

Key Stage 1

Education Tour Pack



MANCHESTER AIRPORT

The Runway Visitor Park · Sunbank Lane · Altrincham · WA15 8XQ
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manchesterairport.co.uk/manweb.nsf/Content/concordeeducation

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About the Runway Visitor Park

Located at the end of the busy Manchester Airport runway, Runway Visitor Park is a unique visitor attraction creating a fun and educational experience for all ages. Established in 2005, the Education Centre at Runway Visitor Park still continues to educate and inspire. On average, 14,500 pupils take part in our Educational Tours each year.

The interactive nature of our tours is what truly brings them to life. Visitors taking part have the opportunity to board real aircraft, whilst learning about the different job roles that help ensure the airport runs smoothly. Not to forget everyone's favourite part – hopping into the pilot's seat.

Runway Visitor Park has breath-taking views across both runways. Watch the awesome A380 land into Manchester, or spot the private jets as they taxi for take off!

We have linked our tours to areas of the National Curriculum actively, encouraging and involving children in their learning.

This pack contains useful information on preparing, planning and booking your visit as well as suggested activities for back in the classroom.



About our tour

Please note that all Education Tours must be booked in advance.



KEY STAGE 1 TOURS

Your tour will last for 2 hours.

Approximately 1 hour of the tour will be held in the cabin of our DC10 aircraft. Here the children will be involved in role play situations, exploring some of the many careers at the airport. We identify the various fundamental parts of an aircraft and look at some examples of different aircraft. The children will also have the opportunity to visit the flight deck, where they can sample the feeling of being a Pilot or Flight Engineer.

The remainder of the tour takes place mainly outside at the Visitor Park. We will observe movements on the airfield and visit our own aircraft housed at the Park. A classroom session will also be included, where we will carry out an interactive airport related activity.

Please let us know if you have wheelchair users or others with special needs in your group. We have a separate resource available if the DC10 is not available or for children with limited mobility, which has been decorated with an aviation theme and we can run the role play here. However, this will not include the flight deck access.

We recommend that you make a complimentary familiarisation visit before bringing your group so that you carry out your own Risk Assessment of the Runway Visitor Park to ensure that it is suitable for your group's specific needs. Risk Assessments can be arranged from Monday to Friday, outside of tour times.



To make a booking or to arrange complimentary visits please contact Education Tours at education.tours@manairport.co.uk or call us on **0161 489 8336**.

General information

OPENING HOURS

The Park is open from 08:00 every day, with staggered closing times throughout the year. Education Tours are scheduled between 10:30 – 14:30, we can discuss a tour slot for your group at the time of booking.

ADMISSION PRICES

Tours for KS1 groups cost £7.50 per child. For every 5 children you bring, you will get one Teacher / Adult place free, additional adults over the 5:1 ratio will be charged at £7.50.

PARKING

Coach parking is available at the Runway Visitor Park. On arrival one of the Runway Visitor Park team will direct you where to park. If you have booked an Educational Tour your parking is complimentary. Your Coach driver will need to take an orange token from the entry machine on arrival; the driver must bring this token to Reception to have it validated whilst you are on your tour. If your transport leaves the park for operational reasons, it is your responsibility to arrange a collection time with the driver for your return journey.

ARRIVAL

Your Tour Guides will meet you at the start of our tour at the DC10 (Monarch Aircraft) which is located next to the Coach Parking area. Please ensure you allow enough time to visit toilets etc, so that you can begin your tour on time. The visit will operate between the agreed times only. If for any reason you are delayed, please contact us immediately on 0161 489 3932. If you are delayed, we may have to deduct the time lost from your visit. If you decide to arrive early to spend some time in the park before your tour, please be aware that shelter is very limited, the park is open to the elements and its extremes.

TOILETS

We have two sets of toilets on site, one set is located outside, with another set in the main reception building. Both sets of toilets are wheelchair accessible and have baby changing facilities.

