



## Theme 2

# How Rugby Football Came to Huddersfield: Developments that affected Rugby Football

## Teacher Notes

### Aims

- to learn that the birth of football in Huddersfield was consistent with a wider pattern of development in the town
- to learn that Huddersfield's population grew around the woollen industry, creating conditions in which team sports could thrive and contribute to a sense of community and identity
- to learn that improved methods of transport by road, canal and rail were key to the development of Huddersfield's industry, population and infrastructure, including sports clubs
- to learn that Acts of Parliament which allowed working men more and simultaneous free time on Saturday afternoons were crucial to the development of team sports
- to learn that improved methods of communication –the Penny Post and the electric telegraph – were important in developing football clubs and in organising and fulfilling fixtures
- to learn that Education Acts increased the number of young adults who could read, allowing local newspapers greater influence in generating interest in local affairs, including football
- to learn about the development of Huddersfield's infrastructure of facilities and organisations, including leisure organisations

### Related Knowledge and Skills

participating in group discussion and interaction  
reading for information, literal and interpreted  
writing brief summaries and explanations

### Time

5 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 Sheet 1

Pupil Activity Sheet 2

Pupil Activity Sheet 3a: Timeline

Pupil Activity Sheet 3b: Timeline

Pupil Activity Sheet 4: The Most Important Developments

Teacher Answer Sheet 1 (answers to Pupil Activity Sheets 1, 2, 3a and 4)

Teacher Answer Sheet 2 (answers to Pupil Activity Sheet 3b)

### Differentiation Strategies

#### Less able children/pairs

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

#### More able children/pairs

Opportunity to take responsibility and lead pair's and group's activities.

## Overview

Activity Number	Class Organisation/Activity	Main Idea	Resource
1.1	Class introduction	Groups: <ul style="list-style-type: none"> <li>reading one or more sections of the Pupil Resource Sheet about the development of Huddersfield's industry and infrastructure of organisations, services and buildings</li> <li>preparing notes to report back on what they read.</li> </ul>	Pupil Resource Sheet
1.2	Group reading and note-taking		
1.3	Class discussion, groups reporting back		
2.1	Class introduction	Reading eleven sources, explaining social, industrial, economic and demographic developments which influenced the birth and growth of rugby football in Huddersfield; matching phrases summarising the sources to letter of each source	Pupil Resource Sheet Pupil Activity Sheet 1
2.2	Individual or pairs written answers		
2.3	Class discussion, children reporting back		Teacher Answer Sheet 1
3.1	Class introduction	Answering questions to demonstrate comprehension of the eleven sources on the Pupil Resource Sheet.	Pupil Resource Sheet Pupil Activity Sheet 2
3.2	Individual or pairs written answers		
3.3	Class discussion, children reporting back		Teacher Answer Sheet 1
4.1	Class introduction	Allocating dates to: <ul style="list-style-type: none"> <li>developments which affected rugby football</li> <li>developments in rugby football</li> </ul> Writing these developments onto a 1840-1900 timeline; Drawing conclusions.	Theme 1 Pupil Resource Sheet Theme 2 Pupil Resource Sheet Pupil Activity Sheets 3a & 3b
4.2	Pairs discussion and written answers		
4.3	Class discussion, pairs reporting back		Teacher Answer Sheets 1 & 2
5.1	Class introduction	Choosing the three most important developments in football and the three most important developments which affected football	Pupil Activity Sheet 3b Pupil Activity Sheet 4
5.2	Group discussion and written answers		
5.3	Class discussion groups reporting back		

## **Activities**

### **1.1 Class introduction**

- Organise the class into groups, at least one strong reader per group.
- Set the task for each group to:  
read one or more of the ten sections (Sources A to J) of the Pupil Resource Sheet  
take notes in preparation for reporting back to the class on what they have read.

### **1.2 Group reading and note-taking**

### **1.3 Class discussion, groups reporting back**

#### **2.1 Class introduction**

- Read Pupil Activity Sheet 1, phrases summarising Sources A to J on Pupil Resource Sheet.
- Explain that children are to write the letter of each source next to each phrase.
- Organise children to work either individually or in pairs, one strong reader per pair.

#### **2.2 Individual or pairs written answers**

#### **2.3 Class discussion, children reporting back**

- Go through the answers, using Teacher Answer Sheet 1.

#### **3.1 Class introduction**

- Read Pupil Activity Sheet 2, questions about Sources A to J on Pupil Resource Sheet.
- Organise children to work either individually or in pairs, one strong reader per pair.

#### **3.2 Individual or pairs written answers**

#### **3.3 Class discussion, children reporting back**

- Go through the answers, using Teacher Answer Sheet 1.

#### **4.1 Class introduction**

- Read Pupil Activity Sheet 3a:  
Q1, allocating dates to developments as given on the Pupil Resource Sheet  
Q2, positioning these developments onto the Timeline on Pupil Activity Sheet 3b  
Q3, allocating dates to developments as given on the Pupil Resource Sheet from Theme 1  
Q4, positioning these developments onto the Timeline on Pupil Activity Sheet 3b  
Qs 5 and 6, drawing conclusions from the Timeline.
- Organise children to work in pairs, one strong reader per pair.

#### **4.2 Pairs discussion and written answers**

#### **4.3 Class discussion, pairs reporting back**

- Go through the answers, using Teacher Answer Sheet 1 (Qs 1, 3, 5 and 6) and Teacher Answer Sheet 2 (Qs 2 and 4).

#### **5.1 Class introduction**

- Read Pupil Activity Sheet 4 around the class.
- Explain that groups need to:  
choose two sets of three most important developments  
write notes of reasons for the developments they have chosen  
that their reasons can make comparisons with developments they have not chosen.

#### **5.2 Group discussion and written answers**

#### **5.3 Class discussion, groups reporting back**