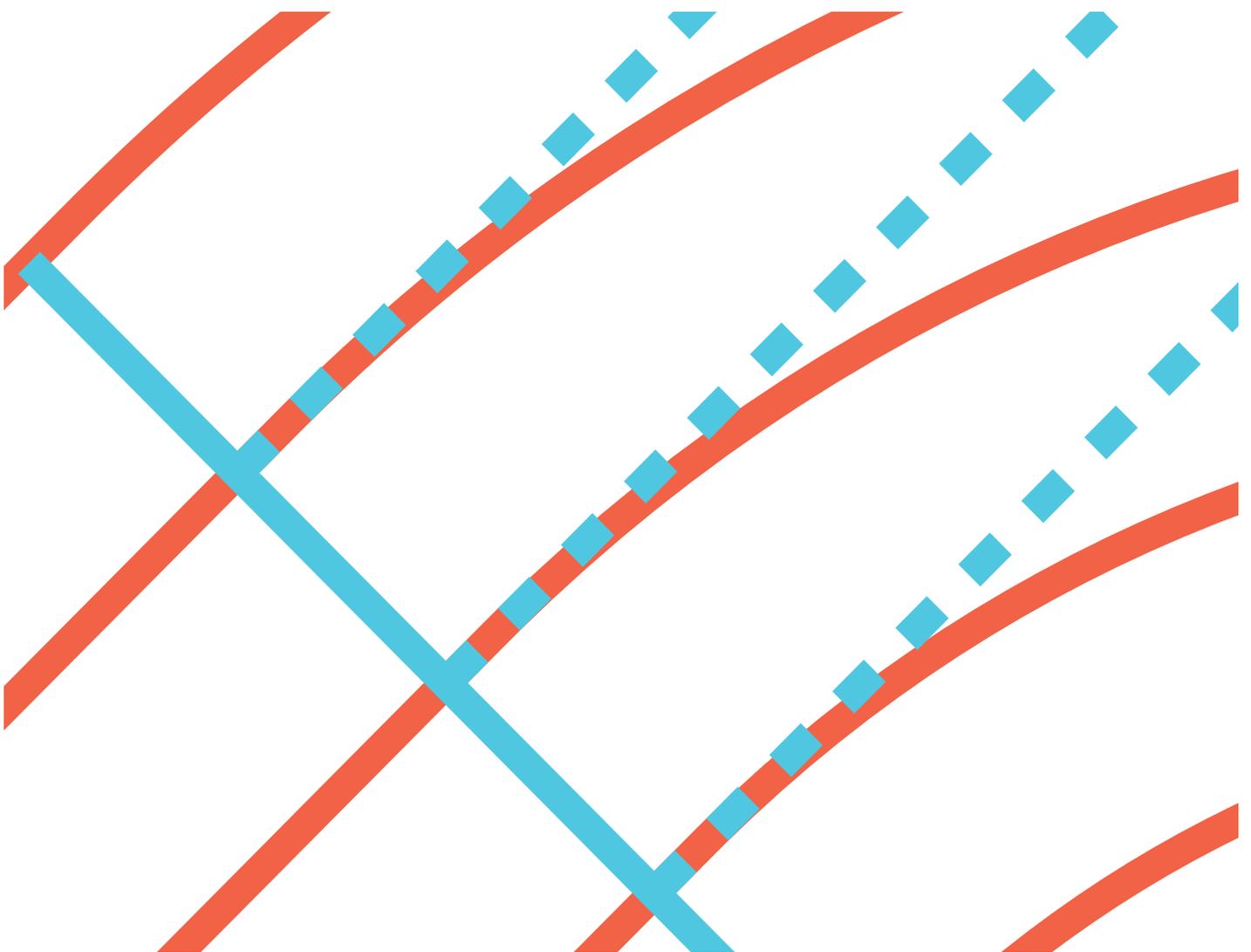


# Sport In Museums Network

## Resource for Schools

Sporting Heritage in the Academic Curriculum  
and Supporting visits to museums



# Sporting Heritage in the Academic Curriculum and Supporting visits to museums

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# 1 Aim of this Resource

The aim of this resource is to provide starting points for teachers who want to use sporting heritage in the academic curriculum. It also provides examples of sporting heritage programmes currently offered to support the curriculum in museum and sport settings across the country

The physicality and accessibility of sport cuts through barriers of language, religion, class and culture. There is growing evidence that sporting heritage, taught as part of the school curriculum, is a very effective medium for motivating under-achieving pupils. Whilst the main academic focus of sporting heritage is history – most pertinently local history – it can also provide an effective springboard to cross-curricular learning and to sports participation.

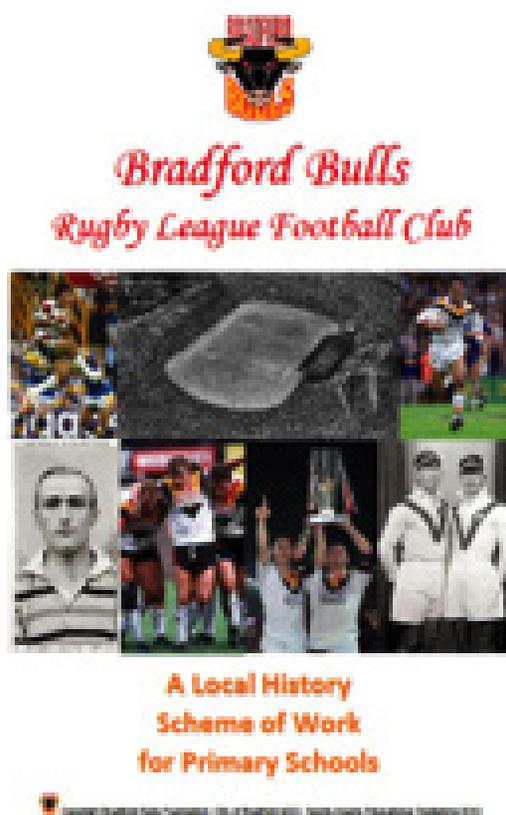
Many of our sports clubs were founded in the 19th century and, from Premier League football clubs to village cricket and rugby clubs, are often the best examples of living history in their communities, regularly attracting more people onto their premises and more interest in their fortunes than any other local organisations of comparable age.

This living history has immediacy and meaning for children. It has the power to bring social history alive for them, particularly when it is taught through the history of the local club for which many children and their families have an affinity. A local approach also increases the likelihood of high-profile sportsmen and women, past and present, becoming positive role models for the children.

A cross-curricular education scheme about the history and heritage of Burnley Football Club was trialled and launched in 2008. The deputy head teacher of Padiham St Leonard's CE (A) Primary School, whose class had trialled the scheme, said:

***'One Year 6 boy from a local estate, who has a troubled home life and has struggled to come to terms with the academic curriculum, was reading the life story of Jimmy McIlroy in the 'Hall of Fame' theme. It was as if a light had been switched on. He exclaimed: "He was just like me. I could do what he did." He researched Jimmy McIlroy on the internet at home and produced far and away the best work, in quality and quantity, we had seen from him. A Burnley footballer from the 1950s had become his role model.'***

Sporting heritage and related industrial and social history can be taught through generic resources, but it is most real to the children and effective as a learning medium when it is related to the history and heritage of their locality and their



Title page of a local history education scheme for Bradford Bull Rugby League Football Club



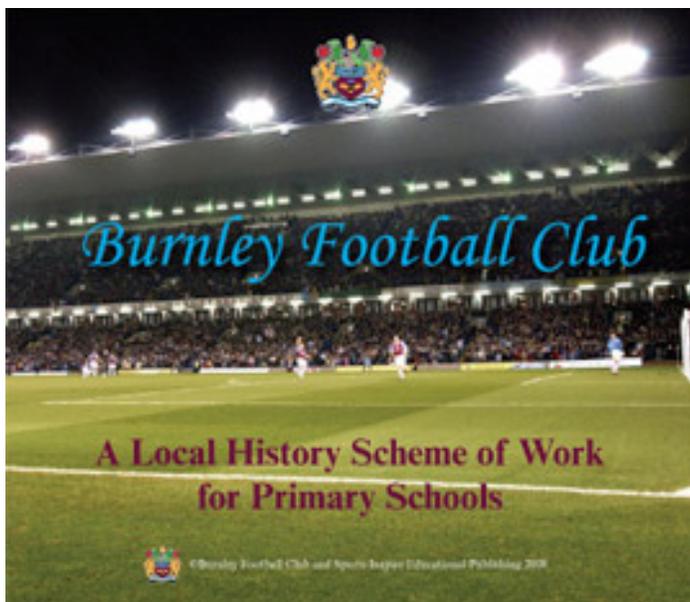
Children and players from Bradford City Football Club help to launch the club's education scheme in 2011.

Such an approach can help schools to forge links with local clubs. The 21st century has seen extremely rapid growth in the number and scope of community departments at association football, rugby union, rugby league and county cricket clubs. The teaching of a club's history and heritage as part of the curriculum dovetails with their work.

A majority of the work by community departments in schools involves coaching, using specialist sporting knowledge that teachers often lack. Some clubs also deliver academic education activities, including a little heritage work, as part of their package for schools. Some clubs have classrooms, I.T. suites and, in a few cases, a museum at their ground which school groups visit for lessons. However, relatively few of these lessons are about sports heritage and some are not sports-related. Nearly all community scheme models involve community departments controlling and delivering their own services.

We recommend that, in addition to existing activities, all clubs would benefit from the development of their own scheme about the history and heritage of the club that local teachers can deliver independently from the club's community department. The community department can then have as much or as little involvement with this as their resources permit. The benefits listed below indicate that this is a win-win recommendation.

Likewise, many local museums have collections and stories which relate to the sporting heritage of the area. We outline some of these later on, but it is always worth approaching your local museum to discuss any opportunities that are available to work with them, perhaps to develop ongoing partnerships and new resources which support other schools in the locality.



Disk sleeve of the Burnley Football Club education scheme which was given free to local schools. Cross curricular with local history at its core, the scheme teaches the industrial and social history of Burnley through the history of the football club.

## Benefits for Schools

A free scheme of work that:

- is a National Curriculum local history project
- is cross-curricular
- uses the power of sport to engage and motivate children, particularly 'less academic' children
- develops awareness of and pride in the history and heritage of their locality
- is fully resourced
- can be taught year-on-year
- is economical on teacher preparation time
- requires no specialist sporting knowledge from the teacher
- establishes/consolidates links with the local club

## Benefits for Clubs

- the club and its history legitimately placed within the school curriculum
- increased interest and enthusiasm among potential future supporters, members and players 'caught' at the right age
- increased knowledge, understanding and respect for the club, its history, heritage and importance to the local community
- local teachers acting as agents for the club, promoting it to the next generation of supporters
- club's community scheme staff determining their level of involvement
- nurturing of goodwill in the club's fan-base/catchment area
- establishes/consolidates links between the club and local schools
- benefits repeated year-on-year

## Benefits for Museums

- creation of long-term partnerships with schools
- creating greater access to collections
- development of resources which map the collections to the national curriculum
- support from local community organisations and teachers
- uncovering new stories about collections held
- establishing the relevance of sometimes unused collections

## 2 The Relevance of Sporting Heritage and History to the Curriculum

Numerous education resources have been written that:

- use sporting history and heritage to teach wider aspects of social and cultural history
- can be adapted to local clubs and museums.

Below are some examples.

### Women's Sport and Women's Rights

There are close parallels between the history of women's sport, particularly women's football, and the history of women's rights. Both progressed significantly between 1870 and 1890, and accelerated during the 1890s, World War I and from the 1960s onwards.

Fleshing out this skeleton with examples and evidence, including stories reflecting both progress and prejudice, makes women's sport a superb and inspiring springboard for learning about the history of women's rights.

The continued progress and expansion of women's sport towards mainstream participation and entertainment, particularly the growing participation, professionalism and media interest in women's football and women's cricket, is part of this continuing story. This living history can include investigations into local sporting opportunities for girls and women, and enhances the relevance of this theme

### Victorians

Most of the UK's association football, cricket, rugby league and rugby union clubs were founded when Queen Victoria was on the throne. By investigating why their local club was founded in Victorian times, and about the growth of the major sports and their competitions, children can learn about their locality in the 19th century.

