



# 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

#### **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

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.