



Museum Tour (20 minutes) (KS1, KS2 and KS3)

The tour enables students to see a range of de Havilland aircrafts. Our tours are guided by our informative trained volunteers, you can ask them any questions. A group will be approximately ten students.

Our tour guides will also discuss Salisbury Hall which was built in 1507 if requested. Famous residents include Nell Gwynne who lived in a cottage in the grounds (which is still there - It is easier to see on the way out of the Museum) and Winston Churchill's mother who lived there at the turn of the last century. Winston was a regular visitor and used to sit in the garden and prepare his speeches for the forthcoming week in Parliament while he was staying with his mother.

History – Flight (KS1)

This workshop is suitable for Key Stage 1, as they will be learning about *historical events beyond living memory that are significant nationally and globally – the first aeroplane flights (National Curriculum)*.

They will be looking at a range of historical artefacts, and will start to, *understand some of the ways in which we find out about the past and identify different ways in which it is represented (National Curriculum)*.

Science – Flight (KS1)

During the workshop. Key Stage 1 students will investigate different materials used to make the aeroplanes, *distinguishing between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, paper, cardboard, and metal. Discuss the simple physical properties of a variety of everyday materials (National Curriculum)*.

Students in Year 2 will particularly, *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, paper, and cardboard for particular uses. They will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching (National Curriculum)*. Different properties will be discussed in the context of flight.

Design Technology – Flight (KS1, KS2 and KS3)

Students will investigate how drawings, plans and prototypes were used to develop ideas for aeroplanes. They will use this knowledge to develop and make a prototype for a new aeroplane wing. They will, *generate, develop, model, and communicate their ideas through talking, drawing, templates, mock-ups (National Curriculum)*. *The students will select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining, and finishing] (National Curriculum)*.



Art – Peg Aeroplanes (KS1)

This workshop is suitable for Key Stage 1 students. The students will be able to use their own creative ideas after discussing artwork and decorations seen in pictures and photographs in the Learning Centre and on the aeroplanes in the museum hangars to build and personalise a peg aeroplane which they can take back to school.

History - Women in Aviation (KS1 and KS2)

During the workshop, the students will learn how different women contributed to the progress of aviation, such as Geoffrey de Havilland's wife Louie who sewed the fabric covering for his first aeroplane. The students will learn about other women's contributions through artefacts, asking and answering historical questions.

If there are any specific women in aviation, you would like the workshop to focus on, please let us know.

History - Geoffrey de Havilland (KS1 and KS2)

This workshop is suitable for Key Stage 1 and 2 students. During a PowerPoint presentation and artefacts from his life, such as his family tree or his personal documents, they will learn more about Geoffrey de Havilland. How he was a local man, born in High Wycombe in 1882. How from an early age he loved anything mechanical. Students will learn about how he became interested in flying machines and how he built his first aeroplane. They will learn about *the life of a significant individual in the past who has contributed to national and international achievements (National Curriculum)*.

Whilst exploring the aircrafts in the hangars, they will learn more about specific aeroplanes and their importance. Students will learn about his contribution during World War 1, and he continued to design and build aeroplanes after the war ended. Students can ask questions, make notes, or use the worksheet provided.

Comet (KS1, KS2 and KS3)

This workshop focuses on the Comet. Our knowledgeable guides will show you around the Comet and answer any questions you may have. We also have a wide range of artefacts in relation to the Comet, from designs, prototypes, publications, clothing worn by air stewards and utensils used on the aeroplane. Please let us know which specific areas you would like to focus on during the workshop, in order we can personalise the workshop.



Design Technology - Mosquito (KS1, KS2 and KS3)

During the workshop you will learn about how the Mosquito was designed, how the prototype was developed and built at de Havilland, how it was dismantled and taken by road in secrecy to Hatfield, where it was reassembled, and test flown. The students will learn about design, prototypes and how they are continually adapted and changed during testing. The students will investigate themselves the adaptations between the prototype for a new aeroplane and the final product or how designs for one aeroplane may have influenced the design of others.

We also have a wide range of artefacts in relation to the Mosquito, from designs, prototypes and publications. Please let us know which specific areas you would like to focus on during the workshop, in order we can personalise the workshop.

Design Technology - Tiger Moth (KS1, KS2 and KS3)

The Tiger Moth was the most commercially successful designed aeroplane, it was cheap to buy and easy to fly. During the workshop, students can investigate the different materials used to make the aeroplane and how were they were structured. The focus of the workshop is the different structures and materials used to make the wings.

During the workshop, students will adapt a Tiger Moth prototype dependent on the role of the aeroplane. They will be given design drawings of a Tiger Moth; they develop the design further, dependent on the role of the aeroplane.

We also have a wide range of artefacts in relation to the Tiger Moth, from designs, prototypes and publications. Please let us know which specific areas you would like to focus on during the workshop, in order we can personalise the workshop.

Morse Code (KS1 and KS2)

During the workshop, the students will learn about the Morse Code, how it was developed, how it was used in the past and how it is still used today, through a PowerPoint, videos, and artefacts. They will have the opportunity to crack codes and write and send their own secret messages.

History - Asking historical questions (KS2)

During the workshop, the students will look at a wide range of historical artefacts. They will, *understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed (National Curriculum).*



History - World War 1 and 2 aeroplanes (KS2)

During World War 1, Geoffrey de Havilland joined the Aircraft Construction Company (Airco) as a designer. During the workshop, a guide will discuss the specific aeroplanes at the museum which were used during World War 1 and 2. They will explain how they were used and why, for example the Mosquito was designed to fly at a low level.

They will also discuss the life of a pilot during the different wars, looking at different artefacts they would have worn or had with them during the raids.

Science – Forces – Gravity/Air Resistance (KS1 and KS2)

This workshop is suitable for Key Stage 1 and 2 students. They will take part in a wide range of activities which will *identify the effects of air resistance, water resistance and friction, that act between moving surfaces. (National Curriculum)*. This knowledge will be linked to how aeroplanes fly.

Design Technology – Levers, pulleys, gears (KS1, KS2 and KS3)

During the workshop, the students will take part in a wide range of practical activities *exploring and using mechanisms (National Curriculum)*, which shows them how levers, pulleys and gears are used. They will see through investigating range of artefacts, how levers, pulleys and gears are used in the design of different aspects of the aeroplanes. They will *select from and use a range of tools and equipment to perform practical tasks (National Curriculum)* using levers, pulleys, and gears.

Science – Properties of Materials (KS1)

During the workshop. Key Stage 1 students will investigate different materials used to make the aeroplanes, *distinguishing between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, paper, cardboard, and metal. Discuss the simple physical properties of a variety of everyday materials (National Curriculum)*.

Students in Year 2 will particularly, *identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, paper, and cardboard for particular uses. They will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching (National Curriculum)*.



History – How aeroplane races influenced aeroplane design (KS1 and KS2)

In the early 1933, a rich entrepreneur called Sir MacPherson Robertson decided to commemorate the 100th anniversary of the founding of the State of Victoria in Australia by staging an air race from London to Melbourne. He provided a trophy (The MacRobertson trophy) and a prize of £15,000 for the race which was to be held in 1934. Many competitors entered the race: the board of de Havilland were so keen that a DH aircraft should win that they produced a design for the race. The designs influenced the design of aeroplanes we see today.

During the workshop, they will be learn about *historical events beyond living memory that are significant nationally and globally (National Curriculum)*.

They will be looking at a range of historical artefacts and will start to *understand some of the ways in which we find out about the past and identify different ways in which it is represented (National Curriculum)*.