Aspects of Victorian life that impacted on the birth and growth of sports clubs include:

- the growth of towns and cities around the mills, mines, factories and docks of the industrial revolution
- dissent against working conditions, leading to the 1850 Factory Act that freed up Saturday afternoons for working men
- improved communications – the Penny Post and electric telegraph – that facilitated the organisation of fixtures, the construction of grounds and the signing of players, and sharing information about the rules of the games and the first competitions
- Education Acts from 1870 onwards, that improved reading standards, helped the growth of local

newspapers and their symbiotic relationship with local sports clubs, each contributing to the prosperity of the other

- improved transport links, particularly the railway, and locally, tram and the road networks, that facilitated transport to matches by players and spectators
- public schools and the ethos of Muscular Christianity

### Sporting Timelines

Timelines of sports and of individual clubs have great potential as education resources. A clear way of presenting historical events, they assist children in learning time-related terminology, in looking for patterns and trends, and in cross-referencing events and developments in sport with those in wider society.

### Sport and Impairments

Various resources have been written covering the histories of sports for impaired sportsmen and sportswomen. These include the histories of the Paralympics, wheelchair rugby, wheelchair rugby league and wheelchair basketball, helping children to develop awareness of the growth in recent years of sports for the impaired. Resources also cover the work of disabled supporters associations, the experiences of supporters with impairments, and the design of a stadium that caters for supporters who are physically and visually impaired.

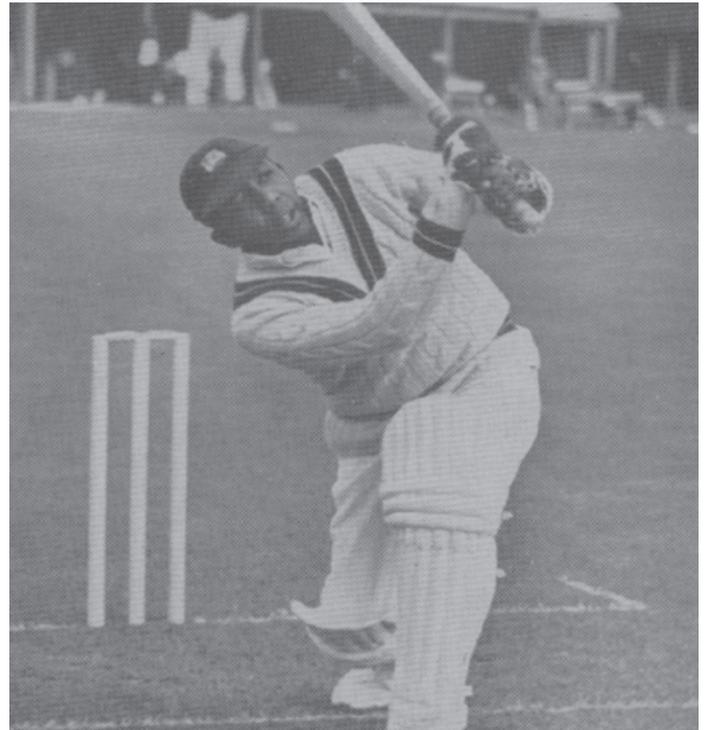
The qualities demonstrated by most impaired sportsmen and women make them superb role models for PSHE work in the classroom and in assemblies. (see also links to resources prepared by Stoke Mandeville on page 30)

### Developments in Sports' Grounds

Numerous activities can be developed that involve the use of photographs of a ground. These include arranging photographs taken at different times in the ground's history in chronological order, observation and deduction about developments in ground safety, drawing maps and plans from aerial photographs, positioning a photographer on a plan, and cross-referencing locations from a plan to a photograph.

## Immigration and Social Cohesion

The history of immigration can be taught in relation to how it has increasingly impacted on sport, particularly since the British Nationalities Act of 1948. This approach helps to develop an understanding of how and why the UK and its professional and amateur sports teams are increasingly multi-cultural, and to promote sport as a driver of social cohesion. Generic role models from sporting history include association footballers Arthur Wharton and Walter Tull, rugby league footballer Cec Thompson and cricketer Sir Learie Constantine. The stories of such sportsmen can be supplemented by the stories of local players and supporters.



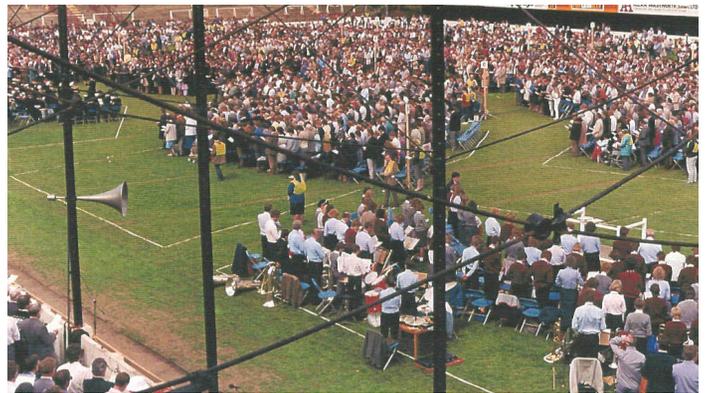
*Arthur Wharton and Learie Constantine, two inspiring sporting figures who suffered and withstood race discrimination*

## Coping with Disaster and Bereavement (e.g. Burnden Park Disaster, Ibrox Disaster, Bradford Fire; Hillsborough)

Sensitively presented, football ground disasters can help children to learn about appropriate responses to such catastrophes by communities and by individuals, including how to cope with bereavement.

A superb education resource about the Bradford Fire Disaster takes the following approach.

1. The events at Valley Parade on 6 May 1985 are reported simply and factually, with no opinions. It includes quotes from eye-witnesses.
2. Children are asked to decide what they think should happen next, considering:
  - feelings of the bereaved, the injured and the eye-witnesses
  - ground safety and causes of the fire
  - treatment of and support for the injured
  - support for the bereaved
  - support for eye witnesses
  - the future of the club and its ground.
3. Children read about what happened next, including:
  - treatment of injuries and the developments of pioneering techniques at the local burns unit
  - charity fund-raising for bereaved families and for the injured
  - counselling for the bereaved, the injured and some eye-witnesses
  - players and officials attending every funeral and memorial service
  - memorials/shrines at the ground and in Bradford city centre
  - ground safety investigations – Popplewell and Taylor reports – and their impact on ground design, materials used for construction and ground safety
  - Bradford City's short term lease of other grounds and the redevelopment of Valley Parade.



*The Bradford City Fire disaster; an annual multi-faith service brings all parts of the community together to remember the 56 supporters who lost their lives, the many more who were severely injured, and to give thanks for the pioneering medical advances at the local burns unit. The education resource about the Bradford Fire combines local history, fire safety, citizenship and religious education.*

## Sporting developments with wider moral, social and political connotations

Many events in sporting history have wider moral, social and political connotations. Examples include:

- the split of rugby league from rugby union in 1895
- sport and apartheid
- boycotts of the 1980 Moscow Olympics
- the courage and fate of the Dynamo Kiev football team in World War II
- Jesse Owens at the 1936 Berlin Olympics

Detailed social and political studies of most these is more appropriate for Key Stages 3 and 4, but the moral dimensions have been very effective as themes for assemblies in Key Stage 2.

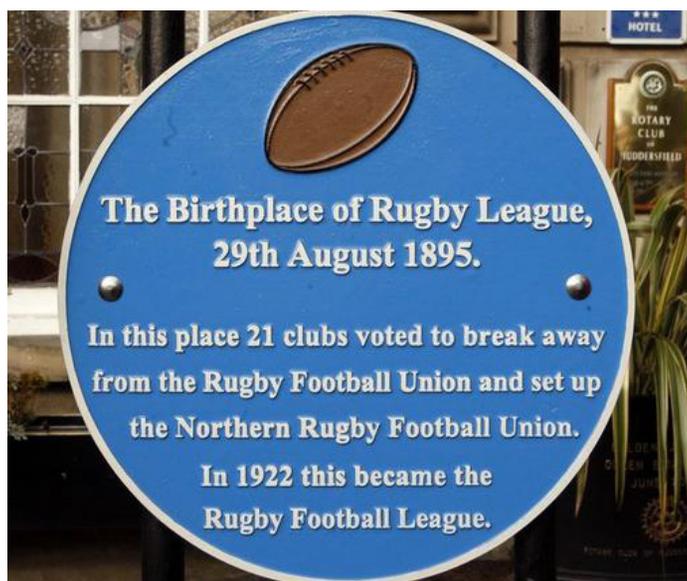
## Moral Issues

The histories of all clubs include instances when the club has been presented with a moral dilemma. The most common examples are of cheating, bribery, theft, sexism, racism and indiscretions on social media. Such dilemmas can become simple and effective learning opportunities by presenting children with the facts, asking children what the response and outcomes should be, and comparing their opinions with the actual response and outcomes.

## Sport in World War I

There are numerous aspects of World War I which can be taught by using sport as a springboard for learning. These include:

- recruitment before conscription was introduced in January 1916; arguments for and against the continuation of sport, particularly rugby and football; footballers' battalions and the use of sportsmen as role models to promote recruitment; recruitment posters and rallies at football and rugby matches
- fund-raising for war charities; collections at matches; charity matches
- sport and the morale of the troops; sport and entertainment behind the lines; newspaper sports reports avidly read by the troops; sport as a shared interest for discussion among troops who were strangers; the Christmas Truce of 1914
- individual stories of sportsmen at war, e.g. Walter Tull, Donald Bell VC, Douglas Clark MM



Blue plaque commemorating Huddersfield's George Hotel as the birthplace of rugby league.



One of the most successful recruitment posters of World War I was inspired by a rugby union footballer's letter from France in October 1914, despairing at reports that many of his peers were still playing or watching sport back home.

### Developments in Kit

Children can develop observation skills and empathy with the experiences of players by studying photographs of teams and individuals wearing kit from different eras and sorting them into chronological order. This activity is ideally supported by artefacts to experience the touch, feel, weight, flexibility and thread of different materials, and different designs of kit, footwear and equipment. Children can also design their own kit in styles from different eras.

### Developments in Fans' Clothing

This is similar to the previous activity, but using photographs of supporters, again ideally with opportunities to touch and feel artefacts from different eras.



*The earliest known women's football team in England, from Grimsby in 1886; comparing and contrasting their kit with that of the modern day women's teams helps to develop observation skills, knowledge about materials and empathy with the experience on playing in kit from the 1880s, particularly if kit from previous and modern eras is available for children to feel and to wear.*



*Modern-day women's football kit – Arsenal Ladies v Millwall Lionesses*

### 3 Using Sporting Heritage to support Cross-Curricular Learning

#### Literacy and Media Education

Children can compare and contrast reports about a match from the local newspapers of the rival clubs, and from a neutral national newspaper. This activity is most effective when children are presented with short sections of reports about specific incidents, with the challenge of identifying and explaining which newspaper each snippet is from. This introduction to point-of-view writing can be developed into children writing match reports. A similar approach can be used in commentating, interviewing and feature writing.

#### Literacy and Sporting Poetry

There is a great deal of generic sporting poetry in different styles which children can study and attempt to emulate. Examples of these styles include kennings, haikus and limericks. Poems about sport in the locality can usually be sourced from club historians, club histories and local newspaper archives. Poetry, including poetry about local sports teams, featured regularly in newspapers across the country until the 1950s.

#### Literacy and Interviewing Techniques

Children can be taught about the techniques and technologies of planning, conducting, recording, editing, transcribing and interpreting interviews. Players, past and present, club officials and supporters can be excellent subjects.

#### Numeracy

The Numeracy in scores, league tables, and combinations of the two lends itself to work on equations, estimation and mental arithmetic, averages, probability, percentages, and problem solving. The ages and match appearances of players can be used for calculations of range, mode and arithmetic mean. Distances and directions travelled to matches can develop numeracy and geography skills. Sports pitches lend themselves to calculations, measurements and scale drawings involving length, area, perimeter, radius, diameter and circumference. Stand and stadium capacities and attendances can be used to develop an understanding of place value and a concept of high numbers. Investigations into players' heights, weights and body mass indexes from different times in a club's history are appropriate for data handling, and further cross-curricular investigations into exercise, diet and healthy eating. Investigations into the increasing diversity of nationalities among a club's players are appropriate for data handling and cross curricular work in Geography.



Year 6 children record an interview with Huddersfield Giants' RLFC wingman Aaron Murphy



Rotherham United supporter Howard Webb, who refereed the 2010 FIFA World Cup Final, was interviewed as part of Millmoor Memories, a cross-curricular education scheme about the history and heritage of Rotherham United Football Club.

