a pencil, clipboard and an A4 sheet of paper
- Before arrival at the Museum it would be appreciated if the school could remind pupils on how they should act and behave at the Museum
- Pupils and staff will be given a health and safety briefing at the beginning of their visit

- A PRIMARY SCHOOL VISIT BOOKING REQUEST FORM can be found at the end of this Information pack or the Museum will accept bookings over the telephone providing the following information is provided:
 1. date of requested visit
 2. school name and address
 3. visit organiser and contact number
 4. number (maximum 30) and age of pupils
 5. number of teachers and helpers
 6. purpose of the visit
 7. option requested (Option 2 only available for Year Groups 5 & 6)

VISIT OPTIONS

The Museum's aim is to complement classroom based activities.

Before arrival at the Museum it will be assumed that pupils have some knowledge and/or awareness of the Second World War.

The Museum offers **TWO OPTIONS** for Primary School visits:

- **Option 1 – 'LEARNING WALKS'** is a programme of group activities suitable for ALL Year groups
- **Option 2 – 'WHAT DID YOU DO IN THE WAR?'** is a group activity for Years 5 and 6.

NOTES FOR TEACHERS

Option 1 – 'Learning Walks'

On arrival at the Museum the pupils receive in a classroom a short presentation on the history of RAF Tangmere followed by the party being divided into three groups.

Each group will then be programmed to carry out the following activities:

1. A Museum volunteer led 'learning walk' through the museum halls focusing on the Battle of Britain and the Home Front;
2. A Museum volunteer led 'learning walk' through the museum halls focusing on history of flight, how aircraft have developed for the bi-planes to the jet age and how aircraft fly;
3. Create a drawing of something in the museum.

The duration of this option is between three and four hours with rest/snack including periods.

The teaching points on the 'learning walks' (1) and (2) are shown below.

'Learning Walk' focusing on the Battle of Britain and the Home Front:

Learning Stop	Teaching Points <i>The pupils will:</i>
European Map	<ul style="list-style-type: none"> • Understand why Britain and France declared war on Germany on 3 September 1939 • Be able to reason why Germany had to overcome Britain's fighter force • Learn how many RAF fighter and how many German aircraft there were at the start of the Battle of Britain • Learn the names of the 2 British fighter aircraft types
Nicolson and Billy Fiske	<ul style="list-style-type: none"> • Learn about James Nicolson VC and Billy Fiske • Learn why Fiske 'Died for England' and where he is buried • Be able to reason why Nicolson's tunic is important to the Museum
Douglas Bader	<ul style="list-style-type: none"> • Learn about Douglas Bader and what happened to him in 1931 • Be able to reason how he was able to walk and fly again • Learn about what happened to him on 9 August 1941 • Be able to reason how he was able to escape death when his aircraft crashed • Learn how spare legs were dropped to him in France
Ju 87(Stuka) model	<ul style="list-style-type: none"> • Understand why this German aircraft was a successful bomber • Be able to reason why the Stuka is a German aircraft • Learn where the German aircrew who were killed near Tangmere are buried
Noble's Hurricane	<ul style="list-style-type: none"> • Learn name of pilot, his age and what happened to him on 30 August 1940 • Be able to reason why we place a poppy on the seat of the Hurricane • Be able to reason why it was easier to repair a Hurricane compared with an all metal Spitfire • Learn the importance of the Hurricane in the Battle of Britain
Searchlight	<ul style="list-style-type: none"> • Be able to reason why there is a need for searchlights • Learn how powerful this light is

Morrison Shelter	<ul style="list-style-type: none"> • Be able to reason how to shelter and protect oneself against an air raid • Be able to reason why a Morrison shelter could save occupants • Be able to recognise some protective equipment worn by children • Be able to recognise war sounds e.g. air raid siren • Be able to reason why the wartime garden shown differs from most gardens of today • Learn about a German terror weapon – the V1 ('Doodlebug') • Be able to reason why it was dangerous to shoot down V1s from the air
Signal lamp	<ul style="list-style-type: none"> • Be able to reason how a light with a trigger can be used • Learn about the Morse code and how to send SOS • Practise using the signal lamp to send SOS

