



Teachers' Notes

Greater Manchester Fire Service Museum

The Teachers' Notes contain an outline of the activities available for Key Stages 1 and 2 and links these activities to the National Curriculum. Most activities are designed to appeal to children in Key Stage 2 but Museum volunteers will be happy to work with teachers to ensure children of all ages benefit from the sessions.

Menu of activities

Investigating uniforms

This session examines fire brigade uniforms from 1600s to the present day. Young people are able to try on uniforms and examine materials used. They are asked to design a uniform for a modern fire fighter.

The Great Fire of London

This session explores the consequences of the Great Fire of London and leads to creative work based on Fire Marks.

Victorian Fire Station - Emergency 999

The Museum has a replica Victorian Fire station. This session examines how the public called out the fire brigade in Victorian Times. It then leads on to looking at modern day communication and the problem with hoax calls.

The Blitz

This session uses artefacts to bring the Blitz to life. It then leads onto creative writing based on the artefacts.

Investigative journalism

The Museum has an archive which contains a number of newspaper stories from different eras. This activity introduces young people to newspaper stories from Victorian times, the Second World War and the 1960s. Young people can compare the different writing styles from the different eras. They can also explore similarities

and differences between today's news stories and stories from the past.

Often family members of fire fighters bring newspaper articles to the Museum. Young people can examine some of these articles and act as detectives to find out more about these fire fighters from the past.

Whistlestop science

The Museum has a wide range of artefacts that have been used by fire fighters over a period of several hundred years. Scientific development can be seen through a number of artefacts from the manual water pumps to fire extinguishers to breathing apparatus. Young people have the opportunity to examine this equipment and explore the science. Teachers can choose which equipment they would like to explore in detail, depending on the area of science they are teaching.

- Breathing equipment
- Extinguishers
- Manual fire pumps
- Motor fire appliances
- Sprinklers
- Wheeled escapes and hose carts

Safety

Safety is a huge theme in fire fighting and it can be divided into a number of areas:

- Personal safety (individuals and fire fighters)
- Equipment and technology for the home
- Equipment and technology for the fire service.

This session looks at how to keep safe and how to write a fire escape plan. It also examines how fire fighters keep safe and how technology has developed to help them deal with the hazards they face on a daily basis.



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Creative

The themes associated with the fire service provide a number of opportunities for creative work, from creating posters to keep children safe around the times of religious festivals or bonfire night through to artwork to evoke feelings around historical events such as the Great Fire of London or the Blitz.

Alfred Tozer

Alfred Tozer - The chief of a model brigade – a chat with Superintendent Tozer 1886.

This activity focuses on a Sunday Supplement article about the life of Superintendent Tozer who lived at the Chief Fire Station, Jackson's Row in Manchester. The article is fascinating, providing an insight into the character of the man and the day-to-day life of a fire fighter in Victorian times.

Characters

London Road Fire Station was home to the families of fire fighters. In this activity we look at what it might have been like to live in the fire station by examining the toys of some of the children who lived there.

Acts of bravery

The Museum archive contains stories of heroic acts. This session allows young people to explore the theme of heroes and heroines.

For secondary schools

The Museum is a great venue for live projects. It is particularly suitable for young people studying diplomas or vocational courses in IT or Creative and Media. Tailored sessions can be provided for students.

Activities mapped to the National Curriculum

The sessions will cover aspects of the following areas.

Activity	Curriculum references KS1	Curriculum references KS2
Investigating uniforms	<p>Art</p> <ol style="list-style-type: none"> 1. Exploring and developing ideas 1,2 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3 <p>Design Technology</p> <ol style="list-style-type: none"> 1. Developing, planning and communicating ideas a to e 4. Knowledge and understanding of materials and components a,b <p>English</p> <ol style="list-style-type: none"> 1. Speaking 1 to 6 2. Listening 1 to 6 3. Group interaction 1 to 5 7. Breadth of study 8. Speaking 3,4 9. Listening 1,2 10. Group discussion 1 to 3 <p>History</p> <ol style="list-style-type: none"> 1. Chronological understanding 1,2 2. Knowledge and understanding of events, people and 	<p>Art</p> <ol style="list-style-type: none"> 1. Exploring and developing ideas 1,2,3 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3 <p>Design Technology</p> <ol style="list-style-type: none"> 1. Developing, planning and communicating ideas a to d 2. Working with tools, equipment, materials and components to make quality products a,b,c 4. Knowledge and understanding of materials and components a,b 5. Breadth of study a,b,c <p>English</p> <ol style="list-style-type: none"> 1. Speaking 1 to 6 2. Listening 1 to 5 3. Group interaction 1 to 6 7. Breadth of study 8. Speaking 2,3 9. Listening 1 10. Group discussion 1 to 3 <p>History</p>

