

**Here's everything
you need to kick
off with**

**TEACHERS'
Resource Material**



KS2

Resource No.1

Literacy

Key Stage 2 National Curriculum Objectives

En1: 4a, 1b
En2: 5b, 3f, 3c, 5a
En3: 1b, 1d, 5b

Focus of Curriculum Development

What people say can have an affect on the way we perceive events.

Learning Objectives

- Identify words associated with reason, persuasion, argument, explanation and description
- Reading for information, identify use and effect of specialist vocabulary
- Use and adapt features of a form of writing, broaden vocabulary and use in inventive ways
- Sustain different roles, gain and maintain interest and response of different audiences
- Distinguish between fact and opinion

Skills Identified

- Use of language – using quotes
- Speaking and listening
- Gathering information

Resources & Materials Needed

- Internet connection
- Copies of newspapers and quotes
- Headlines cut out and mixed up
- Museum worksheet

Assessment Methods

- **Lesson 1:** Assess the quotes that pupils find. Verbal assessment. Do they refer to semantics to make their assessment?
- **Lesson 2:** Assess finished piece of work
- **Lesson 3:** Assess ability to identify quotes at Museum



Lesson Plans

Lesson 1

Pre-visit

Scan several newspapers and highlight interesting quotes.

After writing the selected quotes down, pupils can swap quotes and try to guess what type of story they relate to.

Pupils can also attempt to match the quotes with the relevant headline in the newspaper material they have been given.

This can be followed by a plenary discussion, 'Fact or Opinion'.

Lesson 2

Pre-visit

Pupils should search the internet together for quotes (working in an IT suite). Pupils can 'drop' interesting quotes onto a word document under the headings; description, argument, explanation and persuasion.

Discuss the following day's activities in class and show pupils the Museum worksheet.

Lesson 3

Museum Visit

10mins Introduction. Give general information about the Museum, proper behaviour and how to collect quotes.

60mins Split the pupils into 2 groups, allow them to spend 30 mins in each of the 1st and 2nd Half Galleries completing the activity on the Museum worksheet.

Optional Extras

Specialist Talk

A specialist talk with a Museum Educator and Museum Trail is available on request, focusing on the topic, 'Fact or Opinion'.

Task Sheet 1

Quote, Unquote

Collecting Quotes

Quote:

Date:

Who:

Quote:

Date:

Who:

Quote:

Date:

Who:

Quote:

Date:

Who:

Name

Class

Quote:

Date:

Who:

Quote:

Date:

Who:

Quote:

Date:

Who:

Quote:

Date:

Who:

Resource No.2

English & Design

Key Stage 2

National Curriculum

Objectives

ENG: 1a, 1e, 2a, 2b, 2e

ENG 2: 1b, 1d, 2a, 3a – 3g

ENG 3: 1a – 1e, 2 – 7

D and T: 1a – 1d

Focus of Curriculum Development

To design a football shirt using information collected. To be able to make comparisons between different objects from different eras.

Learning Objectives

1. To be able to use the internet to research a topic
2. To be able to write a letter to a company
3. To be able to research and make comparisons between shirts and equipment of different eras
4. To be able to design and present their own football shirt design to peers

Skills Identified

- Internet use
- Note taking
- Reading and gathering information
- Comparison
- Presentation skills
- Drawing and design skills

Resources & Materials Needed

- Internet
- Museum worksheet
- Clipboards/pencils etc.

Assessment Methods

- Grade children's presentations
- Children evaluate their own success through use of a scoring rubric and/or questionnaire



Lesson Plans

Lesson 1

Pre-visit

- 10mins** Whole class introduction and initiation to the task.
- 20mins** Research using internet (football shirts / equipment).
- 10mins** Whole class collate information.
- 20mins** Note taking collating the key facts / writing letters to specific companies if required.
- 10mins** Summary / evaluation in the form of feeding back key facts to the class.

Lesson 2

Museum Visit This includes an optional session with a Museum Educator

10mins Introduction

Initiation / discuss tasks / expectations / expected behaviour / time available to complete task.