LUNCH ROOM FACILITIES

This facility is allocated according to a timetable and must be booked in advance. Throughout the day other schools will use this facility; therefore we do request that all rubbish is placed in the bins provided and that the room is left as you would like to find it. We do not have any storage facilities, packed lunches and bags should be left on your coach or carried by the individuals.

PLAY AREA

There is a children's play area at the Runway Visitor Park, this is unsupervised by park staff, and is open to the public during park opening times.



General information



RESTAURANT AND CATERING FACILITIES

There are restaurant and catering facilities on site. (Meals and snacks can be ordered by contacting the restaurant manager on 0161 489 8300).

REFRESHMENTS

Refreshments are not included in your tour. Please ensure that you bring sufficient refreshments with you, particularly during spells of warm weather. Refreshments, including water, can be purchased at the restaurant on site.

SHOP

We have The Aviation Shop on site, which stocks a variety of Aviation related products. Please organise your party into groups with accompanying adults to enter the shop. The shop can be contacted directly on 0161 489 8324 for any enquiries.

PHOTOGRAPHY

Photography is allowed at The Runway Visitor Park, including during your tour. Our tours and presentations are protected by personal copyright. Accordingly, your group is not permitted to make any audio or visual recordings of them.

CONDUCT

Please remember that children must remain under the supervision of the teachers at all times.

CLOTHING

Part of your tour involves being outside, therefore you must ensure that your group are all prepared for the weather on the day of your tour. This may include wellington boots, macs, coats, hats, gloves or suntan lotion for sunny days. Please brief parents to ensure that the children are suitably attired for the weather.

SMOKING

We do not permit smoking, eating or drinking within any of the aircraft exhibits at the Runway Visitor Park.

FIRST AID

As a part of Manchester Airport Group, the Runway Visitor Park is serviced by the Airport Paramedics for any first aid incidents.

Education Tours

Visit Activities

Suitable for: Key Stage One



Learning outcomes

Curriculum links

Lesson Plan

WELCOME & DC10

Children will arrive into the park and will be given time to go to the toilet if needed.

Children will be welcomed to the park by our tour guides. They will be instructed to carefully climb the steps to our DC10 aircraft. Once aboard, children will take a seat on the plane. The guides will go through a few health and safety regulations to keep everyone safe.

The guides will then begin talking about what makes the DC10 so special. What did it do before it came to the park? Why is only half the plane left? What happened to the other half of the plane? After the video, the guides will reiterate what happened to the plane and talk to the children about recycling.

Children will then be asked to sit on the centre section of the plane on the floor. The guides will talk to the children about all the different jobs at the airport including the pilot and cabin crew, the fire crew, the police, the bird control officers, the air traffic control etc. Children will all be given the opportunity to dress up and partake in some role-play in all the different roles.

All children will also be given the chance to go into the flight deck where they will be shown the basics of what the buttons do. They will also partake in some roleplay where they will talk to air traffic control and put the plane into gear for take-off!



To make a booking or for advice about your visit please email Education Tours at education.tours@manairport.co.uk or call us on 0161 489 8336.

Designing a junk model vehicle

Pre-Post Visit Activities

Suitable for: Key Stage One



Learning outcomes

Outcome dependent on ability

Curriculum links

Design and Technology

Teachers notes

DESIGN AND TECHNOLOGY

Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Main activity

Ask the children to pick their favourite mode of transport: car, plane, train etc. Display several pictures of these so that the children can look at them.

Children either individually or in groups or pairs then draw out and design their own vehicle. Children should pay attention as to what they should use for what purpose. For example, if designing a car, what could they use to make sure the wheels turn? Could they use split pins? Why would square wheels not be a good idea?

Children should label their design to show what materials they are using and what colour they will use (this could be through painting, using tissue paper or other materials). Children should also make a list of what they will need for their design so they can be prepared: e.g. scissors, glue, blue paint etc.

Once children have made their models, they should evaluate their own and each other's vehicles, decided what was great about their model and what they would change next time.