	<p>changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation</p>	<p>1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation 1,2</p>
<p>The Great Fire of London</p>	<p>Art 1. Exploring and developing ideas 1,2 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3</p> <p>Design Technology 1. Developing, planning and communicating ideas a to e 4. Knowledge and understanding of materials and components a,b</p> <p>English 1. Speaking 1 to 6 2. Listening 1 to 6 3. Group interaction 1 to 5 7. Breadth of study 8. Speaking 3,4 9. Listening 1,2 10. Group discussion 1 to 3</p>	<p>Art 1. Exploring and developing ideas 1,2,3 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3</p> <p>Design Technology 1. Developing, planning and communicating ideas a to d Working with tools, equipment, materials and components to make quality products a,b,c 4. Knowledge and understanding of materials and components a,b</p> <p>History 1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation 1,2 5. Breadth of study a,b,c</p>

	<p>History</p> <ol style="list-style-type: none"> 1. Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation 	<p>English</p> <ol style="list-style-type: none"> 1. Speaking 1 to 6 2. Listening 1 to 5 3. Group interaction 1 to 6 7. Breadth of study 8. Speaking 2,3 9. Listening 1 10. Group discussion 1 to 3
<p>Victorian Fire Station - Emergency 999</p>	<p>Citizenship</p> <ol style="list-style-type: none"> 1. Developing confidence and responsibility and making the most of their abilities 1,2,3,5 2. Preparing to play an active role as citizens 1,2,3,4,5,6,7 3. Developing a healthy, safer lifestyle 7 4. Developing good relationships and respecting et differences between people 1,2,3,5,6,8 <p>Design Technology</p> <ol style="list-style-type: none"> 5. Breadth of study a,b,c <p>English</p> <p>EN1 Speaking and Listening</p> <ol style="list-style-type: none"> 1. Speaking 1 to 6 2. Listening 1 to 6 3. Group discussion and interaction 1 to 5 4. Drama 1,2 <p>Breadth of Study</p>	<p>Citizenship</p> <ol style="list-style-type: none"> 1. Developing confidence and responsibility and making the most of their abilities 1,5 2. Preparing to play an active role as citizens 1,3,5,6, 3. Developing a healthy, safer lifestyle 5,6 4. Developing good relationships and respecting et differences between people 1,2,7 <p>Design Technology</p> <ol style="list-style-type: none"> 5. Breadth of study a,b,c <p>English</p> <p>EN1 Speaking and Listening</p> <ol style="list-style-type: none"> 2. Listening 1 to 5 3. Group discussion and interaction 1 to 6 4. Drama 1,2 <p>Breadth of Study</p> <ol style="list-style-type: none"> 8. Speaking 1 to 4

	<p>8. Speaking 1 to 4 9. Listening 1,2</p> <p>History 1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4 Historical enquiry 1, 2 5. Organisation</p> <p>Maths MA2 Number 1. Using and applying number Problem solving 1 to 4 Communicating 5,6 2. Numbers and the number system Counting Number patterns and sequences The number system 5. Processing, representing and interpreting data</p>	<p>9. Listening 1,2 10. Group discussion and interaction 1,2,3</p> <p>History 1. Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation 1,2</p> <p>Maths MA2 Number 1. Using and applying number Problem solving 1 to 4 Communicating 8 Reasoning 11 2. Numbers and the Number system Counting Number patterns and sequences The number system</p>
<p>The Blitz</p>	<p>Citizenship 1. Developing confidence and responsibility and making the most of their abilities 1</p>	<p>Citizenship 1. Developing confidence and responsibility and making the most of their abilities 1 2. Preparing to play an active role as citizens 11</p>