Around the Galleries

Pupils should visit the Museum galleries and complete the task on the Museum worksheet. Pupils should choose three football shirts, investigate them and make comparisons through note taking and sketching etc. If time allows, pupils can investigate other sports equipment, this is a good opportunity to look at footballs and boots in the Museum.

Lessons 3 & 4

Post Visit

- 15mins** Initiation to task – expectations and outcomes etc.
- 45-60 mins** Children use research evidence from the Museum to complete a design board illustrating their own football shirt designs. Children must use illustrations and writing to discuss their choice of design/style/fabric, using research evidence from the Museum to back up their designs.

Individuals could present their designs to the class at the end of the lesson or for example over a period of a week. The Class could display their designs and be encouraged to discuss and vote for their favourite design giving reasons.

Optional Extras

Handling Session

(with Museum Educator)

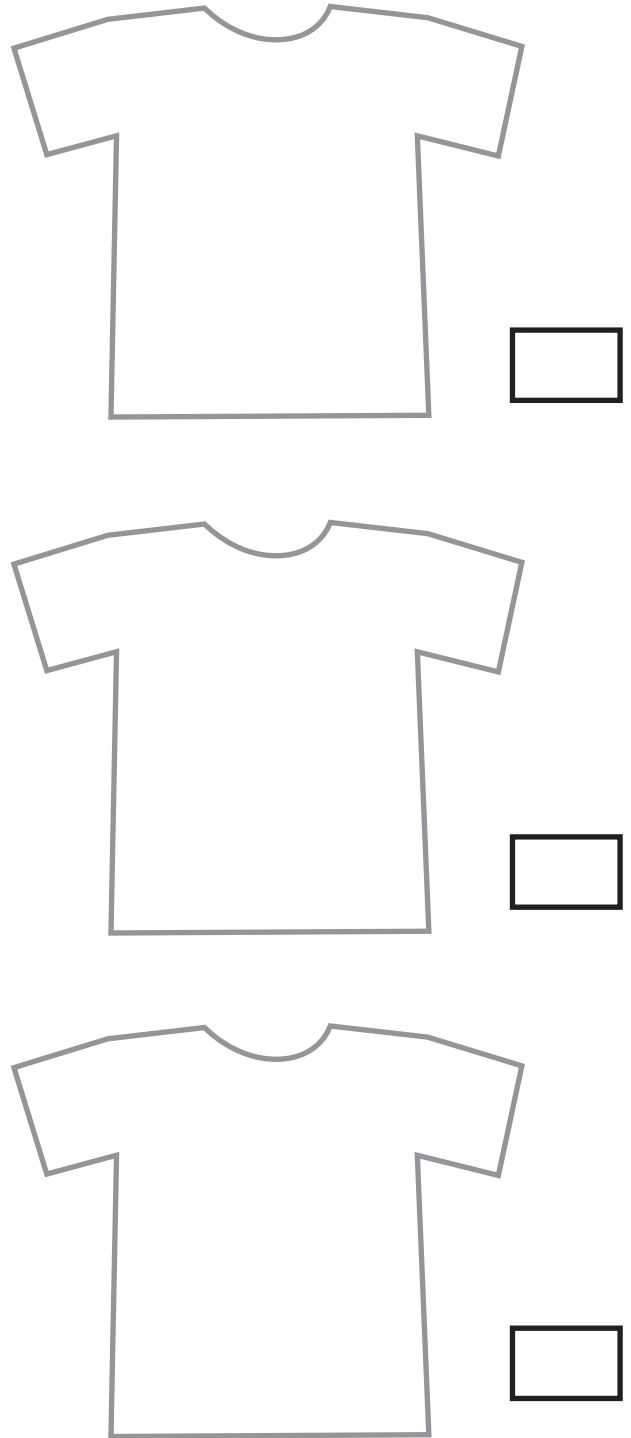
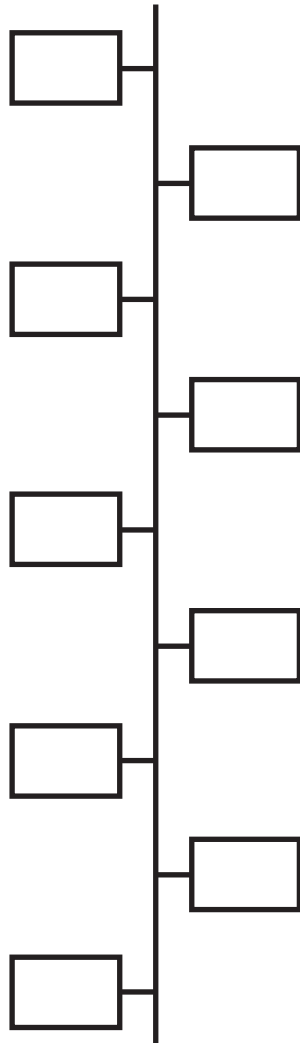
Pupils will be encouraged to give feedback on their discoveries. A Museum Educator will facilitate a hands-on session with shirts and boots. Pupils will be encouraged to discuss styles and colours and why they change.

