 **Theme 1 **

**How Rugby Football Came to Huddersfield:**

**Developments in Rugby Football**

**Teacher Notes**

**Aims: Theme-specific**

to learn about chronology, continuity and change, and cause and consequence, in the history of

rugby football from ancient civilisations through mob football, teachings at public schools,

formalised rules and the first competitions

to learn that the birth of rugby football in Huddersfield was consistent with a wider pattern

to learn that the Huddersfield Giants club was founded by the Huddersfield Athletic Club

seeking winter sporting activity

**Related Knowledge and Skills**

articulating logical reasons and opinions

reading for information, literal and inferred

speaking and listening in group discussion and interaction

writing summaries, descriptions and explanations

designing, drawing and lettering

**(See also ‘Aims: National Curriculum’ listed at end of Teacher Notes)**

**Time**

3 x 60 minutes lessons

The theme can be shortened by choosing to do some but not all of the activity sheets

**Resources**

Pupil Resource Sheet

Pupil Activity Sheets 1a; 1b; 2

Teacher Answer Sheet

dictionary; art materials for production of a poster

**Differentiation Strategies**

**Less able children/pairs**

Pairs should include at least one good reader to ensure access to information.

Insist that all children contribute to written answers and group discussion.

Set Pupil Activity Sheet 1a (easier version)

**More able children/pairs**

Opportunity to take responsibility and lead pair activities

Set Pupil Activity Sheet 1b (harder version)

**Overview**

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| **Activity**  **Number** | **Class Organisation/Activity** | **Main Idea** | **Resource** |
| **1.1** | Class introduction | Reading 8 sources, each explaining a development in the history of rugby football;  matching phrases summarising the sources to letter of each source (Pupil Activity Sheet 1a);  writing phrases summarising the sources (Pupil Activity Sheet 1b) | Pupil Resource Sheet  Pupil Activity Sheet 1a  Pupil Activity Sheet 1b |
| **1.2** | Pairs discussion and written answers |  |  |
| **1.3** | Class discussion, pairs reporting back |  | Teacher Answer Sheet |
| **2.1** | Class introduction | Answering questions to demonstrate comprehension of the 8 sources on the Pupil Resource Sheet | Pupil Resource Sheet  Pupil Activity Sheet 2 |
| **2.2** | Children’s written answers |  |  |
| **2.3** | Class discussion, pairs reporting back |  | Teacher Answer Sheet |
| **2.4** | Class introduction | Designing and making a poster to advertise a mob football event, or writing descriptive account of participation in a mob football match | Pupil Resource Sheet, Source B;  Pupil Activity Sheet 2, question 16;  painting and drawing materials |
| **2.5** | Children designing and making posters or writing account of mob football match |  |  |
| **2.6** | Class presentations and discussion | Children displaying posters, reading extracts from accounts, and commenting |  |

**Activities**

**1.1 Class introduction**

* Ask the class for ideas about how they think football and rugby came to be invented, perhaps making brief notes individually before sharing ideas.
* List key words such as ‘rules’, ‘enjoyment’, ‘play’, ‘competition’ and ‘interest’.
* Revise that: B.C. means Before (the era of) Christ; A.D. means Anno Domini, Latin for ‘After (the era of) Christ’
* Read Pupil Resource Sheet, ‘How Rugby Football Came to Huddersfield:

Developments in Rugby Football’, around the class, emphasising the chronology of developments.

* Explain that the eight Sources A to H are broadly in chronological order.
* Discuss the main points in each extract and how they help to explain ‘How Rugby Football Came to Huddersfield’.

* Organise the class into pairs, at least one strong reader per pair.
* Decide which children should attempt Pupil Activity Sheet 1a – the easier version, and

which should attempt Pupil Activity Sheet 1b – the harder version.

**1.2 Pairs discussion and written answers**

**1.3 Class discussion, pairs reporting back**

* Use the Teacher Answer Sheet to lead class discussion.