### Science and Groundsmanship

The life cycle of plants, photosynthesis, seasonal patterns and the transportation of seeds are all integral to the work of groundsmen, who can make excellent subjects for interview about their work and careers, and about changes in the methods and technology used in their work.

### Geography

In addition to geography-related activities in the 'Development of Sports Grounds' theme, children can plan the locations of sports grounds, and different locations on an Olympics site – stadia, arenas, accommodation, or the routes of long distance races – Marathon, triathlon, road cycling events etc.

### Music

Children can learn and perform historical sports-related songs and chants, and use these to compose and perform similar songs of their own.

### Health Education

Interviews with players, trainers, managers and physiotherapists can include questions about exercise, diet and lifestyle, including alcohol, tobacco and other drugs education given to the apprentices at sports clubs, the players acting as role models for children's health. As with other interviews, children can also learn about careers in sport other than playing.

### Citizenship

Children can learn about the charity work inspired by sport, such as The Steve Prescott Foundation.

### Physical Education

Children can learn about the aims of PE through examples of good practice from historical and contemporary evidence at a local club, including anecdotes and images. They can then incorporate these aims into a tournament which they plan, play, officiate, score, record, report and spectate.

### Physical Education/Dance, Music

Children can plan, practise and perform pre-match entertainment, which could include, for example, themed cheerleading, singing, gymnastics and ball skills demonstrations.



*The boys' choir of Lindley Junior School launches a Huddersfield rugby league exhibition by singing Hurrah for the Claret and Gold, a song written to celebrate Huddersfield's rugby team winning the Yorkshire Cup in 1890.*

## 4 Delivering Assemblies with a Sporting Heritage Theme

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**David Jones, a now-retired headteacher, worked at Holybrook Primary School in an area of Bradford that has a high percentage of children on free school meals. In January 2014 he gave evidence to an education select committee enquiry about 'underachievement in education of white working class children.' Sport was a cornerstone of improvements he made in the school. Inspirational sporting quotes and maxims were displayed around the school. (see p33, Case Studies)**

David developed a programme of sports-related assemblies, covering:

- Moral Issues from historical and/or contemporary events in sport
- Inspirational Sporting Figures – Douglas Clark; Steve Prescott; Jesse Owens
- The qualities displayed by impaired athletes
- Jewish sportsmen and the Holocaust
- Pioneering black rugby league players
- Fair play – examples of playing with integrity and of cheats who lost their reputations and, in some cases, their careers
- Respect – examples of playing fairly, great sportsmanship, respecting the sport and your opponent
- Remembrance – sportsmen who died in the World Wars
- Courage – the persecuted Dynamo Kiev players in World War II
- Self-control – in provocative situations
- Do not steal – theft of the football and rugby league World Cups; thieves losing trust, friendship and respect
- Teamwork – helping and encouraging one another
- Standing on the Shoulders of Giants – how a club, families and society are all built on the efforts and achievements of those who have gone before.

# 5 Celebrating Sporting Heritage Events

## Schools can plan an annual sporting week around a major sporting event.

Such events include:

- 2015:** Rugby Union World Cup (Men)
- 2016:** Olympic and Paralympic Games
- 2017:** Cricket World Cup (Women); Rugby League World Cups (Men's and Women's); Rugby Union World Cup (Women)
- 2018:** Football World Cup (Men); Commonwealth Games
- 2019:** Football World Cup (Women); Rugby Union World Cup (Men); Cricket World Cup (Men)
- 2020:** Olympic Games
- 2021:** Cricket World Cup (Women); Rugby League World Cups (Men's and Women's)
- 2022:** Football World Cup (Men); Commonwealth Games

*In addition, the National Sporting Heritage Day takes place every 30th September and offers all schools the chance to celebrate their local and national sporting heritage. To find out more or to add your event visit [www.nationalsportingheritageday.org.uk](http://www.nationalsportingheritageday.org.uk).*

There are many examples of successful weeks of concentrated activity inspired by high-profile contemporary sporting events. For example, such weeks were based around the 1968 Olympic Games at Roomfield Junior School at Todmorden in West Yorkshire, the 1986 Commonwealth Games at St Lawrence CE (Aided) Middle School at East Molesey, Surrey, and the 1988 Olympic Games at Birkenshaw Middle School, West Yorkshire.

Children competed in teams of four, selected by the teacher so that each team had a balance of sporting, academic, artistic, social and leadership skills. Each team represented a competing nation, children engaging in a series of individual, pairs and whole team challenges.

The more academic activities, such as researching, planning, writing and presenting information about the history and culture of their nation, the histories of different sports, the history of the event and planning the organisation of their own tournaments, took place in the mornings. The more creative and sporting activities took place in the afternoons, their order sometimes adapted according to the weather. Creative activities included designing and making medals and a medals table, and designing and making kit and an Olympic flag for their team based on national colours, history and culture. Physical education activities included individual running, jumping, throwing and ball skills events, pairs tennis and bowls, whole team relays and games tournaments, and dance and gymnastics performances.

At the end of each half day medals were presented and medals tables were updated. Teams could earn gold, silver and bronze medals in two categories for each activity:

- quality of their work/performance
- their conduct towards teammates and other teams.

In this way, the core values that underpin the major events, which in various wordings encompass sporting excellence, teamwork, sportsmanship, fair play, selflessness, cooperation and consideration for others, were to the fore throughout the weeks. Formalisation of a rewards system that placed the children's conduct on a par with the quality of their work, and the public recognition of this at the end of each half day in the medals table, was extremely effective in containing the more exuberant children and in developing their understanding and abilities in appropriate behaviours. Children were motivated to stay on task and to cooperate, whilst teachers found themselves commenting more frequently on positive behaviour and less frequently on poor behaviour. Teachers reported a marked improvement in overall behaviour, with very few instances of low level disruption and no major disciplinary issues.

Thoroughly planned and resourced, such weeks have proved consistently successful. As most such events coincide with the summer term, and these events-led weeks demand social interaction between the children, they can be an effective focus for transition week between primary and secondary school.



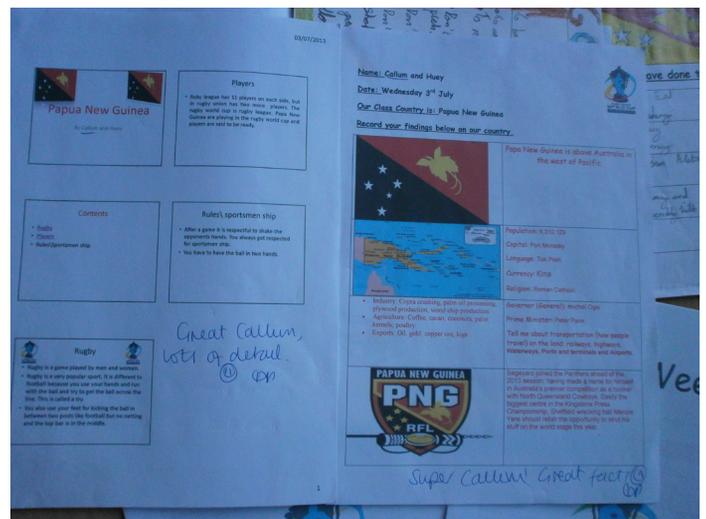
*Victorian games were included in St Lawrence CE (Aided) Middle School's Commonwealth Games Week in 1986.*



*Children engaged in cross-curricular team activities at Birkenshaw Middle School's Olympic Games Week in 1988. Children officiated, recorded the results of and reported their own events*

More recently, national and international governing bodies have produced online education resources based around their major international events. Examples of this include the 2012 Olympic Games, the 2013 Rugby League World Cup, the 2015 Rugby Union World Cup and cricket's 2015 Ashes Test series. These resources vary significantly in style, all having their strengths. All:

- were referenced to the National Curriculum as it was at the time
- promoted the core values of their events which, in various wordings, comprise sporting excellence, teamwork, sportsmanship, co-operation, fair play, selflessness and consideration for others.



South Crosland Junior School, Huddersfield, used the 2013 Rugby League World Cup Education Resource for their Active Week in July 2013.

## Olympic and Paralympic Games Resources

The *2012 Olympic Games Education Resource* contains numerous interactive online activities for primary school children. Attractively presented and fun, these cover the history of the games and the achievements of some of the world class Olympians of the past. Many of the questions for primary school children are, however, purely factual with little supporting information, leaving children to guess many of the answers. The challenges set could be more rigorous and children could be required to think in more varied ways. A strength of this resource is that it covered the entire age range, and activities for older secondary school children are appropriately rigorous, including a particularly impressive business studies projects about planning the construction of an indoor sporting arena.

For Primary Schools the ideas in an unofficial resource at: <http://www.teachingideas.co.uk/themes.co.uk/themes/olympics/> are recommended.

The official Olympic Games website includes 'The Olympic Museum' online, which also has good-quality teaching resources. These can be accessed at: <http://www.olympic.org/museum/visit/schools/teaching-resources>.

Although designed to support a visit to The Olympic Museum in Lausanne (La Musée Olympique, Quai d'Ouchy 1, 1006 Lausanne, Switzerland; Tel +41 21 621 65 11), the resources contain useful stand-alone material. The themes are:

*Behind the Screen*: a history of how the games have been broadcast, which has particular potential for Key Stage 3/4 Media studies.

*The Olympic Journey*: specifically for schools visiting the museum; outlines the history of the Olympic Games as told at the museum.

*All Different, All Winners* focuses on the fundamental values of the Olympics. These are addressed through five themes:

- Interpreting the World
- Celebrating Diversity
- Enjoying the Rules
- Tasting the Spirit of Competition
- Experiencing 'Olympism'

Children have the opportunities to:

- ask questions about themselves, other people, history and society
- make connections between Olympic values and values that are useful in daily life
- express opinions and prejudices
- overcome differences, showing empathy for others
- test the difference between equity and equality
- discover links between the rules of sport, the rules in society, freedom and responsibility
- examine the Olympics' potential to promote excellence, dignity, harmony, friendship and peace.

*How Well do you Know the Olympic Games?* is an excellent, concise resource around which to develop group work on different themes about the Olympic Games' history and values.

The *2012 Paralympic Games Education Resource* contains numerous excellent ideas for telling the story of the Paralympic Games through dance, theatre, visual arts, creative writing, music, film, and the personal journeys of impaired athletes. The resource is flexible in that activities can be delivered individually, as part of a larger Paralympic project, or as part of the children's wider work in art or diversity. The resource can be downloaded from <http://www.mandevillelegacy.org.uk/category/school>.

## Rugby League World Cup Resources

The *2013 Rugby League World Cup Education Resource* is the closest in style to the sports celebration weeks outlined on page 13, children working in teams with each team representing a competing nation. The resources contain no online interactive elements, but the activities are plentiful, varied and rigorous. The children's resources and teacher answer sheets are comprehensive, providing teachers with all the necessary information without the need for further research. In addition to the World Cup-related resources, they cover the history of the game, including the births of the major clubs and the social history behind the 1895 break away of rugby league from rugby union. The Rugby League World Cup Projects group worked closely with numerous schools that downloaded the resources, organising visits to schools by participating players from various nations, and match-day participation. Thousands of children were involved in pre-match singing and dance entertainment, building on a pre-match entertainment theme in the education resource. Amelia Oldham, who delivered the resource for Active Week at South Crosland Junior School, Huddersfield, found it 'fantastic ... immediately accessible, fully resourced and ready to use. Having the resources on PDF and Word enabled us to use them on smart boards and to adapt them to different age groups. The historical information fed into cross-curricular work. The classroom work about fair play and what makes good well-rounded sports and team players fed very effectively into the tag rugby tournament that was the climax of the week.'