Task Sheet 1

Better by Design

You are going to be researching the different types of football shirts worn over the last few decades by different clubs and countries. You will need to pay close attention to the Museum exhibits and read the information in the galleries.

1. Select three football shirts from different years.
2. For each shirt you select you must write down the year in which it was worn and then mark the year on the time line.
3. Use the t-shirt shapes to draw every detail of each shirt.
4. Write down the name of the team who wore the shirt.



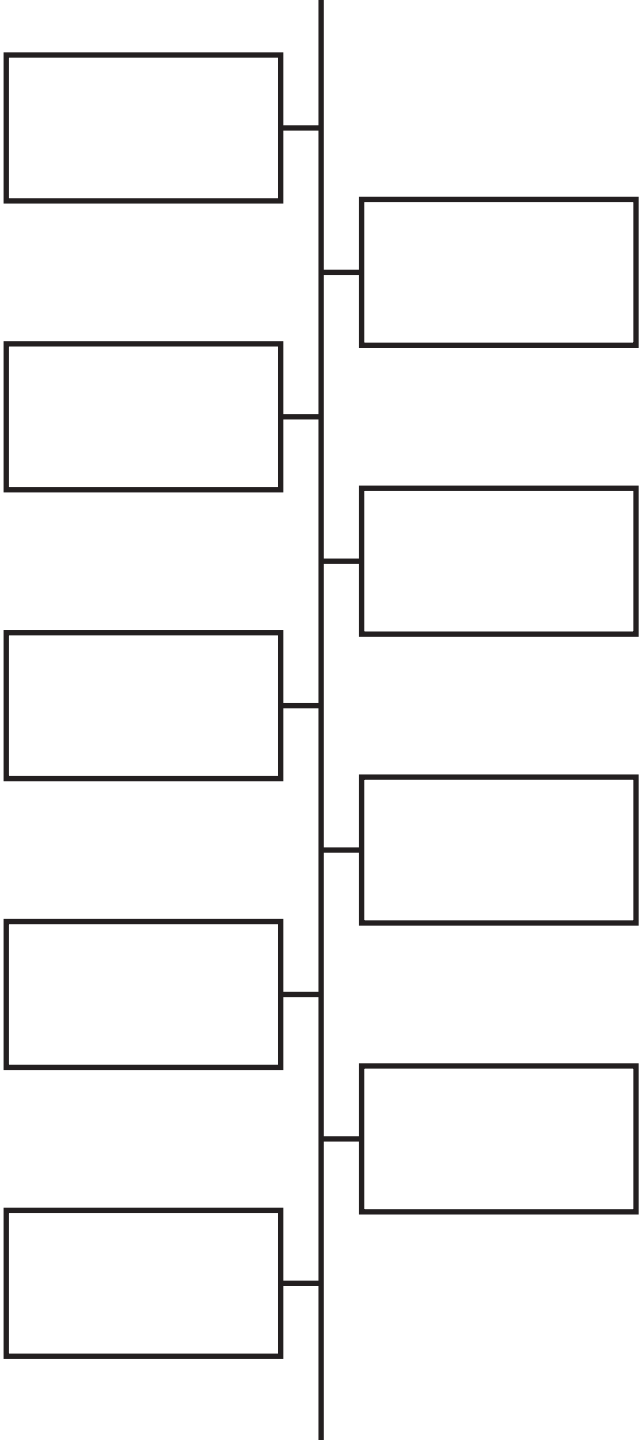
Name _____

Class _____

Task Sheet 2