'Learning Walk' focusing on the history of flight, development of aircraft and how aircraft fly:

Learning Stop	Teaching Points <i>The pupils will:</i>
Hurricane	<ul style="list-style-type: none"> • Learn the main parts of a military aircraft including the fuselage (engine, cockpit, fuel tank) and wings (fuel tanks, guns) • Understand how a Hurricane is constructed • Learn why a Hurricane's construction is easier to repair than an all metal aircraft • Learn about the guns on a Hurricane • Learn why a Hurricane is camouflaged • Understand the use of a propeller • Understand why the pilot is dressed as he is • Learn how pilots escaped the aircraft in an emergency
Prototype Spitfire	<ul style="list-style-type: none"> • Learn the meaning of the word 'prototype' • Observe the differences in the design and construction of the Spitfire compared with the Hurricane • Be able to reason why the prototype Spitfire is not camouflaged and has no guns

R J Mitchell scene	<ul style="list-style-type: none"> • Learn about how R J Mitchell designed the Spitfire • Understand the use of the draughtsman's board
Spitfire Vb	<ul style="list-style-type: none"> • Observe the differences between this mark of Spitfire and the prototype Spitfire • Learn about the cannon compared to the machine gun • Understand why the propeller on the Mark Vb Spitfire is more efficient than those on the Hurricane and Spitfire prototype
Meteor	<ul style="list-style-type: none"> • Observe the differences in the design of the Meteor compared to the Hurricane and Spitfire • Learn how the Meteor is powered • Observe the differences between the jet pilot's flying suit and that worn by B of B pilots • Learn about ejecting from an aircraft • Learn that this Meteor was the fastest aircraft in the World in September 1946
Hunter	<ul style="list-style-type: none"> • Learn that this aircraft was the Hunter prototype and the fastest aircraft in the World in September 1953 • Observe the difference in design between the Meteor and the Hunter • Work out where the engine is located • Be able to reason why this aircraft is painted a bright colour (red) • Be able to reason why this aircraft has no guns
Neville Duke pictures	<ul style="list-style-type: none"> • Learn about Neville Duke – his career and connection with the Museum
Meryl Hansed Hall	<ul style="list-style-type: none"> • Be able to reason from which aircraft in the Merston Hall is the Hunter F5 is developed • Learn that the Lightning flies very high and very fast • Be able to reason why the Lightning does not need to be camouflaged • Learn that the Lightning does not have guns but is armed with missiles • Work out where the Lightning's engines are located • Work out where the fuel is mainly located in the Lightning
Red Simulator	<ul style="list-style-type: none"> • Observe a demonstration on the simulator, using the outside view of the Chipmunk, of the effect on the aircraft of the cockpit controls

Create a drawing

Each pupil will be asked to draw one of the Museum's aircraft or artefacts. At the end of the visit the drawings will be judged on originality and Museum prizes awarded.

Option 1 Evaluation

It would assist the Museum if one of the teachers would complete a short evaluation questionnaire prior to the end of the visit.

Option 2 – 'What did you do in the War?'

Option 2, 'What did you do in the War?' is provided by the Museum for Years 5 and 6 pupils and requires teacher/teaching assistant involvement. Briefing notes for school staff accompanying the visit and how this option is organised are shown below.

Briefing notes

Teachers and teaching assistants should familiarise themselves with the aim and organisation of the activity prior to the school visit to the Museum.

The aim of this option is for children in each group to discover from text, artefacts and Museum exhibit sources about a particular person's life in the Second World War.

The duration of this activity is between two and three hours with rest/snack periods.

Organisation

On arrival at the Museum the pupils receive in a classroom a short presentation on the history of RAF Tangmere.

Following the presentation the pupils will be divided into groups in the Museum's classroom.

Each group will be 'discovering' one of the following persons:

- Douglas Bader – a fighter pilot
- Noor Inayat Khan – a British female spy
- Nancy Green – a wartime mother of two children
- Neville Duke – a test pilot

- Dennis Noble – a Battle of Britain pilot
- Dorothy Colles – a WAAF plotter and artist

Each pupil will be given a workbook on a particular wartime person.

