M= Maths E= English G= Geography H=History A=Art O=Other

Leslie Manser VC, No. 50 Squadron and the night of the 30th May 1942 (E , H)

Research Leslie Manser, a No.50 Squadron pilot who gained the Victoria Cross for giving his own life to save those of his crew, and the famous 1000 bomber raid on Cologne.

After researching the history:

-write a biography for Leslie Manser

-create a script for (and reenact) the radio conversation between the RAF base and the pilot.

-act out the the story, focusing on the crew. This would be an opportunity to explore and empathise with the thoughts and feelings of the men, alongside imagining what they said and did before and during the crash.

Both the above would be useful starters for some extend writing, in which the children could incorporate their own ideas alongside the facts. Some possible ideas could be a simple narrative with a historical setting, a story with flashbacks, first person recount/diary of the crash by one of the surging crew, a newspaper article, radio broadcast, storyboard/comic strip and poetry.

Exploring the Royal Air Force badge (H, A, O)

Exploring the history of RAF Skellingthorpe will show the many different badges, including symbols with various meanings, notably that of Royal Air Force and the main Squadrons based at Skellingthorpe. Initially ask the children to predict what they think it means, before unpicking the different elements, mottos and their significance to the Royal Air Force/ Lincoln

Children could then redesign the badge, create a badge/symbol and motto to capture the meaning of their family, friends, school, or a specific group/club or event that is special to them.

Research planes and roles (M, H, E)

Working in research teams, the children investigate the different planes flown from RAF Skellingthorpe, the crew members, their ranks and roles. Invite the children to choose how to present their findings. This can be in any form, for example it could be presented in graphs/tables (based on number produced/flown/lost in battle) fact sheets, drawings, sculpture, drama, top trumps cards, film, information leaflets etc.

A Wireless Operator (H, E, O)

Listen to Arthur Atkinson talk about his role as a wireless operator and conduct some additional research. Create a job advert for a wireless operator including; an appealing job title, details of the role's responsibilities and man tasks, a person specification explaining the skills, qualifications and attributes of a successful candidate and the rewards, benefits and perks of the job.

Morse Code and Codebreaking (H, M)

Investigate Morse Code used by the wireless operators and also research the different codes used in WW2 and their significance to the war. The children could crack codes, create their own and send secret coded messages to solve their own missions.

Plane Journeys (H, G, M)

Research the different destinations the RAF flew from and to during WW2.

Using the research:
-plot different different destinations on a map and note the changes from then to now
-calculate the distances travelled from the RAF base to their destination
-convert the distances traveled by the planes (miles to kilometres etc.)
-calculate the times taken to travel and petrol used
-   solve problems involving calculating and planning the quickest and longest route, plotting a particular route via certain places and noting details of total distance, time taken etc.
-   link angles to bearings used by bomber command to give a planes position. The children can then calculate the bearings to certain key destinations from base, draw the bearings, understand and use the compass points

Rationing- Home and on base (H, M, O)

Explore what rationing was, what items/food were/ were not available and the idea of 'Make Do and Mend'. Use findings to plan and budget for a week and compare this to today. This could similarly be done for the crew, who had to buy their own uniform etc. What would they need? What would happen if they lost an item but also needed replacement boots etc? How would they spend their salary?

The RAF Skellingthorpe base (H, G, M)

Using maps and plans, explore the air base. How was the land used? What different buildings were there and what were they used for? The children may wish to investigate the different buildings in a little more detail e.g the Nissan huts, control tower etc.
Using the research:
-   create a log of the buildings including quantity (tally) and a description. Alternatively, a For Sale advert for the base.
-   create a scaled map/model of the base
-   explore and calculate the different area and volume of the buildings
-   create nets for building 3D structures of the different buildings found on the airbase

When thinking about the airbase, the children could also look into the logistics of running it and solve problems based on calculating quantities and costings for the 2500 people who could be on the base at any time (e.g petrol for planes, food, uniform supplies etc).

The base started out as 500 acres of flat land. The children could plot a timeline from the start to the last flight from the base, noting significant developments, flights etc.

Flight Log (H, M, G, E)

Using images of the flight log, investigate the different operations taken by this crew. How many operations did they do? Which was the furthest? Where did they go/land? How long was each operation? When did each leave? Were there any patterns? The children can present their findings in a range of graphs or tables in addition to solving a range of related problems.

Create a pilots diary using the flight log by selecting key flights and noting significant details.

Write letters home to loved ones on the event / morning after a particular flight, detailing thoughts, feelings etc.

How has the site changed? (H, G)

Use a range of photos and the online interviews and resources, to build up a comparison of the base then and now.

Propaganda posters and leaflets (H, E, A)

Explore the range of leaflets and posters. Using what they discover about persuasive devices etc, create their own based on the base and the RAF.