Better by Design

For each shirt you have chosen write down some key facts in the boxes on your time-line, e.g. the material the shirt is made out of.



Name _____

Class _____

Task Sheet 3

Better by Design

Write down five ways in which football shirts have developed over the years, e.g. is the material the same? Have the designs changed?

1

2

3

4

5

Are football shirts better now than they were many years ago? Explain your answer.

If you have time you could look at the different footballs or football boots and investigate how they have changed over the years.

Name

Class

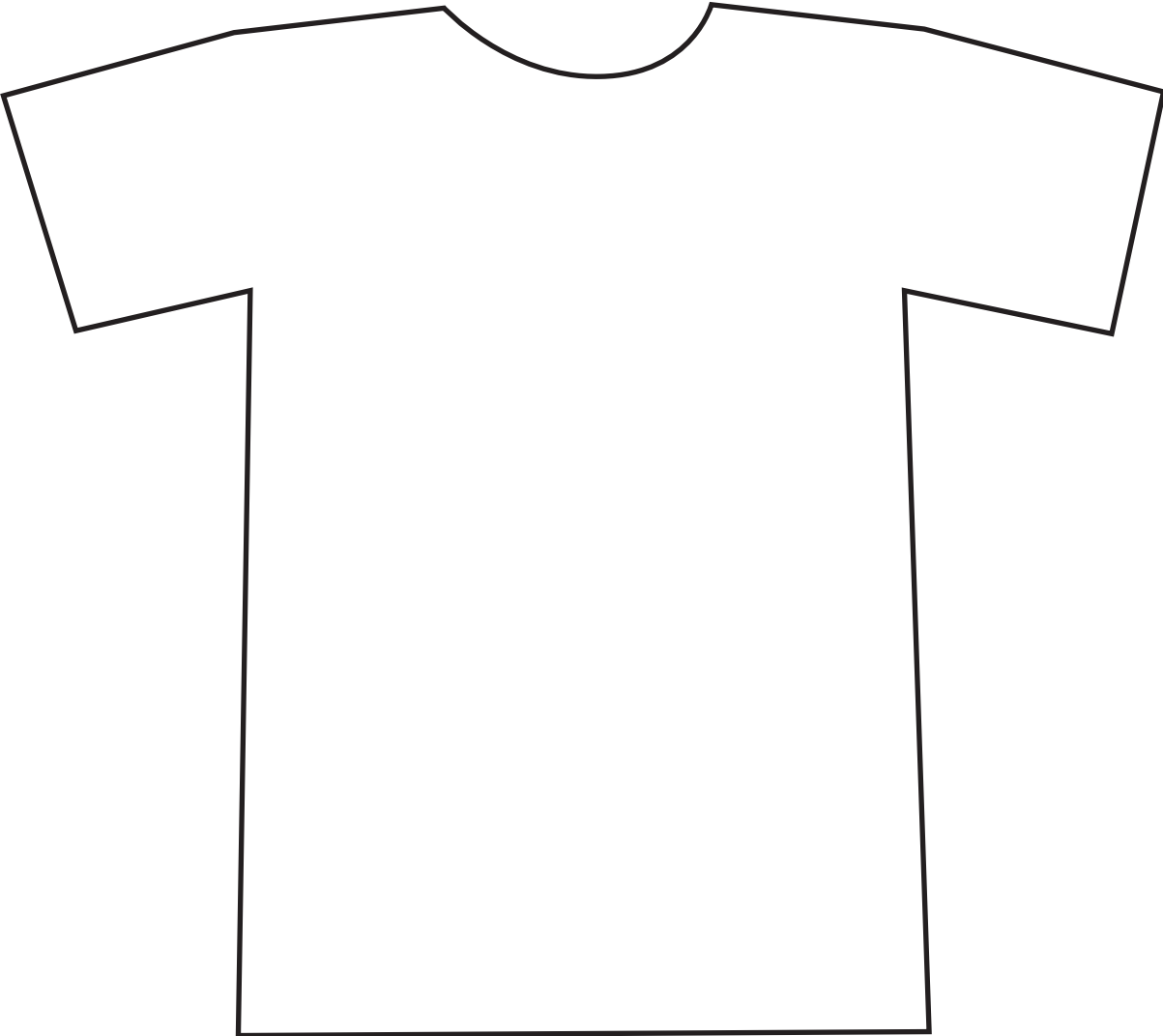
When you get back to school...