They will be required to learn about one of these people by working in a group to find the answers to the questions in the workbook.

Each group will move to an artefact table in the classroom (Bader, Khan, Green, Duke, Noble or Colles). The teacher/teaching assistant will then read to the pupils the summary of the person's life from the 'About Me' section in the workbook.

Each group should then go into the Museum and guided by the teacher/teaching assistant should find the answers to the workbook questions. *Please note: each teacher/teaching assistant will be provided with a list of the answers and where in the Museum they can be found.*

After the answers have been found the pupils should be given about 30 minutes to draw on the last page of their workbook something relevant to the person they are discovering.

The time spent in the Museum should be about 90 minutes and during this time a member of the Museum's Education Department will take the teacher/teaching assistant and their group on a group activity e.g. a simulator session, visit to an outside air raid shelter.

Following completion of the activities in the Museum the groups will return to their classroom artefact tables. Pupils will then be asked to handle each of the artefacts and to carry out tasks set out on the table.

Each pupil in each group will then be asked to describe to the rest of the class why a particular artefact on their table is important or interesting.

Option 2 Evaluation

It would assist the Museum if one of the teachers would complete a short evaluation questionnaire prior to the end of the visit.

LINKS TO THE NATIONAL CURRICULUM AND QCA SCHEMES OF WORK

The activities included in both visit options compliment the teaching of the National Curriculum for KS2.

The learning outcomes offered fit comfortably with both topic based or objective led teaching methods.

History	Citizenship
<p>Knowledge & Understanding</p> <p>Recognise why people did things, why events happened and what happened as a result</p> <p>Identify different ways of life at different times</p>	<p>Communication & Participation</p> <p>To collaborate with others in a group to make decisions</p> <p>To participate actively in their group</p> <p>To recognise that there may be conflicting views and that a compromise may be needed.</p>
<p>Enquiry</p> <p>Find out about events, people and changes from a range of information</p> <p>Ask and answer questions, select and record information relevant to the focus of the enquiry</p>	<p>Literacy</p> <p>To read simple instructions</p> <p>Discuss similar themes then link to personal experiences</p> <p>To write portraits of characters, using text to describe emotion, behaviour etc</p>
<p>Organisation & communication</p> <p>Recall, select and organise historical information</p> <p>Use dates and historical vocabulary to describe the period studied</p>	<p>Select the appropriate style & form to suit a specific purpose or audience</p>

TEACHER EVALUATION QUESTIONNAIRE FORM

The Museum appreciates any comments you may have to enable us to improve our school visit programme. We would be grateful if you could complete this form and return to the Museum's Education Officer.

Thank you.

Please answer Questions 1 and 2 by ticking one of the boxes 1 to 4. If you tick 3 or 4 please provide more information in the comments box to help us improve our visit programme.

Question 1.

How would you rate your school's visit to Tangmere Military Aviation Museum in terms of pupil enjoyment and learning?

1 Very good	2 Good	3 Satisfactory	4 Poor
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Comments

Question 2.

How would you rate the information you were given prior to your visit in terms of helpfulness?

1 Very good	2 Good	3 Satisfactory	4 Poor
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Comments

Question 3.

Which parts of the programme were particularly educational and enjoyable to yourself and your pupils?

Question 4.

How will you use this visit to Tangmere to help your teaching when you return to school?



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PRIMARY SCHOOL VISIT BOOKING REQUEST FORM

School name and address.....
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.....
.....

Requested visit date.....

Arrival time and duration of visit.....

Visit organiser and contact number.....

Number and age group of pupils (max 30 per visit).....

Purpose of the visit.....

Requested Option 1 or 2 (Option 2 is only available for Years 5 and 6 pupils)
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Note:

Charges – the Museum charges each adult accompanying the pupils on the visit £6. Pupils from schools in the local area (Sussex and East Hampshire) are free of charge. Pupils from outside the local area are charged 10% off the normal Museum entry fee.

AFTER COMPLETION THIS FORM SHOULD BE RETURNED TO THE MUSEUM’S EDUCATION OFFICER AT THE POSTAL ADDRESS ABOVE

