

# National Museum of Flight

## Guidance for teachers and adult helpers

### Transport

#### Second level (P1–P2)

Prior to your visit we recommend that all pupils and accompanying adults are briefed that the hangars and other buildings are widely spread apart. There is no shelter as you move between the buildings and therefore appropriate footwear, warm and waterproof clothing is essential.

**Upon arrival** pupils should be briefed to understand the following hazards they may encounter:

- The roads around the site are often busy and can be dangerous. Pavements and grass verges should be used where appropriate. When moving along the roads, pupils should walk in single file or pairs down the side of the road.
- Running indoors is discouraged as the buildings contain various tripping hazards, slippery surfaces and sharp items at eye level.
- We ask that visitors do not touch the aeroplanes or display objects unless signage states otherwise. This is to protect both the collection and the safety of visitors.

#### **Coach parking**

A designated parking area is available for coaches bringing groups to the museum.

#### **Behaviour**

We ask that groups are mindful that there will be other visitors enjoying the site whilst they are here. Please moderate noise levels and behaviour accordingly.

#### **Eating**

We are generally able to provide packed lunch facilities for groups on request and therefore ask that unless otherwise discussed that the eating of lunches and snacks is restricted to the designated areas of the museum. We also have outdoor picnic tables beside the shop, the assault course and Education Centre.

## Accessibility of the site

At the National Museum of Flight we aim to make as much of the site as accessible as possible to visitors with additional support needs and disabilities. Information regarding the accessibility of our site can be found here, together with further information about our facilities: <https://www.nms.ac.uk/national-museum-of-flight/plan-your-visit/>

**Toilet facilities** can be found in the shop, the café, Hangar 4, Fantastic Flight (building 10 on the map) and in the Education Centre.

**Airfield Explorer** is a vehicle which shuttles visitors between the buildings on site. This is available on request.

## The Concorde Experience and Jet Age (Hangar 4)

No trip to the National Museum of Flight would be complete without a look around the Concorde- the only one displayed in Scotland.

We ask that you supervise pupils as they make their way inside this aeroplane and ensure that they enter in small groups as it is cramped inside.

*Please note that this is inaccessible to people in wheelchairs.*

Flying at top speed, Concorde reached 1,380 miles per hour. That is two times the speed of sound (referred to as Mach 2). In the 'Concorde Experience' exhibition, you can explore the theme of supersonic travel with displays about the technological advances that Concorde represents and the cultural significance of this wonder of the jet age.

A large film screen plays a three and a half minute long film showing Concorde in it's hay day. This loops every fifteen minutes. Additionally the Concorde Theatre shows a more detailed film every twenty minutes lasting twelve minutes.

### **Red Arrows Hawk T.1A**

Hawks are flown by the Royal Air Force Aerobatic Team, the Red Arrows. One of this aeroplane's memorable flights was when the Red Arrows flew in formation with Concorde over Edinburgh on 1 July 1999 to mark the opening of the Scottish Parliament.

### **Boeing 707 cockpit and cabin**

*Please note that this is inaccessible to people in wheelchairs.*

Groups may explore this aeroplane by climbing up a set of stairs where they will be able to watch a short film lasting six minutes. Lined with interactive displays, they can move toward the front of the aeroplane and view to cockpit.

The 707 ushered in the age of commercial passenger travel and creating the original 'jet set' of the 1960s.

Outside, groups may explore the British Airways aeroplane the BAC 1-11 and the de Havilland Comet. These make for a good opportunity to compare and contrast the design features with the Concorde and the Boeing 707.

### **Adjoining facilities to Hangar 4.**

Aviator Café- Open daily from 10am-5pm. Serves a selection of hot and cold drinks, snacks and lunches. More information can be found here: <https://www.nms.ac.uk/national-museum-of-flight/plan-your-visit/#eating>

### **Shop**

Sells a selection of toys, gifts and books.

## Civil Aviation (Hangar 3)

Displays in this hangar cover the themes of 'Flying for Fun', 'Connecting Communities' and 'Aerial Photography' with films for each running in sequence and lasting three and a half minutes each.

The interactive touch screens in this hangar let you hear from the people who built, piloted or travelled on our historic aircraft.