EXTENSION

This could lead into lessons which explore why certain materials are used for certain purposes. For example, cars would not be made out of cardboard, why? Children could also partake in science experiments to demonstrate why certain materials are/are not used for certain purposes. (Links to Science and Materials).



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Recount

Post Visit Activity

Suitable for: Key Stage One



Learning outcomes

Outcome dependent on ability

Curriculum links

Literacy

Teachers notes

KEY STAGE ONE SPEAKING

- Listen and respond appropriately to adults and their peers
- Ask relevant questions to extend their understanding and knowledge
- Use relevant strategies to build their vocabulary
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

YEAR ONE

Spelling

- words containing each of the 40+ phonemes already taught
- common exception words
- dd prefixes and suffixes:
 - using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs
 - using the prefix un-
 - using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in [English appendix 1](#)

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters.

Writing

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher
- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
 - beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
 - using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in [English appendix 2](#)
- use the grammatical terminology in English, [English appendix 2](#) in discussing their writing.



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Recount



YEAR TWO

Spelling

- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Writing

Develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear
- develop their understanding of the concepts set out in [English appendix 2](#) by:
- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
 - learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently, including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in [English appendix 2](#)
 - some features of written Standard English
- use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing.



Recount

Main Activity

As a guided activity, talk with children about their recent trip to the Runway Visitor Park. You could use photos taken on the day as a prompt. Can children recount the trip verbally using time connectives (first, next, then, later etc)? Teacher can model writing this up on the board.

Children then in guided groups or individually-dependant on ability, can write a detailed recount of their trip to the Runway Visitors Park.

Children can self-assess or assess a partner's work using a recount check list.

Does their work have a title?

Have they used capital letters, full stops, finger spaces and correct punctuation?

Have they used time connectives? e.g. First, Then, Next etc

Have they used past tense?

Do their sentences make sense?

Is the recount in the correct order?

Have they used their phonics knowledge to sound out words to try spelling them correctly?



Runway Visitor Park Visit

Suitable for: Key Stage One

First _____

Then _____

Next _____

Finally _____



MANCHESTER AIRPORT

The history of flight

Pre-Post Visit Activities

Suitable for: Key Stage One



Learning outcomes

Taken from the National Curriculum

Curriculum links

History

Teachers notes

HISTORY

Pupils should be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- significant historical events, people and places in their own locality
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell].

Main activity

Look at different examples of timelines. What is a timeline? Timelines help us clearly look back through events within history. Explain that today you are going to be looking at the history of flight! Ask children how many examples of modes of flight they can think of. Do they have any prior knowledge on the history of flight?

Within pairs/groups, children should carry out some research and discover what they can about the history of flight. Children can then use their knowledge to create a timeline on the history of flight.

EXTENSION

Create a profile/biography on the Wright Brothers or other significant person/people who contributed towards great achievements in the history of flight.

EXTENSION

Children could create a timeline of significant moments in their own lives.