## Tour de France Resources

The *2014 Tour de France Education Resource* includes numerous cross curricular activities for Key Stages 2 and 3 that could either stand alone or be taught as a larger topic. The approach to most activities begins with basic comprehension of the information before expanding to use this knowledge and understanding in further research and more creative activities. Creative and other extension activities included:

- designing a bicycle
- compiling quizzes
- devising and designing board games, in English and in French
- writing cycling poetry
- researching local cycling clubs
- interviewing local cyclists and writing a feature based on the interview
- planning a safe route to school
- planning health-focussed activities
- healthy eating and writing English and French menus for competitors
- planning and performing a short drama about an example of good cycling ethics or a cycling scandal
- selecting, or composing and performing 'music to ride bikes by'
- planning a roadside celebration
- designing a poster
- writing a tourist brochure
- French wordsearches
- designing a cycling vest
- using maps and photographs to describe a tour stage
- devising animation to advertise the event

Themes included:

- a history/timeline of the event (attractively presented in narrative and cartoon formats)
- history of the bicycle
- routes of the 2014 race, across Yorkshire, the south east of England and France
- the careers of international road and track cyclists
- the qualities it takes to reach and sustain international standards
- cycling numeracy – gears, chains and teeth; speed, time and distance; gradients; calories; ages, heights and weights; shapes in a bicycle frame; heart rates
- the science of forces that act on a bicycle e.g. friction, air resistance, pushing on pedals, pulling on handlebars
- materials and their properties in bicycle construction
- cycling safety
- cycling for healthy living; diet and exercise
- scandals and ethics
- the environment, carbon footprints and pollution
- being a good team player

Schools found that strengths of these resources were their attractive presentation, the excellent quality and wide range of suggested activities, and the detail of the more generic

resources. Weaknesses were the necessity to navigate lengthy (though well signposted) documents to compile the sheets for each activity, and the further research required by teachers to find information for some activities. The resource includes links to local clubs in Yorkshire and Lincolnshire, but in the case of some of the historical local information, there was no guarantee that the information could be easily found or existed.

There was also a Geography and PSHE-based 'Big Street Survey' activity, schools feeding outcomes and ideas about the environment in their locality into a national database.

## Cricket's Ashes Resources

Cricket's *2015 Ashes Schools Challenge* is a Key Stage 2 Resource that can be adapted to Key Stage 3. The ECB prepared it in conjunction with the 'Learning Beyond the Boundary Centre', part of the Durham County Cricket Foundation. Main Activities are divided into 'Test Match' (mainly Literacy, with History and Citizenship), 'One Day' (Numeracy), and 'T20' (other curriculum areas, particularly Art and Technology). There are also three 'Introduction Lessons' covering cricketing terminology, how cricket is scored and geography about the counties and countries that play professionally.

The resources are clearly presented and teacher notes are easy to follow. Opportunities for differentiation and assessment are identified. The levels of detail, some of the activities, and the organisation, with children encouraged to work in teams, are similar to the 2013 Rugby League World Cup Education Resource.

## Rugby Union World Cup Resources

The *2015 Rugby Union World Cup Education Resource* uses the core values of the sport and the event as its starting point. The activities are presented in concise, easy-to-follow worksheets grouped under different themes that are clearly referenced to the curriculum and identify the appropriate age range. They present children with a series of challenges healthily balanced between academic rigour and creative, open-ended tasks. They are less prescriptive and more flexible than the 2013 Rugby League World Cup and Ashes Schools Challenge resources, but some activities require further research by teachers.

General subjects and themes covered include:

### PE:

dance - rugby culture and dance inspired by winning teams, sport education – teamwork, tag rugby and coaching ideas

### Mathematics:

angles; tournament budget and finance; data handling; shopping; algebra; crowds and place value; fractions and percentages re ticket prices

### Science:

menus, nutrition and energy

### Geography:

international geography based on a 'World in Union'

### History:

of rugby; of British Empire; civil rights; rugby union heroes of World War I

### PSHE:

core values of teamwork, respect, enjoyment, discipline and sportsmanship

### Art:

performing arts

### English:

media, spoken language, including coaching; reading rugby biographies, reports, fiction and non-fiction, magazines; creative writing of dialogue, characters, conflict, settings and cliff hangers

### RE:

prayer lesson; Zen worship

### School Sport:

codes of conduct for non-players; Wheelchair rugby

### Assemblies:

apartheid; goal-setting

There are also ideas and structures for Enrichment, Immersive Learning and Transition Week from KS2 to KS3.

## 6 Use of Artefacts and Visits to Museums

Many museums, especially those with a specific focus on sport, provide relevant resources and supporting programmes which link directly to the curriculum. However, there may be situations where creating your own worksheets might be required. It is recommended that such worksheets require children to think and understand in a variety of ways, whilst minimising the amount of writing they are required to do.

Skills and Ways of Thinking	Examples of Question Types and Challenges
Skimming and scanning to locate and select precise literal, factual information	<ul style="list-style-type: none"> <li>• answering multiple choice questions</li> <li>• finding key dates</li> <li>• matching dates to events</li> <li>• matching people to facts about them (N.B. factual questions have greater impact if followed up by a question requiring interpretation of the fact(s))</li> </ul>
Interpretation	<ul style="list-style-type: none"> <li>• matching quotes from displays and captions to summaries about them</li> <li>• writing lists of qualities shown by sportspeople</li> <li>• placing events in an order of importance</li> <li>• sketching in the style of an artefact using different subject matter</li> </ul>
Logical reasoning/deduction	<ul style="list-style-type: none"> <li>• explaining why a sportsperson has been included in a display</li> <li>• making deductions about the use of sporting clothing or equipment from their material or methods of manufacture</li> <li>• finding clues in displays that support an opinion</li> </ul>
Observation	<ul style="list-style-type: none"> <li>• describing or sketching images and artefacts</li> <li>• looking for clues in images and artefacts</li> <li>• listing action verbs from a display and/or display caption; writing an adverb to describe each of the actions</li> <li>• comparing and contrasting clothing and equipment from different eras</li> </ul>
Empathy	<ul style="list-style-type: none"> <li>• listing, or selecting from a list, adjectives that describe what it would have been like to play a game in a different period of history, or in clothing and equipment from a different period</li> <li>• listing, or selecting from a list, adjectives to describe how an historical figure would probably have felt from experiences described</li> </ul>

Skills and Ways of Thinking	Examples of Question Types and Challenges
Expressing and explaining opinions about ...	<ul style="list-style-type: none"> <li>• examples of discrimination</li> <li>• qualities shown by individuals</li> <li>• favourite artefacts and displays</li> </ul>
Expressing and explaining emotions about ...	<ul style="list-style-type: none"> <li>• how a story or piece of information makes them feel</li> <li>• a display</li> </ul>
Choosing	<ul style="list-style-type: none"> <li>• a display to study more closely</li> <li>• a subject or information to research on a touch screen</li> </ul>
Predicting	<ul style="list-style-type: none"> <li>• answering 'What if ...' questions</li> <li>• predicting the outcome/impact/consequences of events before finding out what happened</li> </ul>

Ideas can be developed in follow-up work back at school or at home, e.g.

- further research using the internet
- detailed interpretation of a factual answer
- detailed explanation of an opinion
- detailed explanation of an emotion
- creative writing
- designing and making based on an artefact of which you have an image
- designing a webpage to advertise the museum.

Trails of sport in museums can be:

- general to cover the entire museum
- curriculum-led such as a Citizenship or Literacy trail
- topic-led, based, for example, on clothing and equipment or the World Wars.



*Hands on learning experiences as Year 4 children learn about the history of Bradford City FC at Bradford Industrial Museum*

# 7 National Sports Museum Online

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Many museums and archive collections include sporting elements pertinent to their locality and subject matter. For example, The National Coal Mining Museum in Wakefield includes displays about popular sports in the mining communities of West and South Yorkshire. The National Fishing Heritage Centre in Grimsby includes a display about the relationship between Grimsby Town Football Club and the local trawlermen and dockers.

The National Sports Museum Online is a growing website containing links to many websites and archives which contain sporting material, many of which do not specialise in sport. Its links to other sites are grouped by sport and by region. Currently, there are links to sporting collections in over 40 sports, the most popular of which by keyword search are:

- athletics
- cricket
- disability sport
- football
- hockey
- Olympics
- Paralympics
- rowing
- rugby
- tennis.

The address of the National Sports Museum Online is:

[www.nationalsportsmuseumonline.org.uk](http://www.nationalsportsmuseumonline.org.uk)

# 7 Examples of Museum Resources and Opportunities

## Archery

### Dick Galloway Archery Museum

**Address:** Scottish Archery Centre, Fenton Barns, North Berwick, East Lothian EH39 5BW

**Website:** <http://www.scottisharcherycentre.co.uk/museum.html>

**Email:** none given

**Telephone:** 01620 850401

## Association football

### National Football Museum

**Address:** Urbis Building, Cathedral Gardens, Manchester M4 3BG

**Website:** [www.nationalfootballmuseum.com](http://www.nationalfootballmuseum.com)

**Emails:** [info@nationalfootballmuseum.com](mailto:info@nationalfootballmuseum.com) (general), [learning@nationalfootballmuseum.com](mailto:learning@nationalfootballmuseum.com) (education)

**Telephone:** 0161 605 8200

**General Resources:** guidebook; downloadable numeracy resource, 'First Division', costing £175

#### Schools-specific Resources and Information:

- offers various packages for schools' groups – Early Years, Key Stages 1 to 4, Post 16 and Higher Education, and Community Groups
- packages include age-appropriate workshops and a rolling programme of events and exhibitions, topical when appropriate
- interactive, creative learning experiences include:

#### Early Years

- Three football stories are told through puppets, song, movement and exploration

#### Key Stage 1

- Pickles and the Stolen World Cup Story, using puppets, role play and gallery exploration to bring the story of Pickles finding the World Cup trophy in 1966 to life
- Floodlights – The Power of Electricity: children build circuits to illuminate a stadium

#### Key Stage 2

- Streetspeak Football Poetry Days, children listening to reading, singing, chanting, and writing football-related poetry in sessions led by Poet in Residence, Paul Cookson
- Going to the Match, children exploring the sights, smells and sounds of match-day in the past, dressing in supporters' clothes, handling objects and role play
- The Greater Game, children discovering stories about football and World War I
- Object Investigators, children handling, identifying, interpreting and conserving artefacts
- Designer Balls, children investigating the history of the football
- First Division, children engaging in football related numeracy exercises
- Personal Histories, children animating the histories of artefacts by using time lapse and stop motion animation

#### Key Stage 3

- Includes the themes from Key Stage 2, plus 'Women, Football and Society', children using various sources and drama to explore ideas about democracy, justice, rights and equality as they learn about the history of women's football from the 1890s onwards

#### Key Stage 4

- Includes most of the themes from Key Stages 2 and 3, plus ...
- 'Winning at all Costs', children using stories from the galleries to discuss philosophy and ethics in sport, subjects including morality and fair play, footballers as idols and the influence of big business on football
- Leisure and Tourism, children learning about how the Museum engages visitors through marketing and customer service

#### Post 16 and Higher Education

- Includes First Division, Leisure and Tourism from Key Stages 2 and 4, plus ...
- History of Early Football, from mob-football to a professional, worldwide game.

## Scottish Football Museum

**Address:** Hampden Park, Glasgow G42 9BA

**Website:** [www.scottishfootballmuseum.org.uk/](http://www.scottishfootballmuseum.org.uk/)

**Emails:** [info@scottishfootballmuseum.org.uk](mailto:info@scottishfootballmuseum.org.uk)

**Telephone:** 0141 616 6139

#### Schools-specific Resources and Information:

The Scottish Football Museum has 14 galleries and uses 2500 objects, film, sound and interactive activities to preserve, explain and interpret football's impact on Scotland's heritage, way of life and sense of identity.

#### Schools are advised to plan visits that include:

- a stadium tour
- use of Teachers' Notes – actually information sheets rather than lesson plans – and worksheets in teacher-led interaction with the museum's displays and collections.

**Lesson One:** The Early Years 1867-1902

**Topic:** The First International, 1872

Inspired by the first gallery, this lesson explores the origins of football in Scotland. The lesson looks at key objects including the Scottish Cup (the oldest football trophy in the world) and key events such as the first international match.

#### Activities:

Art – sketching a scene from the inaugural international in 1872

Literacy – imagine attending the inaugural international in 1872 and describing sights, thoughts and feelings.

**Lesson Two:** The Hampden Roar 1903-1945

**Topic:** People and Places in the Past

Children learn about the history of Hampden Park during its world and European record breaking days.

#### Activities:

Literacy/History – imagining life in the 1940s, with radio as the only form of electronic entertainment.

Art – designing football cards of past or present players based on the 1930s cards in the museum.

**Lesson Three:** The Golden Years 1946-1966

Children learn about the mid-twentieth century, when Scottish football enjoyed some of its most memorable achievements. The lesson concentrates on wartime and post-war Britain, looking at the influence of grass roots and street football.