	<p>Design and technology 4. Knowledge and understanding of materials and components a,b 5. Breadth of study a, b</p> <p>English EN1 Speaking and Listening 1. Speaking 1 to 6 2. Listening 1 to 6 3. Group discussion and interaction 1 to 5 En 3 1.Composition 1 to 6</p> <p>History 4. Historical enquiry 1, 2 5. Organising and communication 5</p>	<p>Design and technology 4. Knowledge and understanding of materials and components a,b,c 5. Breadth of study a, b</p> <p>English EN1 Speaking and Listening 2. Listening 1 to 5 3. Group discussion and interaction 1 to 6 En 3 1.Composition 1 to 5 Planning and drafting 1 to 6</p> <p>History 4. Historical enquiry 1, 2 5. Organising and communication 1 to 3</p>
<p>Investigative journalism</p>	<p>Citizenship 1. Developing confidence and responsibility and making the most of their abilities 1</p> <p>Design and technology 4. Knowledge and understanding of materials and components a, b 5. Breadth of study a, b</p> <p>English EN1 Speaking and Listening 1. Speaking 1 to 6</p>	<p>Citizenship 1. Developing confidence and responsibility and making the most of their abilities 1 2. Preparing to play an active role as citizens 11</p> <p>Design and technology 4. Knowledge and understanding of materials and components a,b,c 5. Breadth of study a, b</p> <p>English EN1 Speaking and Listening</p>

	<p>2. Listening 1 to 6 3. Group discussion and interaction 1 to 5 En 3 1.Composition 1 to 6 7. Non-fiction and non-literary texts 1</p> <p>History 4.Historical enquiry 1, 2 5.Organising and communication 5</p>	<p>2. Listening 1 to 5 3. Group discussion and interaction 1 to 6 En 3 1. Composition 1 to 5 Planning and drafting 1 to 6 7. Language structure 1 to 4</p> <p>History 4. Historical enquiry 1, 2 5. Organising and communication 1 to 3</p>
<p>Whistlestop science</p>	<p>Citizenship 1. Developing confidence and responsibility and making the most of their abilities 1,2,3,5 2. Preparing to play an active role as citizens 1,2,3,4,5,6,7 3. Developing a healthy, safer lifestyle 7 4. Developing good relationships and respecting et differences between people 1,2,3,5,6,8</p> <p>Design Technology 5.Breadth of study a,b,c</p> <p>English EN1 Speaking and Listening 1. Speaking 1 to 6</p>	<p>Citizenship 1. Developing confidence and responsibility and making the most of their abilities 1,5 2. Preparing to play an active role as citizens 1,3,5,6, 3. Developing a healthy, safer lifestyle 5,6 4. Developing good relationships and respecting et differences between people 1,2,7</p> <p>Design Technology 5. Breadth of study a,b,c</p> <p>English EN1 Speaking and Listening 2. Listening 1 to 5</p>