A history of flight timeline

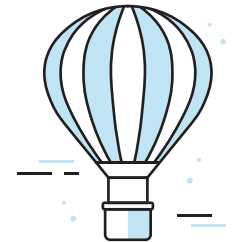
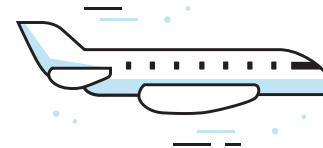
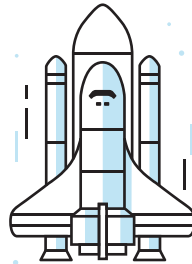
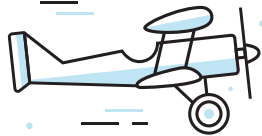
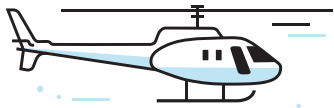
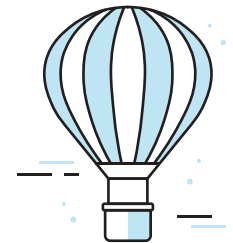
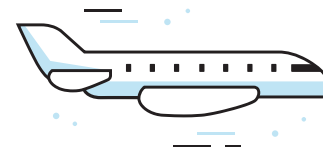
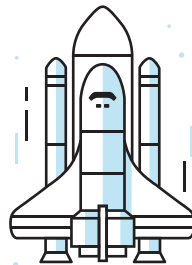
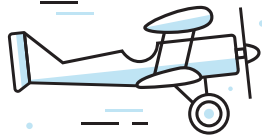
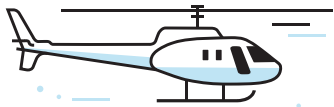
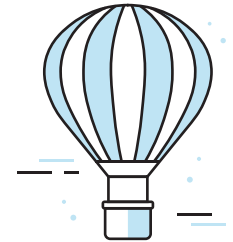
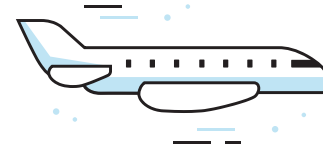
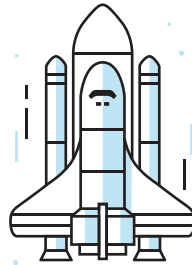
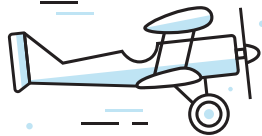
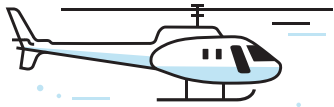
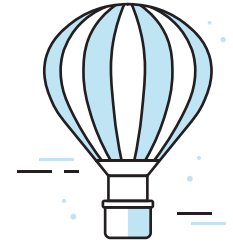
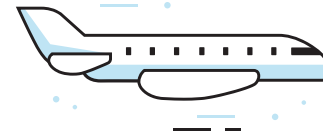
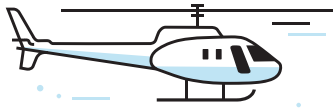
Cut out each picture and place them onto the timeline in chronological order, according to when you think their first flight happened.



Suitable for: Key Stage One

MANCHESTER AIRPORT

A history of flight timeline



Payments for your tour

DEPOSITS

Bookings will be held for no more than 14 days without receipt of your deposit and booking form. If your deposit and booking form have not been received within 14 days of the initial booking being made, we will assume that you no longer require the tour and remove your booking from our files. Only once your deposit and booking form have been received will your booking become a firm booking. Deposits are non refundable.

PAYMENTS

All payments must be made before the tour takes place. Payments can be made by card payment, BACS or cheque. Cheques must be made payable to Manchester Airport plc.

CANCELLATIONS

We reserve the right if prevented from supplying the booked tour for any reason, to cancel the contract and

provide You with a refund of the price you have paid. We will attempt to provide as much notice as is possible. We will not be liable for any expenses or compensation costs relating to any other services that you may have arranged.

You can cancel your booking up to 14 days before your tour. If you cancel your tour within 14 days of your scheduled tour date you will be charged the full amount of the tour based on the details provided at the time of booking.

CONCORDE

If there are no other activities taking place in the Concorde Hangar, we will take the children in to explore this iconic aircraft.

Please note: Concorde is not a scheduled part of the Educational Tour and access to the hangar can not be guaranteed.

How to find us



The Runway Visitor Park is located at:
The Runway Visitor Park · Sunbank Lane · Altrincham · WA15 8XQ

BY CAR

From the M56, leave at Junction 6 and follow the A538 to Wilmslow. After approximately 500 metres take a left turn down Sunbank Lane. At the T-junction go right onto Wilmslow Old Road and follow the road to the Runway Visitor Park gates.

BY TRAIN

Manchester Airport train station is less than 3 miles from the Park. The 200 bus currently runs an hourly service to the Runway Visitor Park. For exact times please contact Traveline on 0871 200 2233. Alternatively we are a short taxi ride away.