**2.1 Class introduction**

* Read Pupil Activity Sheet 2 around the class, pointing out that:
* questions give the letter and, where needed, the paragraph of the relevant information source
* question 4 tests pupils’ knowledge of vocabulary and can be answered using a dictionary and by checking that the definition could replace the word for both meaning and grammatical correctness in the text of the Pupil Resource Sheet.

* Question 16 can be used as extension activities for more those who finish early.

**2.2 Children’s written answers**

**2.3 Class discussion, children reporting back**

* Use the Teacher Answer Sheet to lead class discussion.

**2.4 Class introduction**

* Discuss with the class:
* the main features of a poster – headline; image(s); essential information
* aspects of mob football that they might wish to emphasise
* the design of a poster – bright colours; eye-catching imagery; eye-catching

lettering, consistent within each section of the poster

* appropriate media for producing a poster – felt pens, paint, or computer

graphics, depending on size.

* Instruct children:
  + on the media they are to use
  + to plan their design, including all essential information
* Discuss with the class:
* what it would be like to play in a mob football match
* descriptive vocabulary:

sight – size; shape; shade; colour; movement

hearing – volume; pitch; length of sounds; timbre

touch – texture; pressure ; temperature; wet/dry

smell – strength of smell; smells like...

feelings – excitement; terror; nervousness; aggression; anger; timidity etc.

**2.5 Children designing and making posters or writing account of mob football match**

**2.6 Class presentations and discussion**

* Discuss the effectiveness of children’s posters with regard to:
* clarity of essential information
  + - attractiveness of design
    - quality of images.

* Discuss the effectiveness of children’s writing with regard to how vocabulary conveys empathy with participant.

**Aims: National Curriculum**

**English**

**Spoken English**

**KS2, Y5 & Y6**

* listen and respond appropriately to adults and their peers

#### articulate and justify answers, arguments and opinions

#### 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
* use spoken language to develop understanding through imagining and exploring ideas
* participate in discussions and presentations

**KS 3**

* using Standard English confidently in formal contexts, including classroom discussion
* giving short presentations, expressing their own ideas and keeping to the point

**Reading Comprehension**

**KS2, Y5 & Y6**

* continuing to read and discuss non-fiction
* reading for a range of purposes
* summarising the main ideas drawn from more than one paragraph, identifying the key details that support the main ideas
* retrieve, record and present information from non-fiction
* explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
* use dictionaries to check the spelling and meaning of words

**KS3**

* reading a wide range of fiction and non-fiction
* making inferences and referring to evidence in the text

**Writing**

**KS2, Y5 & Y6**

* Scope to cover all statutory requirements

**KS3**

* well-structured formal expository and narrative essays
* stories … imaginative writing
* summarising and organising material, and supporting ideas and arguments with any necessary factual detail
* plan, draft, edit and proof-read (all requirements)

**Grammar and Vocabulary**

* using Standard English confidently in their own writing and speech

**National Curriculum History**

to develop understanding of:

* place, historical context and chronology,
* historical concepts such as continuity and change, cause and consequence
* gain historical perspective by placing their growing knowledge into different contexts
* the connections between local, regional and national history
* the connections between short- and long-term timescales

**KS2**

* develop a chronologically secure knowledge and understanding of British and local history, establishing clear narratives within and across the periods they study
* note connections, contrasts and trends over time and develop the appropriate use of historical terms
* regularly address and sometimes devise historically valid questions about change, cause, and significance
* construct informed responses that involve thoughtful selection and organisation of relevant historical information
* a local history study

**KS3**

* extend and deepen chronologically secure knowledge and understanding of British, and local history, so that it provides a well-informed context for wider learning
* identify significant events, make connections, and analyse trends within periods and over long arcs of time
* use historical terms and concepts in increasingly sophisticated ways
* a local history study

**National Curriculum Art**

* produce creative work, exploring their ideas and recording their experiences
* become proficient in drawing and painting

**KS2**

* to improve their mastery of art and design techniques, including drawing and painting with a range of materials [pencil, paint]

**KS3**

* to use a range of techniques and media, including painting
* to increase their proficiency in the handling of different materials
* to analyse and evaluate their own work, and that of others, in order to strengthen the visual impact or applications of their work