You will be designing your own football shirt for your own football team. Are there any other things that you might need to look at, or ask questions about to help you with your work?

Task Sheet 4

Better by Design

Design your own football shirt for your own football team.



Name

Class

Resource No.3

History

Key Stage 2

National Curriculum

Objectives

History 2a – Knowledge and Understanding

5a and b – Organisation and Communication

Focus of Curriculum Development

Using a timeline to chart historical events.

Learning Objectives

 - pupils should be able to:

- Recognise a timeline and how it is used
- Make a timeline representing their life
- Add dates onto an existing timeline
- Add football events onto a specific timeline
- Use their football timeline to write a simple story of football events

Skills Identified

- Reading and gathering information
- Putting dates into chronological order
- Use of timelines

Resources & Materials Needed

- Examples of timelines
- Blank timeline sheet on which dates will be added
- Museum worksheet

Assessment Methods

- Finished timelines
- Discussion and observation

Lesson Plans

Lesson 1

Pre-visit

Ask pupils to look at timelines in class and learn to use them to find specific dates and events. Look at examples from a range of time periods. Ask pupils to think of dates for a number of important events in their own lives and add them to a timeline.

Lesson 2

Museum Visit

Pupils complete the task on the Museum worksheet.

Lesson 3

Post Visit

Children use the timeline created during the Museum visit to write a simple sequence of football events.