#### Activities:

Literacy – reading about Hearts' player Tommy Walker and his experiences in the war; listening to an interview with his widow; writing about wartime football games played in India.

Art – drawing one of Tommy Walker's shirt badges.

Literacy – imagining and writing about playing street football in the 1950s

Art – drawing a picture of the Tanner Ba (sixpenny football) used in street football.

#### Other Association Football Museums

##### Arsenal FC

**Addresses:** Arsenal Football Club, Highbury House, 75 Dryton Park, London N5 1BU (club offices)

Emirates Stadium, Hornsey Road, London, N7 7AJ (Emirates Stadium)

**Website:** <http://www.arsenal.com/history/the-arsenal-museum>

(N.B. the 'History' tab on the club's website links to a written and visual record that is, in effect, an online museum of the club)

**Email:** [tours@arsenal.co.uk](mailto:tours@arsenal.co.uk)

**Telephone:** 020 7619 5000

##### Brighton and Hove Albion FC

**Address:** Brighton and Hove Albion Football Club, American Express Community Stadium, Village Way, Brighton, BN1 9BL

**Website:** <http://www.seagulls.co.uk/fans/museumopeningtimes/>

**Email:** [supporter.services@bhafc.co.uk](mailto:supporter.services@bhafc.co.uk)

**Telephone:** 0344 324 6282

##### Celtic FC

**Address:** Celtic Museum, Celtic Football Club, Celtic Park, Glasgow G40 3RE

**Website:** <http://www.celticfc.net/pages/tours>

**Email:** [stadiumtours@celticfc.co.uk](mailto:stadiumtours@celticfc.co.uk)

**Telephone:** 871 226 1888 option 7

##### Charlton Athletic FC

**Address:** Charlton Athletic Football Club, The Valley, Floyd Road, Charlton, SE7 8BL

**Website:** <http://www.thecharltonathleticmuseum.co.uk/>

**Email:** [mick.everett@cafc.co.uk](mailto:mick.everett@cafc.co.uk) (museum); [info@cafc.co.uk](mailto:info@cafc.co.uk) (club)

**Telephone:** 020 8333 4000

##### Chelsea FC

**Address:** Chelsea Football Club, Stamford Bridge, Fulham Road, London SW6 1HS

**Website:** <http://www.chelseafc.com/the-club/Museum-stadium-tours.html>

**Email:** via contact form on website above

**Telephone:** 0871 984 1955

##### Liverpool FC

**Address:** Liverpool Football Club, Anfield Road, Liverpool L4 0TH

**Website:** <http://stadiumtours.liverpoolfc.com/tours>

(N.B. The 'History' tab on the club's website (<http://www.liverpoolfc.com/history>) links to a written and visual record that is, in effect, an online museum of the club. There is also a more child-friendly timeline under the 'Kops Kids' tab (<http://www.liverpoolfc.com/kopskids/history>) of the club's website.)

**Email:** via contact form on <http://www.liverpoolfc.com/contactus> page of website

**Telephone:** 151 260 6677

##### Manchester City FC

**Address:** Manchester City Football Club, Etihad Stadium, Etihad Campus, Manchester M11 3FF

**Website:** <http://www.mfc.co.uk/The-Club/Stadium-and-Club-Tours/Manchester-City-Educational-Stadium-Tours>

(N.B. The educational tours include free worksheets on a variety of subjects across the key stages, although history and heritage are not among those advertised on the website. The club has earned the Quality Badge from Manchester City Council for Learning Outside the Classroom.)

**Email:** [alex.unsworth@mfc.co.uk](mailto:alex.unsworth@mfc.co.uk) (education) or [tours@mfc.co.uk](mailto:tours@mfc.co.uk) (stadium tours)

**Telephone:** 161 438 7821 or 161 444 1894 Option 4

##### Manchester United FC

**Address:** Manchester United Football Club, Sir Matt Busby Way, Old Trafford, Manchester, M16 0RA

**Website:** <http://www.manutd.com/en/Visit-Old-Trafford/Education/Welcome.aspx>

(N.B. A Primary School visit typically involves a stadium tour, two interactive education sessions from a selection of cross-curricular subjects, and individual learning within the Museum. Visits by Key Stages 3 and 4, and Further and Higher Education groups are more formal. A variety of subjects are offered. Pre- and post-visit worksheets can be downloaded from

<http://www.manutd.com/en/Visit-Old-Trafford/Education/Resources.aspx>

**Email:** [education@manutd.co.uk](mailto:education@manutd.co.uk)

**Telephone:** 0161 868 8000

##### Sheffield United FC

**Address:** Sheffield United Football Club, Bramall Lane, Sheffield S2 4SU

**Website:** <http://www.sufc.co.uk>

**Email:** [info@sufc.co.uk](mailto:info@sufc.co.uk)

**Telephone:** 0871 995 1899

##### West Ham United FC

**Address:** West Ham United PLC, Boleyn Ground, Green Street, Upton Park, London E13 9AZ

**Website:** <http://www.whufc.com>

(N.B. There is a detailed club history under the 'History' tab (<http://www.whufc.com/Club/History/>) on the website.)

**Email:** [stadumtours@westhamunited.co.uk](mailto:stadumtours@westhamunited.co.uk)

**Telephone:** +44 (0) 871 529 1966

##### Wolverhampton Wanderers FC

**Address:** Wolverhampton Wanderers Football Club, Molineux Stadium, Waterloo Road, Wolverhampton WV1 4QR

**Website:** <http://www.wolvesmuseum.co.uk>; <http://www.wolves.co.uk/club/museum/museuminfo.aspx>

**Email:** [info@wolves.co.uk](mailto:info@wolves.co.uk)

**Telephone:** 0871 222 1877

#### Online Association Football Museums

##### The Story of Welsh Football

[http://www.wrexham.gov.uk/english/heritage/welsh\\_football/index.htm](http://www.wrexham.gov.uk/english/heritage/welsh_football/index.htm)

##### Bantamspast (Bradford City FC)

<http://www.bantamspast.co.uk/index.php>

##### Clarets Museum (Burnley FC)

<http://www.claretsmuseum.com/Home.html>

##### The Posh Supporters' Trust online museum (Peterborough United FC)

<http://www.theposhtrust.co.uk/museum>

## Athletics

### (British Library's Online Oral Interview Collection)

Websites: <http://www.bl.uk> (British Library);

<http://sounds.bl.uk/Oral-history/Sport#sthash.vsAVunEg.dpuf> (Oral Archive)

Email: [Customer-Services@bl.uk](mailto:Customer-Services@bl.uk)

Telephone: 01937 546060

#### Schools-specific Resources and Information:

The interview collection is extensive and growing.

## Badminton

### National Badminton Museum

Address: National Badminton Centre, Bradwell Road, Loughton Lodge, Milton Keynes, MK8 9LA

Websites: <http://www.badmintonengland.co.uk>

(N.B. The website contains a great deal of historical information in the 'Badminton History' section under the website's 'National Badminton Museum' tab.)

Email: [museum@badmintonengland.co.uk](mailto:museum@badmintonengland.co.uk)

Telephone: 01908 268400

## Balooning

### The British Balloon Museum and Library

Address: (Registered Office) Keens Shay Keens MK LLP, Sovereign Court, 230 Upper Fifth Street, Central Milton Keynes MK9 2HR

Websites: <http://www.bbml.org.uk>

Email: via contact form on website

Telephone: 01933 7102765 (secretary); 01189 340679 (archivist)

(N.B. The organisation does not have a permanent museum. It has a mobile display unit which can be taken to events, schools and colleges. The organisation's other artefacts are on permanent display at various venues, including the Museum of Science and Industry in Manchester, the Museum of Berkshire Aviation at Woodley, and at Cameron Balloons, manufacturer of hot air balloons in Bristol. A comprehensive collection of books, technical papers and magazines is held at Cranfield University in Bedfordshire.)

## Cricket

### MCC Museum

Address: Lord's Cricket Ground, St John's Wood Road, London NW8 8QN

Website: [www.lords.org/history/mcc-museum-library-and-collections/mcc-museum](http://www.lords.org/history/mcc-museum-library-and-collections/mcc-museum)

Email: [reception@mcc.org.uk](mailto:reception@mcc.org.uk)

Telephone: 020 7616 8500

#### Schools-specific Resources and Information:

There are considerable historical information and images under the 'History' tab on the Lord's website (<http://www.lords.org/history/>)

It is strongly suggested that you:

- combine a visit to the museum with a tour of the ground as this includes the pavilion and library, which house at least as many artefacts as the museum
- reconnaissance the visit and prepare an activity sheet for your children
- prepare children for the visit by studying the 'A Step Back in Time' Activity from the 2015 Ashes Schools Challenge education resource ([schoolschallenge.ecb.co.uk/resources/ECB\\_ONE\\_DAY\\_Step\\_back\\_in\\_time\\_.pdf](http://schoolschallenge.ecb.co.uk/resources/ECB_ONE_DAY_Step_back_in_time_.pdf)).

### CC4 Museum of Welsh Cricket

Address: Glamorgan County Cricket Club, SWALEC Stadium, Sophia Gardens, Cardiff CF11 9XR

Websites: [http://glamorgancricket.com/community/partner\\_schools.php#VbdDxP1RGP8](http://glamorgancricket.com/community/partner_schools.php#VbdDxP1RGP8)

Email: [museum@glamorgancricket.co.uk](mailto:museum@glamorgancricket.co.uk)

Telephone: 02920 419383

#### Schools-specific Resources and Information:

The Museum staff offer Match-Day and Non Match-Day packages for schools. Both include a varied, balanced range of activities, including academic, healthy recreation, safe exercise and cricket skills.

#### Match Days

Watch and Play package:

- watch the Glamorgan team in action
- participate in a skills session in the National Cricket Centre
- tour the Museum
- play on the outfield during the lunch interval
- form a guard of honour for the players after lunch.

Watch and Write package:

- includes most activities from Watch and Play plus
- a literacy-based activity, writing a match report, description of visit, or a feature about the history of the game or a favourite player based on information in the museum.

Non-Match Days

- a selection of activities from Match Day packages, watching the team replaced by Stadium Tour
- Stadium Tours take children behind the scenes, including players' and media areas.

Central to all visits is the CC4 Museum of Welsh Cricket, which tells the story of Welsh cricket within the context of social history. Schools can choose from a series of presentations, including an introduction to cricket and stadium history. The museum has interactive cricket games, including an Xbox game and BATIO, a wii-based simulation in which children face some of Glamorgan's best bowlers.

## Other Cricket Museums

### Cotswold Cricket Museum

Address: 7 & 8 Brewery Yard, Sheep Street, Stow-on-the-Wold, Cheltenham GL54 1AA

Website: <http://www.cotswoldcricketmuseum.co.uk>

Email: via contact form on website

Telephone: 01451 870083

### Lancashire County Cricket Club Museum

Address: Lancashire County Cricket Club, Emirates Old Trafford, Talbot Road, Manchester M16 0PX

Website: <http://www.lccc.co.uk>

(N.B. There is a detailed club history under the 'History' tab (<http://www.lccc.co.uk/lccc/history/>) on the website.)