<p>2. Listening 1 to 6 3. Group discussion and interaction 1 to 5 4. Drama 1,2 Breadth of Study 8. Speaking 1 to 4 9. Listening 1,2</p> <p>History 1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation</p> <p>Science Sc1 Scientific enquiry 1.Ideas and evidence in science 2. Investigative skills Planning a,b,c,d Obtaining and presenting evidence e,f,g Considering evidence and evaluating h,i,j</p> <p>SC2 Life processes and living things 4. Variation and classification b Sc 3 Materials and their properties 1 Grouping materials</p>	<p>3. Group discussion and interaction 1 to 6 4. Drama 1,2 Breadth of Study 8. Speaking 1 to 4 9. Listening 1,2 10. Group discussion and interaction 1,2,3</p> <p>History 1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation 1,2</p> <p>Science Sc1 Scientific enquiry 1. Ideas and evidence in science a,b 2. Investigative skills Planning a,b,c,d Obtaining and presenting evidence e,f,g, Considering evidence and evaluating i,j,l,m Sc 3 Materials and their properties 1. Grouping and classifying materials a,b,c,e 2. Changing materials b,c,g SC4 Physical processes 2. Forces and motion c,d 1. Breadth of study a,b,c,d 2 a,b</p>
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	<p>a,b,c,d</p> <p>2. Changing materials a,b</p> <p>SC4 Physical processes</p> <p>2. Forces and motion a to c</p> <p>1. Breadth of study a,b,c,d 2 a,b</p>	
Safety	<p>Art</p> <p>1. Exploring and developing ideas 1,2</p> <p>2. Investigating and making art, craft and design 1,2,3</p> <p>3. Evaluate and developing work 1, 2</p> <p>4. Knowledge and understanding 1,2,3</p> <p>Citizenship</p> <p>1. Developing confidence and responsibility and making the most of their abilities 1,2,3,5</p> <p>2. Preparing to play an active role as citizens 1,2,3,4,5,6,7</p> <p>3. Developing a healthy, safer lifestyle 7</p> <p>4. Developing good relationships and respecting et differences between people 1,2,3,5,6,8</p> <p>Design Technology</p> <p>5. Breadth of study a,b,c</p> <p>English</p> <p>EN1 Speaking and Listening</p> <p>1. Speaking 1 to 6</p>	<p>Art</p> <p>1. Exploring and developing ideas 1,2,3</p> <p>2. Investigating and making art, craft and design 1,2,3</p> <p>3. Evaluate and developing work 1, 2</p> <p>4. Knowledge and understanding 1,2,3</p> <p>Citizenship</p> <p>1. Developing confidence and responsibility and making the most of their abilities 1,5</p> <p>2. Preparing to play an active role as citizens 1,3,5,6,</p> <p>3. Developing a healthy, safer lifestyle 5,6</p> <p>4. Developing good relationships and respecting the differences between people 1,2,7</p> <p>Design Technology</p> <p>5. Breadth of study a,b,c</p> <p>English</p> <p>EN1 Speaking and Listening</p> <p>2. Listening 1 to 5</p>

	<p>2. Listening 1 to 6 3. Group discussion and interaction 1 to 5 4. Drama 1,2 Breadth of Study 8. Speaking 1 to 4 9. Listening 1,2</p> <p>History 1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4. Historical enquiry 1, 2 5. Organisation</p>	<p>3. Group discussion and interaction 1 to 6 4. Drama 1,2 Breadth of Study 8. Speaking 1 to 4 9. Listening 1,2 10. Group discussion and interaction 1,2,3</p> <p>History 1.Chronological understanding 1,2 2. Knowledge and understanding of events, people and changes in the past 1,2 3. Historical interpretation 4 Historical enquiry 1, 2 5. Organisation 1,2</p>
<p>Creative</p>	<p>Art 1. Exploring and developing ideas 1,2 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3</p> <p>English 1. Speaking 1 to 6 2. Listening 1 to 6 3. Group interaction 1 to 5 7. Breadth of study 8. Speaking 3,4</p>	<p>Art 1. Exploring and developing ideas 1,2,3 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3</p> <p>English 1. Speaking 1 to 6 2. Listening 1 to 5 3. Group interaction 1 to 6 7. Breadth of study 8. Speaking 2,3</p>