Task Sheet 1

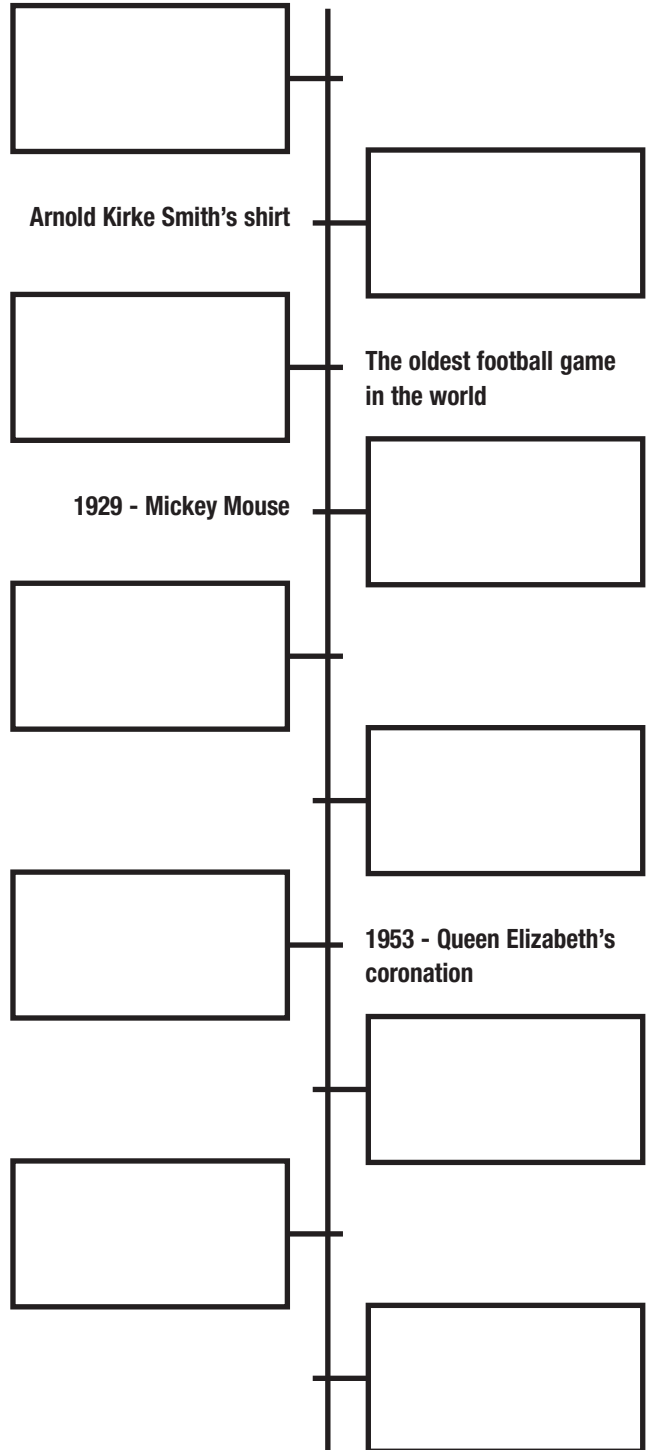
Time Travel

Put these items with their dates in the correct place on your timeline. Some of the dates are already done for you! You could also sketch the object in each box.

1. The shirt from the first international fixture, worn by Arnold Kirke Smith in _____
2. 'Football', a painting by Thomas Webster RA, which was exhibited at the Royal Academy, London in _____
3. The oldest football game in the world that was made in Preston in _____
4. The Jules Rimet trophy was found by Pickles the dog in _____
5. The ball from the first World Cup Final in _____
6. Stained glass windows were installed in the Pavillion Stand at PNE in _____
7. 'Hand of God' shirt worn by Maradonna in _____
8. Manchester United won the 'Treble' in _____



Arnold Kirke Smith's shirt
The oldest international shirt, 1872



Name _____

Class _____

Resource No.4

History

Upper Key Stage 2 National Curriculum Objectives

History 4a/b – Knowledge,
skills and understanding

Focus of Curriculum Development

How we can use source material to learn about and interpret the past.

Learning Objectives

- **Lesson 1:** Understand what a 'historical resource' is
- **Lesson 2:** Be able to analyse a source and gain information about the past
- **Lesson 3:** Develop a sense of empathy

Skills Identified

- Using historical resources
- Reading and gathering information
- Interpreting historical resources
- Writing reports and accounts
- Comparison
- Discussion

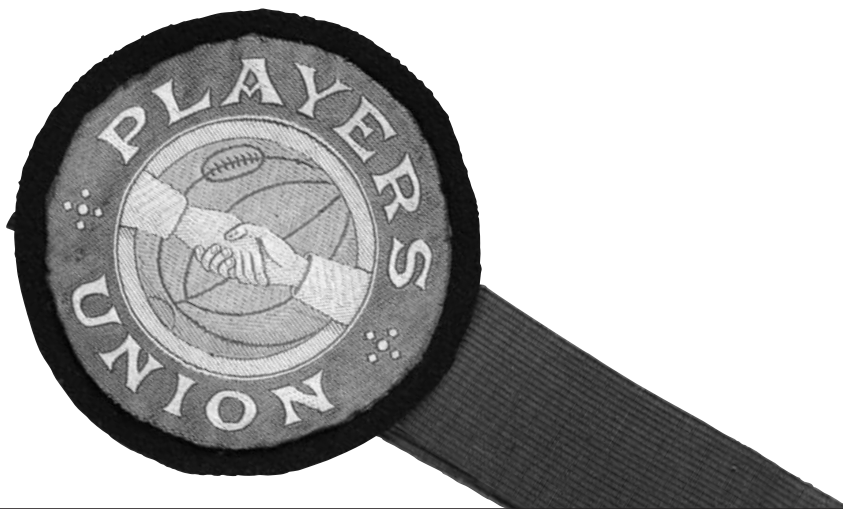
Resources & Materials Needed

- Museum worksheet

Assessment Methods

Assess pupils' ability to use historical sources and make valid interpretations

- **Lesson 1:** Vocabulary and concepts understood
- **Lesson 2:** Worksheets completed and understood
- **Lesson 3:** Written report showing empathy with life from a particular period