Email: [enquiries@lccc.co.uk](mailto:enquiries@lccc.co.uk)

Telephone: 0161 282 4000 (main switchboard) 0161 868 6849 (LCCC Foundation)

### Somerset Cricket Museum

Address: Somerset County Cricket Club, The County Ground, Taunton, Somerset TA1 1JT

Website: <http://www.somersetcountycc.co.uk>

Email: [enquiries@somersetcountycc.co.uk](mailto:enquiries@somersetcountycc.co.uk)

Telephone: 01823 275893; 0845 337 1875

### Trent Bridge Cricket Library

Address: Nottinghamshire County Cricket Club, Trent Bridge, West Bridgford, Nottingham NG2 6AG

Website: <http://history.trentbridge.co.uk/library.html>

(N.B. There is a detailed club history under the 'History' tab (<http://history.trentbridge.co.uk/index.html>) on the website. There are plans to develop a museum, incorporating the library, at the ground)

Email: [administration@nottsccc.co.uk](mailto:administration@nottsccc.co.uk)

Telephone: 0115 982 3000

## Warwickshire County Cricket Club Museum

**Address:** Warwickshire County Cricket Club, Edgbaston Stadium, Birmingham B5 7QU

**Website:** <http://www.edgbaston.com>

(N.B. Warwickshire CCC offers an educational visit for Years 4, 5 and 6, comprising a guided ground tour, a classroom-based session working through a cricket-themed resource, and a cricket session in the Indoor Cricket Centre. The day outline does not mention visiting the museum. Visits can be booked via the contact form on the webpage (<http://www.edgbaston.com/2123/about-edgbaston-classroom.html>)

**Email:** [enquiries@edgbaston.com](mailto:enquiries@edgbaston.com)

**Telephone:** 0844 635 1902

## Yorkshire County Cricket Club Museum

**Address:** Yorkshire County Cricket Club, Headingley Cricket Ground, Leeds LS6 3DP

**Website:** <http://yorkshireccc.com>

**Email:** [cricket@yorkshireccc.com](mailto:cricket@yorkshireccc.com)

**Telephone:** 0843 504 3099

## Cycling

### The National Cycle Collection

**Address:** The Automobile Palace, Temple Street, Llanrindod Wells, Powys, Mid-Wales, LD1 5DL

**Website:** [www.cyclemuseum.org.uk](http://www.cyclemuseum.org.uk)

**Email:** [cycle.museum@care4free.net](mailto:cycle.museum@care4free.net)

**Telephone:** 01597 825531

#### Schools-specific Resources and Information:

A schools' outreach service visits primary and secondary schools, with a charge to cover costs.

#### Early Years

- Young Explorers Cabinet

#### Key Stages 2 and 3

- Various cross-curricular activities focusing on local history and the history of cycling

## Golf

### British Golf Museum

**Address:** Bruce Embankment, St Andrews, Fife KY16 9AB

**Website:** [www.britishgolfmuseum.co.uk/](http://www.britishgolfmuseum.co.uk/)

**Email:** [enquiries@randa.org](mailto:enquiries@randa.org)

**Telephone:** 01334 460046

**General Resources:** adult guidebook; children's guidebook; trail for younger children

#### Schools-specific Resources and Information:

- caters for primary and secondary school groups with discounts for groups of 10 or more
- activities are linked to the social studies section of the curriculum and include:
  - the importance of golf to the history, heritage and culture of Scotland
  - the histories of great players
  - the global role of the Royal and Ancient
  - dressing up in period golf costumes
  - comparing and contrasting the materials used in the developments of club and ball
  - putting practice using replica clubs and balls from different periods
- provides interactive, creative learning experiences by concentrating on museum items that can be handled straight from the gallery cases, activities taking place in the gallery spaces
- opportunities for observation, interpretation, deduction and empathy
- creates and leads learning days tailored to a class's needs, including taking objects into schools.

#### Other Information:

- exhibits over 17,000 objects
- listening posts with translation aids in 6 languages.

## Other Golf Museums

### Heritage of Golf Museum

**Address:** Gullane Golf Club, Gullane, East Lothian, EH31 2BB

**Websites:** [www.gullanegolfclub.com/history/museum](http://www.gullanegolfclub.com/history/museum)

**Email:** [info@gullanegolfclub.com](mailto:info@gullanegolfclub.com)

**Telephone:** 01875 870277 (museum); 01620 842 255 (club)

## Hockey

### National Hockey Museum

(c/o Mercian Sports Co. Ltd., 151 - 152 Maybury Road, Woking, Surrey, GU 21 5LJ)

**Website:** [www.hockeymuseum.org/Default.aspx?site=Hockey+Archive](http://www.hockeymuseum.org/Default.aspx?site=Hockey+Archive)

**Email:** [judy smith61@btinternet.com](mailto:judy smith61@btinternet.com)

**Telephone:** 07718 385804

#### Schools-specific Resources and Information:

Run entirely by volunteers, this is currently an online museum based on a growing collection of images, books and memorabilia.

Although a number of sections on the website are still to be populated, the populated sections have plenty of potential for education activities. They include:

- several videos of interviews and matches
- many photographs from different eras
- scans of stamps and postcards
- a very informative Timeline of the history of game (<http://www.hockeymuseum.org/Default.aspx>)
- notes about the histories of over 100 past and current clubs

## Horseracing

### The National Horseracing Museum

**Address:** 99 High Street, Newmarket, Suffolk CB8 8JH

**Websites:** [www.nhrm.co.uk/](http://www.nhrm.co.uk/) (National Horseracing Museum)

[www.horseracinghistory.co.uk](http://www.horseracinghistory.co.uk) (Horseracing History Online, site of the museum's education resources)

**Email:** [admin@nhrm.co.uk](mailto:admin@nhrm.co.uk)

**Telephone:** 01638 667333

#### Schools-specific Resources and Information:

#### Early Years

- Young Explorers Cabinet

#### Key stages 2 and 3

- The museum is ideal for a local history study, relating Newmarket's past and how horseracing has shaped the town
- There are also seven downloadable education activities, referenced to the pre-2014 National Curriculum but still relevant to the current one. They are divided into pre-visit, during visit and post-visit activities.
- Pre-visit activities are: 'The Language of Ears'; 'Sound'; 'Sight'; and 'Skeleton' (predominantly Science, comparing human and horse senses and anatomies); Poem – 'The Horse' (Literacy)
- During visit activities are 'Measuring Horses' (Mathematics); Designing Silks (Art and English)
- One activity, 'Game of Chance' (predominantly Mathematics, with openings for PSHE discussion about gambling) is not dependent on visiting the museum.
- There is also a series of Interactive Games and Quizzes on the website that children will be better equipped to attempt post-visit. These are predominantly science-based.

#### Community

- A Community Ambassador gives illustrated talks about the development of horseracing, Newmarket, and the new National Heritage centre for Horseracing and Sporting Art.

#### Other Information:

- Website has an extensive archive of horses, trainers, jockeys, owners, breeders and races, and a comprehensive glossary of horseracing terms.

#### Lawn Tennis

##### Wimbledon Lawn Tennis Museum

**Address:** Church Road, Wimbledon, London SW19 5AE

**Websites:** [www.aeltc.com/museum](http://www.aeltc.com/museum)

**Email:** [foundation@aeltc.com](mailto:foundation@aeltc.com)

**Telephone:** +44(0)20 8879 5619

##### Schools-specific Resources and Information:

The Learning department of the Wimbledon Lawn Tennis Museum offers a wide range of subjects and activities for all age groups and abilities, designed to engage all with the story of lawn tennis. Groups can choose from workshops, lectures and/or guided tours, and all visits include entrance to the Museum.

##### Primary School Activities

- Literacy: Sport Report 1922 – children use photographs and documents to write and perform a Pathé News-style commentary about the opening of Wimbledon on its current site.
- History: Victorians, Sport and Wimbledon – children use objects, a census and documents to uncover what life was like in Victorian Wimbledon, and the stories of the early Championships.
- Art: Tennis T-Shirts – children use designs from memorabilia to design their own Wimbledon logo which is drawn onto their own t-shirt to take home
- Geography Tour: How Green is Grass? – children use the site as a fieldwork study, using stories, maps and sketches to discover the impact of the Championships on the surrounding area, and how to grow 'green' grass
- Science Tour: Keeping Healthy – children learn about how top players prepare for a match, including the food they eat at different times and why they warm up.

##### Secondary and Further Education Activities

- Tennis and Technology Package – students investigate clothing, rackets, strings and balls, and how technological changes have impacted on the way tennis is played
- Nutrition and Fitness Package – students learn about the diet of leading tennis players, and the training that allows them an explosive first step, the energy to sprint a kilometre every hour and the flexibility to change direction every 11 seconds.
- Marketing Package – students learn about the relationship between the Museum and the Championships, the constraints and opportunities, and evaluate current and past marketing materials
- Behind the Scenes Tour – students are guided around the site, learning about the history of the site and the Championships, and some of the most remarkable stories
- Geography Tour – students explore the grounds and buildings to consider the environmental impact of a major sporting event and further ways in which this impact could be reduced; the activities include identifying bias, analysing source materials and evaluating evidence.

##### Higher Education

- Business of Wimbledon Package – students study the Championship's history, branding, revenue streams and likely future investment, and consider the balance between tradition and innovation within the Wimbledon business plan.

##### Community Art Project

Each year since 2011 the Learning department has worked alongside artists and young people from the locality to create a piece of art for the public to enjoy during the Championships. These have included panoramas, films, a sculpture and soundscapes.

#### Motor Racing and Motocross

##### Brooklands Museum

**Address:** Brooklands Museum Trust Ltd, Brooklands Road, Weybridge, Surrey KT13 0QN

**Websites:** <http://www.brooklandsmuseum.com>

**Email:** [info@brooklandsmuseum.com](mailto:info@brooklandsmuseum.com) (general enquiries);

[virginiasmith@brooklandsmuseum.com](mailto:virginiasmith@brooklandsmuseum.com) (education)

**Telephone:** 01932 857381

##### Schools-specific Resources and Information:

The museum offers a wide variety of packages tailored to different age groups – Early Years, Key Stages 1 to 4 and Higher Education. The Museum also delivers Arts Awards qualifications. All education activities are cross-curricular and are closely linked to one of the museum's five trail themes – Aviation, Motoring, World Wars, Art and Maths.

The museum also offers an outreach service of workshops run by their education team, and loans boxes for Key Stages 1 and 2.

The website contains much information about the histories of motor racing and aviation under its 'History' tab.

##### Donington Grand Prix Collection

**Address:** Donington Park, Castle Donington, Derby DE74 2RP

**Websites:** <http://www.donington-park.co.uk>

(N.B. Historical information about Donington Park can be accessed under the 'About Us' tab on the website.)

**Email:** [info@doningtonpark.co.uk](mailto:info@doningtonpark.co.uk)

**Telephone:** 01332 810048

##### National Motorcycle Museum

**Address:** National Motorcycle Museum, Coventry Road, Bickenhill, Solihull, West Midlands B92 0EJ

**Websites:** <http://www.nationalmotorcyclemuseum.co.uk>

**Email:** [MuseumEnquiries@thenmm.co.uk](mailto:MuseumEnquiries@thenmm.co.uk)

**Telephone:** 01675 443311

##### Schools-specific Resources and Information:

The museum welcomes visits from schools and colleges. Organisations should contact the museum to find out about activities on offer.

#### Netball

##### National Netball Museum

**Address:** Netball House, 1-12 Old Park Road, Hitchin, Hertfordshire, SG5 2JR

**Email:** [info@englandnetball.co.uk](mailto:info@englandnetball.co.uk)

**Telephone:** 01462 442344

This museum is in the early planning stages. England Netball has a growing collection of memorabilia.

#### Rowing

##### River and Rowing Museum

**Address:** Mill Meadows, Meadow Road, Heney-on-Thames, Oxfordshire RG9 1BF

**Websites:** <http://rrm.co.uk>

**Email:** [museum@rrm.co.uk](mailto:museum@rrm.co.uk); [edbookings@rrm.co.uk](mailto:edbookings@rrm.co.uk)

**Telephone:** 01491 415605

##### General Information:

The museum has the only UK collection dedicated to the history of rowing. It works closely with rowing organisations, rowers and clubs to preserve and promote the heritage of the sport.

The international collections cover the history of rowing from its roots in ancient warfare and commerce to its current use for recreation and competitive sport. In addition to the gallery displays, the museum has an extensive library and archive.

Under the 'Explore' tab of the website is an online extension of the museum, including images, videos, interviews, narrative and interpretation. In addition to extensive displays of artefacts, children can enjoy playing

on a rowing machine, virtual reality of a cox's view of a race, video footage of races and a Wind in the Willows exhibition. A boat trip can be incorporated into visits.

Like many sporting museums, the River and Rowing Museum is heavily reliant on charitable donations.

#### Schools-specific Resources and Information:

The Museum has been awarded the Learning Outside the Classroom Quality Badge and the Sandford Award in recognition of the quality and safety of its educational provision.

The Museum's website includes various ideas for early years learning, and the museum supports those pursuing childcare qualifications. Collections are used to inspire creative learning activities.