	<p>9. Listening 1,2 10. Group discussion 1 to 3</p> <p>ICT</p> <p>1. Finding things out a,b,c 2. Developing ideas and making things happen a,b,c,d 3. Exchanging and sharing information a,b Reviewing modifying and evaluating work as it progresses a,b,c 5. Breadth of study a,b,c</p>	<p>9. Listening 1 10. Group discussion 1 to 3</p> <p>ICT</p> <p>1. Finding things out a,b,c 2. Developing ideas and making things happen a,b,c 3. Exchanging and sharing information b Reviewing modifying and evaluating work as it progresses a,b,c 5. Breadth of study a,b,c</p>
<p>Alfred Tozer</p>	<p>Citizenship</p> <p>1. Developing confidence and responsibility and making the most of their abilities 1</p> <p>Design and technology</p> <p>4. Knowledge and understanding of materials and components a,b 5. Breadth of study a, b</p> <p>English</p> <p>EN1 Speaking and Listening</p> <p>1. Speaking 1 to 6 2. Listening 1 to 6 3. Group discussion and interaction 1 to 5</p> <p>En 3</p> <p>1. Composition 1 to 6</p>	<p>Citizenship</p> <p>1. Developing confidence and responsibility and making the most of their abilities 1 2. Preparing to play an active role as citizens 11</p> <p>Design and technology</p> <p>4. Knowledge and understanding of materials and components a,b,c 5. Breadth of study a, b</p> <p>English</p> <p>EN1 Speaking and Listening</p> <p>2. Listening 1 to 5 3. Group discussion and interaction 1 to 6</p> <p>En 3</p> <p>1. Composition1 to 5 Planning and drafting 1 to 6</p>

	<p>History</p> <p>4. Historical enquiry 1, 2</p> <p>5. Organising and communication 5</p>	<p>History</p> <p>4. Historical enquiry 1, 2</p> <p>5. Organising and communication 1 to 3</p>
<p>Characters</p>	<p>Art</p> <p>1. Exploring and developing ideas 1,2</p> <p>2. Investigating and making art, craft and design 1,2,3</p> <p>3. Evaluate and developing work 1, 2</p> <p>4. Knowledge and understanding 1,2,3</p> <p>Design and technology</p> <p>1. Designing planning and communicating ideas a to d</p> <p>2. Working with tools, equipment, materials and components to make quality products a to f</p> <p>3. Evaluating processes and products a,b</p> <p>4. Knowledge and understanding of materials and components a,b</p> <p>5. Breadth of study a, b, c</p> <p>English</p> <p>EN1 Speaking and Listening</p> <p>1. Speaking 1 to 6</p> <p>2. Listening 1 to 6</p> <p>3. Group discussion and interaction 1 to 5</p> <p>En 3</p> <p>1.Composition 1 to 6</p> <p>History</p>	<p>Art</p> <p>1. Exploring and developing ideas 1,2,3</p> <p>2. Investigating and making art, craft and design 1,2,3</p> <p>3. Evaluate and developing work 1, 2</p> <p>4. Knowledge and understanding 1,2,3</p> <p>Design and technology</p> <p>1. Designing planning and communicating ideas a to d</p> <p>2. Working with tools, equipment, materials and components to make quality products a to f</p> <p>3. Evaluating processes and products a,b,c</p> <p>4. Knowledge and understanding of materials and components a,b,c</p> <p>5. Breadth of study a, b, c</p> <p>English</p> <p>EN1 Speaking and Listening</p> <p>2. Listening 1 to 5</p> <p>3. Group discussion and interaction 1 to 6</p> <p>En 3</p> <p>1. Composition 1 to 5</p> <p>Planning and drafting 1 to 6</p> <p>History</p>

	<p>4. Historical enquiry 1, 2 5. Organising and communication 5</p>	<p>4. Historical enquiry 1, 2 5. Organising and communication 1 to 3</p>
<p>Acts of bravery</p>	<p>Art 1. Exploring and developing ideas 1,2 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3</p> <p>English EN1 Speaking and Listening 1. Speaking 1 to 6 2. Listening 1 to 6 3. Group discussion and interaction 1 to 5 En 3 1. Composition 1 to 6</p> <p>History 4. Historical enquiry 1, 2 5. Organising and communication 5</p>	<p>Art 1. Exploring and developing ideas 1,2,3 2. Investigating and making art, craft and design 1,2,3 3. Evaluate and developing work 1, 2 4. Knowledge and understanding 1,2,3</p> <p>Citizenship 2. Preparing to play an active role as citizens 11</p> <p>English EN1 Speaking and Listening 2. Listening 1 to 5 3. Group discussion and interaction 1 to 6 En 3 1. Composition 1 to 5 Planning and drafting 1 to 6</p> <p>History 4. Historical enquiry 1, 2 5. Organising and communication 1 to 3</p>