## Military Aviation (Hangar 2)

The displays in this hangar tell the stories of aircraft in war, from the first use of air-to-air weapons in 1914 to drone warfare in the 21st century. Here groups can see how the technology of military aircraft developed. Key aircraft include the world-famous Spitfire, the oldest surviving Harrier jump jet, and the Tornado F3.

The interactive touch screens in this hangar let you hear from the people who built, piloted or travelled on our historic aircraft.

Four times per hour a large screen to the rear of the hangar begins to show a film with each aeroplane in flight. At this point the main exhibition lights drop and as each aeroplane in turn appears on the screen they are highlighted by spotlights above. This film runs for on loop and is accompanied by a loud sound track. The best place to view this is on the raised platform in the middle of the hangar. This can be reached by stairs and by a lift for disabled visitors.

Please note that pupils with particular sensitivity to loud sounds may find this environment challenging. Please alert the museum staff as soon as possible if this presents a problem for any pupils as this can be turned down on request.

Additionally, a smaller film below the platform runs for in the gap between the other film timings.

Outside, groups can walk under the Vulcan bomber and learn more about its' Cold War story. Likewise the Matador and Green Goddess trucks offer a further insight into the vehicles used on airfields such as this during the Second World War and Cold War periods respectively.

## Fantastic Flight (building 10)

This building is split into three galleries full of science displays, interactive games and simulators. Larger groups may be split up and rotated between these to spread out around the space. This space is ideal for allowing pupils to learn through playful engagement.

## Fortunes of War (building 7)

The First and Second World War displays here chart the evolution of East Fortune as an Airship station to a training airfield. This is illustrated with a large model with corresponding lights making it a good introductory point for groups. The launch of the first East to West crossing and return flight over the Atlantic Ocean took place at East Fortune and so the commemorative plaque outside and the display case inside mark the significance of this event.

A film to the rear of the building runs on a twelve minute loop summarises this rich history.

## Parachute Store (building 11)

As groups enter this space, a sound recording starts to play. The narrator highlights the features in the building and explains how important it was for pilots to check and maintain their parachute during the Second World War.

# Transport

## Early and first level (P1–P2)

The purpose of this workshop is to use a discussion to explore the full range of transport options available to the pupils and to establish when they think the use of each is most appropriate. Such a discussion can cover issues such as how much time each mode of transport takes, what the environmental impact of this choice is and how expensive it would be.

The surroundings of the museum site can be used to help to illustrate this by pointing out the vehicles on the driveway where cars, vans and buses arrive to the railway in the distance behind the Concorde Hangar. Passing microlight aeroplanes and passing commercial aeroplanes might also be referred to as well as aeroplanes in the collection.

Beginning in the **Concorde Hangar (4)** this aeroplane may be used as an example of a passenger aeroplane to prompt further discussion. They can be asked whether they have flown on an aeroplane and then asked to explain the safety and security procedures involved in boarding an aeroplane.

Due to the limited space on Concorde we recommend a maximum of fifteen pupils board at a time. Pupils waiting to board the aeroplane could be investigating the exhibition space whilst others are looking inside. When you are walking through Concorde the following points can be raised:

- The aeroplane is made of aluminium- a light and strong metal.
- The windows are smaller than other aeroplanes – to keep the aeroplane structure strong as it flew twice as high as other airliners.
- The toilets are very small to fit as many seats in as possible
- The Queen regularly flew on this aeroplane and sat in the front left hand seat of the front cabin.
- In the cockpit, the pilot seat is at the left hand seat at the front.
- There are four sets of every button and instrument in the cockpit because both pilot and co-pilot had a set and then a back-up in case the first one fails. In modern airliners there are still as many back-up instruments and controls but the display for crew is simpler with information being displayed on computer screens.

Following a look around the Concorde, groups could take a look at the different types of aeroplane in the **Civil Aviation Hangar (3)**. Due to the variety of function of aeroplanes in this hangar, and the three distinct themes pupils could explore the touch screen displays and listen to the interviews of people connected to each one.

We hope that your group enjoy your visit to the National Museum of Flight. We welcome all feedback in order to ensure that we provide the best experience for our visitors. Please forward any comments to:

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East Lothian  
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