The Museum runs workshops for school parties from Foundation Stage to GCSE/A Level, and these can be adapted for children with Special Educational Needs. The workshops use the museum and its riverside environment as inspirations for cross-curricular learning. The activities are varied, mainly practical, and engaging. Some, such as exploration of riverside habitats, are not related to rowing. The related resources are clearly presented, concisely explained and can be downloaded from: [http://rrm.co.uk/wp-content/uploads/2015/07/RRM\\_Schools-Programme-2015.pdf](http://rrm.co.uk/wp-content/uploads/2015/07/RRM_Schools-Programme-2015.pdf)

Teachers booking school visits can select from the following workshops:

#### Foundation Stage

- Toad and Friends – creative arts, music and dance, inspired by Wind-in-the-Willows
- Sporting Ted – exploring the Museum's Rowing Gallery; listening to a short story; making a collage; designing a healthy breakfast; finding out about Henley Regatta from long ago; handling objects to guess what they are, and discovering Sporting Ted's rowing adventures

#### Foundation Stage And Key Stage 1

- Sporting Ted Rows for Gold – learning about the Olympics and Paralympics as Ted prepares to row for Team GB

#### Key Stage 1

- Boat Trail – discovering boats inside and outside the Museum; observing materials and how they are used; handling boating objects; participating in a drama game to learn boating names; making a mini-boat
- Ugly Bug Ball – investigating the anatomy and diversity of minibeasts and their life-cycles; searching for mini-beasts; making a model of an insect
- Liquid Maths – estimating and measuring capacities of containers; sorting pictures of boats, oldest to newest; estimating the length of widest and narrowest points on a river; finding shapes in the galleries
- Materials – investigating materials and their properties; finding gallery objects that are cast or carved; exploring reversible and irreversible changes; designing and making a plaster cast medal; sorting objects into different materials, man-made and natural

#### Key Stages 1 And 2

- Paint me a River or Print me a River – Children create paintings or screen prints inspired by the Thames.
- The River of Life – Children explore plants and animals, and their river environment habitats.
- Discover the Victorians – Children examine Victorian objects, photographs, maps and documents and enjoy a guided walk to discover the importance of the river and railway to Victorian Henley. This activity can be adapted to suit the age group.

Activities include:

- comparing and contrasting Victorian portrait photographs with modern 'snaps'
- comparing and contrasting photographs of Victorian and modern-day Henley
- handling Victorian objects; matching them to pictures of people who might have used them; matching, comparing and contrasting them to modern-day equivalents
- comparing and contrasting maps of Victorian and modern-day Henley
- finding information on a census page
- walking along the riverside and then into town, finding evidence of Victorian Henley
- listening to a short story about a Victorian family visiting Henley for the Regatta; finding evidence in the galleries relating to the story (KS1)
- finding evidence in the galleries to complete sections of a Victorian newspaper (KS2)

#### Key Stage 2

- Understanding Rivers – practical experiments and river walk, exploring the natural and managed river
- From Stone Age to Iron Age – interpreting pre-historic art to explore changes in culture and society
- Forces in Action – investigating forces in how boats float and move
- Story Seekers – listening to soundscape recordings; investigating artefacts; writing and performing dialogue; imaginative writing inspired by galleries, collections and traditional stories
- Time Travellers – discovering changes through the ages from stories about Henley
- Wind in the Willows – connecting Kenneth Graham's characters to the habitats and wildlife that inspired them
- Building Bridges – conducting experiments and investigations, related to observations of Henley Bridge
- Locality – developing humanities skills from stories about local settlements

#### Key Stages 2 And 3

- Rowing for Gold

Children investigate what it takes to be an Olympic rower. Activities include:

- A short film exploring how nutrition, training and kit have changed for rowers at the London Olympic Games of 1908, 1948 and 2012.
- A carousel of activities promoting healthy living, including writing labels for gallery objects, a lung capacity test, body measurements, a nutritional planning activity and a rowing machine challenge.
- An introduction to the Olympic and Paralympic values and the Rowing core values.
- Watching a race from the 2000 Sydney Olympics and considering what makes a good team
- Team-building activity based upon these values, including designing a crew identity
- 15 challenge cards through which to find, investigate and interpret objects in the Museum

Follow-up activities can include:

- researching a country's culture, history and sporting history, and compiling a bid to host the next Olympics
- researching and being interviewed as a famous Olympian
- researching, comparing and contrasting the diets of Olympians in different events
- investigating changes in clothing in a sport over time, and how they reflect and impact on the way the sport is played.

- Write me a River

Children improvise a performance and are guided in writing inspired by the Museum and its riverside setting. This workshop can be adapted to suit the age group:

Activities include:

- responding to a film stimulus by improvising performance poems using rhythm, repetition, alliteration and chorus
- mapping sounds from the air, trees, meadow, water surface and under the water in the riverside meadow
- listening and imaginative note-making on the riverside meadow.
- drafting and redrafting a guided personification poem using notes from sound-maps
- imaginative interpretation of rowing videos and experiences on the rowing machine

- Locality. Locality, Locality

Children use a mixture of geography and history skills to explore how and why Henley has changed over time. The activities include a guided riverside walk and use the settlement and its stories.

- Oarsome

Children consider designing for purpose using the boats in the Museum.

N.B. 'Locality, Locality, Locality' and 'Oarsome' are still in development.

### Key Stage 3

- Thames in Flood

Children conduct experiments, study changes in land use and observe natural and man-made features to answer the questions:

What causes floods?

What impact do they have on people and wildlife?

How can rivers be managed?

Activities include:

- conducting surface run-off experiments to learn about how permeable and impermeable rocks, soil, and vegetation affect the rate in which precipitation travels to a river channel
- conducting experiments to investigate the processes of erosion, transportation and deposition; revision of basic river principles.
- studying land use changes over time, and man-made and natural features of a river, using aerial photographs, an historic painting and an Ordnance Survey map of the River Thames in Henley
- considering the impacts and management of flooding, flood plains and the water cycle from the points of view of local resident, tourist board officer, Wildlife Trust officer or River Thames Management officer
- walking between the River & Rowing Museum and Marsh Lock focusing on the design of buildings, natural and protected river banks, and the roles of the lock and the weir; annotating a sketch and map of the walk, recording key features.

### Key Stages 3 And 4

- Art and Design

Children draw, design, screen-print and paint, using the Museum's collection, its special exhibitions, its architecture and its location by the river for inspiring starting points.

### GCSE/A Level

Three of the above workshops can be adapted for GCSE/A Level enrichment or for PE/BTEC sport students. They are:

- Thames in Flood
- Art and Design
- Rowing for Gold.

### Rugby League

#### The Rugby Football League Archive

**Address:** Heritage Quay, University of Huddersfield, Queensgate, Huddersfield HD1 3HD

**Website:** <http://heritagequay.org/archives/RFL/>

**Email:** [archives@hud.ac.uk](mailto:archives@hud.ac.uk)

**Telephone:** +44(0)1484 473 168

**General Information:** The RFL has a travelling exhibition of artefacts from its archive collection. The exhibition is periodically refreshed from the archive.

Less than ten minute's walk from the archive is the George Hotel, the birthplace of rugby league on 29 August 1895. The George Hotel is currently preparing for reopening. The owners are keen to reflect the hotel's rugby league heritage in displays there.

#### Schools-specific Resources and Information:

The website contains probably the largest online collection of memorabilia for a single sport. Heritage Quay is able to display a small amount of material, but much of the collection can only be retrieved from the Archive by appointment, or as part of loans boxes taken out to schools.

Schools are advised to:

- seek assistance from the Archive's Learning and Engagement Officer, Trizia Wells, about borrowing loans boxes
- download the rugby league education resources of Huddersfield Giants RLFC ([www.huddersfieldrlheritage.co.uk/Education/Education.html](http://www.huddersfieldrlheritage.co.uk/Education/Education.html)) and Wakefield Trinity Wildcats RLFC (<http://www.wildcatsheritage.co.uk/teaching-resource-pak/>). These resources include generic activities about the birth of rugby league and the origins of the clubs, as well as club-specific activities.

### Rugby Union

#### World Rugby Museum

**Address:** Twickenham Stadium, 200 Whitton Road, Twickenham TW2 7BA

**Website:** <http://www.englandrugby.com/news/schools-and-learning-1288134/>

**Email:** [museum@rfu.com](mailto:museum@rfu.com)

**Telephone:** 020 8892 8877

#### Stadium Tours

The World Rugby Museum conducts Stadium Tours of Twickenham, children learning about how a professional sports venue operates. Included in the tour are visits to the royal box, medical room and home dressing room where children learn about players' match-day preparations. Central to the tour is the Museum, where children can:

- start to understand the history and development of the game
- learn about modern rugby and the role of different players
- learn about rugby as a global game.

Worksheets require children to gather information, interact with exhibits and work as teams.

#### Workshops And Seminars

Visits can be combined with workshops and seminars.

#### Key Stage 1

##### Rugby Strips and Textiles

Children handle artefacts to investigate how rugby kit, boots and equipment has evolved since the 1840s, relating these to advances in technology and changes in the sport.

## Key Stage 2

- **Rugby Strips and Textiles**  
Similar to the KS1 activity, this activity has more emphasis on design and commercialisation.
- **Design Me a Rugby Stadium**  
Children are familiarised with building considerations, and the essential and desirable facilities of a rugby stadium, then design their own working stadium.
- **What Kind of Rugby Player are You?**  
Children investigate the body movements and mechanics of rugby players and the different attributes required in different positions. They learn about the combinations of speed, strength, power, endurance and agility required in different positions on the field.

## Key Stage 3

- **Rugby in Motion: GPS Technology And Fitness Training**  
Developing 'What Kind of Rugby Player are You?' from KS2, children learn more about body mechanics and how GPS technology is used to assess fitness and performance, and to inform training programmes.
- **Design Me a Rugby Stadium**  
Similar to the KS2 activity, children are expected to produce more detailed explanations about stadium location and facilities.

## Key Stage 4

- **Rugby in Motion: GPS Technology And Fitness Training**  
Children experience a similar but more advanced version of the KS2 activity.
- **Commercial Twickenham**  
This seminar covers the operations and management of the Twickenham Rugby Store, covering business operations, structure and logistics, and commercial opportunities afforded by the game.
- **Twickenham Control**  
This seminar covers stadium and match-day security, events management, risk assessment and safety. It includes a visit to and explanations about the working of the Twickenham Control Tower.

## Key Stage 5 And Above

- **Twickenham Control (similar to the KS4 activity)**
- **Fitness and Elite Rugby**  
This interactive seminar explores fitness, training regimes and diet of elite players, and can also cover sporting partnerships, drugs policies, the impact of new technologies, and professionalism.
- **Coaching Development**  
This interactive seminar provides insights into modern coaching methods. Students consider the qualities of a successful coach and how they might begin a coaching pathway.
- **The History and Evolution of Football**  
A seminar detailing how mob football evolved to become association football, rugby union and rugby league, fuelled by the industrial revolution and the ethos of Muscular Christianity in the public schools.

## Downloadable Resources

The website provides downloadable resources for use during and after the visit.

- **Pre-visit Resources**  
Wordsearch and video to familiarise children with key background information, including vocabulary.
- **Worksheets for the Visit**  
Children use the worksheets to explore the museum in teams. The museum is structured into different rooms, and groups can carousel around the five self-contained focus rooms:
  - **Room 3: Behind the Scenes**  
Children study reconstructions of a changing room and a medical room and make inferences about how artefacts are used as sporting aids and the treatment of injuries.  
Extension Activity: children listen to and compare commentaries; extension worksheet.

- **Room 7: World Rugby**  
Groups are allocated a country and find out information about their country, its famous players and its World Cup performances from three touch screens.  
Extension Activity: children can find out further information about their country.
- **Room 8: Trophies and The International Championship**  
Children work on one of two differentiated worksheets, identifying and sketching international and domestic and rugby trophies and recording information about each.  
Children find information about the Five Nations Championships in the 1990s via touch screens.  
Extension Activity: watch and comment on video footage.
- **Room 10: The Players**  
Children complete answers on a touch screen, and find out about roles in the team of two playing positions according to the shirt numbers they are allocated.
- **Room 14: The Video Theatre**  
Children watch a short film about the history of rugby.
- **Post-visit Resources**  
Children use information collected at the Museum, plus further research, to produce a Rugby Factfile.