Lesson Plans

Lesson 1

Pre-visit

Discuss how we learn about the past – try to get the children to come up with the idea of photos and artefacts. Discuss what they can tell us, and also the limitations of the sources. Introduce vocabulary if not already known (e.g. sources, artefacts).

Lesson 2

Museum Visit

Introduction Recap lesson 1 discussing how sources can be used and what they can tell us about the past.

Main Activity Ask pupils to complete the Museum worksheet.
Discuss any important facts noticed on the gallery visit.

Lesson 3

Post Visit

Introduction Discuss what was learnt at the Museum about either the Victorian period or Britain since 1940, and the impact of football on everyday life.

Main Activity Using this information, write an account of going to a football match in either the Victorian period or the period since 1940, include facts such as who was in the First Division, the cost of the matches, the type of kit worn, what the grounds were like and possibly even research on specific players from the era.

Plenary Discuss the content of the reports produced, the information that has been included, as well as other information that could have been included.

Optional Extras

Handling Session

A Museum Educator will facilitate a hands-on session with our reminiscence kit, 'Going to the Match in the 1950's'. Pupils will be encouraged to discuss the differences between the fans' experience then and now.

Task Sheet 1

In the Beginning

The History of Football and our Country

History is all about using sources to help us interpret and understand the past. At the Museum we have lots of sources, including photographs and artefacts.

In history we are like detectives using these sources to build a picture of what life was like in the past.

In the Museum you need to do exactly that – you have to be a detective!

The Origins or Beginnings of Football



The picture above shows how football started. What do you think is going on here?

List 3 ways in which this is different from football of today.

- 1

- 2

- 3

The following picture shows Aston Villa vs. Sunderland in 1893.



Look carefully at the things they are wearing, what are the differences between these and today's kit?

Name _____

Class _____

Rule 3: Kicks must be aimed only at the ball
(JC Thring – Author of the Uppingham Rules,1862)

What does this tell us about how football was played before?

Why is it important to have rules either at school or in games?

Early Equipment

Find the early football and shin pads.

What is the difference between the football of then and today? Why do you think this was? (think about size, the material that was used and why it was used)

Do the same for the shin pads.

The first football boots were made from ordinary workers boots. What do you think they did to give improved grip?

Find the picture of the first kit.

How did this differ from today's kit?

Why do you think it is different?

How would you feel if you had to play football in this kit?

The Early Clubs

Find a photo of Arthur Wharton, then find the Preston North End team photo for the year.

What was special about Arthur Wharton?

What did you notice about the team photo?

Why do you think this was?

What does this tell you about attitudes in Victorian times?

Where did the 12 clubs that set up the Football League come from?

1	7
2	8
3	9
4	10
5	11
6	12

What was the main disagreement between the FA and players in 1900?

Look at the pictures of early grounds.

What are the main differences between these and modern grounds?

Why were they called 'Stands'?

Find the piece about the FA banning women.

Were the women's football matches popular?

Why did the FA ban women's football?

Do you think these were good reasons or not?

Explain this.

Find the picture of the England team giving the Nazi salute.

Why did they do this?

Look at the picture of the 'Busby Babes'.

What happened to them coming home from Munich?

How many survived?

Look at the pictures of the new stands and find the plastic seat.

What major changes have happened to the grounds in recent years?

Why did this happen?

Football started with a group of gentlemen enjoying a game, now it is much more than this.

List 3 major changes that have happened during football's history.

1 _____

2 _____

3 _____

List 3 major changes that have happened in the world in this period.

1 _____

2 _____

3 _____

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