## Other Rugby Union Museums

### Carmarthen Athletic Rugby Football Club

**Address:** Carmarthen Athletic RFC, Athletic Park, Carmarthen, Carmarthenshire SA31 3QY  
**Website:** <http://carmarthwenathleticrfc.mywru.co.uk>  
**Email:** [wynnecantwr@gmail.com](mailto:wynnecantwr@gmail.com)  
**Telephone:** 07967 839902

### Webb Ellis Rugby Football Museum

#### (a.k.a. The James Gilbert Rugby Football Museum)

**Address:** 5-6 St Matthews Street, Rugby, Warwickshire CV21 3BY  
**Website:** <http://rugbytowncentre.co.uk/directory/out-about/item/the-james-gilbert-rugby-football-museum>  
**Email:** [service@webb-ellis.co.uk](mailto:service@webb-ellis.co.uk)  
**Telephone:** 01788 567777 (museum); 01788 533217 (Rugby Visitor Centre)

## Scottish Rugby Union Museum

At present the largest collection of Scottish rugby union artefacts are housed at Murrayfield Stadium, Edinburgh. The Scottish RFU and Edinburgh Academicals RUFC are currently working on a bid for funding to develop a Scottish Rugby Union Museum at the Academicals' home, Raeburn Place, Edinburgh, which hosted the first rugby international in 1871 and the first Calcutta Cup match in 1879.

## Online Rugby Union Museums

### Gloucester Rugby (Union FC) Heritage Website

[http://www.gloucester rugbyheritage.org.uk/page\\_id\\_\\_208\\_path\\_\\_0p6p.aspx](http://www.gloucester rugbyheritage.org.uk/page_id__208_path__0p6p.aspx)  
This online museum includes rugby union-related Primary and Secondary education resources.

## Primary Resources

- **English:** 21 activities covering a variety of writing styles and purposes, some focusing on content, some on grammar and punctuation.
- **Mathematics:** 10 activities covering the four rules of number, mental arithmetic, measuring length, money, averages, graphs, angles and problem solving.
- **History:** 10 activities covering the histories of the club's kit, stadia, competitions and match-day programmes; a club Timeline; design activities in styles of mosaics and cartoons
- **Geography:** 4 activities covering: locations of opposing teams in

Britain and Europe; homes of Gloucester's international players; pupils' distances from Gloucester's Kingsholm ground

- Art and Design: 10 activities: designing a club badge, mascot, bookmark, kit, programme cover, key ring and kitbag; drawing refereeing signals; planning match-day entertainment.

#### Secondary Resources.

- English: 8 activities covering: writing letters, newspaper reports and a memoriam; creating a website; commentating; debating
  - Mathematics: 10 activities covering: number, angles, money and measuring length
  - Humanities: Geography activities covering: the birthplaces of Gloucester's players in different eras; analysis of fixture lists; planning match-day journeys; the impact of the ground on its locality
  - History activities covering: a club timeline; analysis of team photographs, club badges and match-day programmes from different eras; researching and writing a booklet about the city of Gloucester during 20th century wars, including a section about the club
  - ICT: designing a website
  - Music: composing music for the Haka
  - Dance: covering: choreographing and performing a Haka and other rugby-related movements to music
  - Sport: covering: marketing activities; designing a rugby training programme; conducting risk assessments; planning and performing warm-ups and cool-downs; treating injuries; law, legislation and ground safety
- Customisable Activities: quiz and crossword that involve use of the club's heritage website; rugby positions wordsearch

#### Rugby Football History

<http://www.rugbyfootballhistory.com>

This site is highly recommended for historical detail about rugby union.

#### World Rugby Museum

<http://www.world-rugby-museum.com/home-wrm.htm>

#### Stoke Mandeville Education Resources

##### (Online Website)

<http://www.cpsport.org/resources/resources/education-toolkit/>

Resources include a history of Cerebral Palsy Sport and links to various learning resources. These include a table cricket tutor's pack and skills award, and an Education Toolkit prepared by Loughborough University (<http://www.lboro.ac.uk/research/phc/educational-toolkit/>). This kit primarily advises about physical fitness, diet and sports participation, but has resources that can be adapted to the classroom.

There are toolkits for:

- Spinal Cord Impairment
- Cerebral Palsy
- Amputation
- Visually Impaired
- Les Autres

Each toolkit has sections on 'Fit for Life' and 'Fit for Sport', the latter including advice specific to different sports.

There is also a 'Factsheets' section, advising on restaurant foods from different cultures, food labels and choice of wheelchair, and a 'Project Inspired' section, which uses powerful real life narratives and stories to promote regular exercise by people with impairments.

See also the Mandeville Legacy website <http://www.mandevillelegacy.org.uk/category/schools> for many further cross-curricular education ideas about the history and heritage of the Paralympics and other sport for the impaired.

Resources are divided into Primary Schools, Secondary Schools and 'Driving Inspiration', the latter designed as an event-led resource to celebrate the Paralympics.

#### Stoolball

##### (Online Website)

Address: 53 King's Road, Horsham, West Sussex RH13 5PP

Websites: <http://www.stoolball.org.uk>

Email: [kay@stoolball.org.uk](mailto:kay@stoolball.org.uk)

Telephone: 01403 252419

##### Schools-specific Resources and Information:

The website includes lesson plans for teaching stoolball and a detailed history of the sport.

#### Surfing

##### Museum of British Surfing

Address: Museum of British Surfing, The Yard, Caen Street, Braunton, North Devon EX33 1AA

Websites: <http://www.museumofbritishsurfing.org.uk>

(N.B. There is a detailed history of surfing on 'The First Wave' website (<http://www.thefirstwave.co.uk>))

Email: [contact@museumofbritishsurfing.org.uk](mailto:contact@museumofbritishsurfing.org.uk) or via contact form on website

Telephone: 01271 815155

# 8 Case Study: The Everton Collection

The Everton Collection is preserved and made accessible at Liverpool Record Office, Liverpool Central Library.

From 2008 to 2011, the Heritage Lottery Fund financed a team of three officers who:

- catalogued the Collection
- oversaw the digitisation of a large amount of material, which is accessible online
- promoted the Collection through exhibitions, talks and a range of formal and informal learning activities and outreach programmes.

The project team included a Creative Learning Officer who created a range of learning materials for use in schools, including:

- resources for use in class via interactive whiteboards
- online resources
- a loan box of facsimile artefacts and materials.

In 2009-2010, the Creative Learning Officer organised:

- visits to schools
- visits by schools to the Liverpool Records Office
- bespoke poetry sessions with Paul Cookson, the National Football Museum's Poet in Residence, using football as a theme to study and write poetry.

The aim of these resources was to help children to understand how football and Everton FC is part of the history, culture and identity of their local area. The resources supported cross-curricular learning in History, English, Drama and Computers from Key Stages 1 to 4.

Number of Children who Accessed the Everton Collection Resources

Taught Sessions		Schools Borrowing Treasure Chests	Internet Downloads	
Outreach	Visits To Liverpool-I		ECCT Site	Other Sites
1748	592	2879	9230	2636
Totals				
2340 children from 45 schools		2879 children from 21 schools	11866 downloads	



*Images from education activities inspired by the Everton Collection*

*Children handled and wore artefacts and memorabilia from this superb collection as part of their learning experiences*

*(Photographs courtesy of Liverpool Record Office and The Everton Collection Charitable Trust <http://www.evertoncollection.org.uk/learning>)*

## Feedback and Evaluation

### Treasure Chests

*All staff found the box a worthwhile resource. Children loved having the opportunity to handle real artefacts which are not too far removed from their own experience and very relevant to the area in which they live. Teachers commented that the loan box brought life to local history and gave energy to speaking and listening. It was refreshing to see the children so enthusiastic (even LFC fans) and they remained focussed in the task for the whole of the session.*

*- Anne Mason, Hope Valley Community Primary School*

*The children thoroughly enjoyed the activity day and were buzzing about it to their teachers. Well worth having. Thank you.*

*- Mrs M McCormick, Blessed Sacrament Infants School*

*I liked looking at the artefacts. They were all amazing to look at. To see everything that the footballers wore and how it felt to be a football fan in the past. It was a great experience.*

*- Year 6 Pupil, St Matthew's Primary School*

### Poetry Sessions

*The children learnt a lot about the Everton Club and were able to remember what they had learnt. The poet was inspirational to many children and hopefully it has given them ideas for writing their own poems. We are focusing on the creative curriculum and we are looking at the local environment where the children live and its culture so it certainly helped with this. It was a brilliant visit, thanks to Paul the poet and Belinda for organising it!*

*- Mr Karl Landrum, Deputy Head teacher, St Nicholas Catholic Primary School*

### Outreach Sessions

*I really wanted to say thank you and congratulate you for such a fabulous morning. The feedback from staff and pupils have been excellent...The resources and artefacts you brought in were brilliant and I thought it was great how the children could actually touch them and wear them! So many historical items are (rightfully) cased away, but it made the whole experience a much richer and enjoyable lesson for the children to be able to feel them and imagine what it would have been like to wear such items of clothing and footwear. Once again, a big big thank you from everyone at Broadgreen.*

*- A. MacDiarmid, Key Stage 2 Teacher, Broadgreen Primary School*

*This was a great session, confidently delivered and greatly enjoyed. Please come again.*

*- Paula Pritchard, (Year 6 Teacher, Norman Pannell Primary School).*

*Pupils and staff thoroughly enjoyed the sessions - even the Liverpoolians! The children were expected to talk about the artefacts, listening to each others' contributions. Children had the opportunity to discover similarities and differences between football in the past and present. Belinda's presentation was adapted according to the age of the children. Thank you Belinda...you did a great job.*

*- Shelagh Hennigan, Deputy Head-Teacher, St Anne's Catholic Primary School*

The Everton Collection project provides further evidence that sport history can be used very effectively for a variety of educational purposes.

Consistent with the majority of sports heritage and education initiatives, the immense potential of The Everton Collection to impact on children's education was largely limited to the finite duration of HLF funding.

David Stoker, Liverpool Central Library and Archive Manager states:

Unfortunately, there are no staff specifically employed to work on The Everton Collection at present nor to provide a proactive education outreach programme ... We believe that it successfully demonstrated that sport history can be used very effectively for a variety of educational uses and we hope that a project officer can be externally funded again in due course.

# 9 Case Study: Holybrook Primary School, Bradford, 2000-2014

## Introduction

This case study is about Holybrook Primary School, Ravenscliffe, on the eastern side of Bradford, from September 2000 to Easter 2014. The Headteacher David Jones retired at Easter 2014 and the case study does not necessarily reflect the school's current practices or priorities.

Holybrook Primary School was created in 2000 as part of a reorganisation of education in Bradford. The school served a predominantly white, working class council estate which was built in the 1950s. David Jones explained, 'It had sadly fallen into increased dereliction. In the mid-nineties, when interviewed by Jeremy Paxman on Newsnight, Jack Straw highlighted Ravenscliffe as a classic example of the failure of successive Tory governments to deliver social equity in an increasingly polarised nation. Tony Blair's election saw little change in a community which remained in the bottom 5% of deprived areas nationally.'

## Early Days

The new school, with its entirely newly appointed staff team, faced many initial barriers to success. Children often exhibited negative behaviours, compounded by a lack of security in their new surroundings. Behaviour at breaks and lunchtimes was often tense and aggressive, reflecting the children's limited social skills and co-operative values. The tensions from the playground were often carried back to the classroom and teachers found afternoon sessions most challenging.

Headteacher David Jones said: 'The kids experienced many disadvantages caused by issues such as poverty, limited diet and poor housing. However, they also suffered a more insidious form of poverty. This was not a poverty of aspiration which is often wrongly ascribed to working class families. Rather it is an experiential deficit. My heart sank for example, when I read a SATs Literacy paper for KS2 pupils. It challenged them to "Design an advertising leaflet for a Sea Life Centre." The cosy middle class assumptions about how our families lived their lives immediately put our kids at a disadvantage.'

'Shortly after this episode, I attended a seminar led by Professor Charles Deforges OBE. He examined the mechanisms by which parental involvement impacts on consequent pupil performance. For him conversation and communication were at the heart of the issue. Children performed best when they came from homes where there was a constant rich stream of conversational language. The subject of such conversations was relatively unimportant. In his childhood home the major topic around the table

had been Hull Kingston Rovers and rugby league in general. Sporting subjects are as legitimate as those about fine art or classical literature. This struck a chord with me.'

'At Holybrook we made a collective decision that we would not descend into a negative culture of blaming children for their lack of social currency. We were determined to light an educational candle rather than to curse the darkness which can often occur in schools in more deprived areas.'

## The Role of Sport

'I started to take a rugby ball into the playground at lunchtimes, taught them tag rugby, and refereed their lunchtime matches. Sport was the answer. Some of the kids were well-coordinated, strong and talented, and rugby league engaged them. It was something they could be good at. It gave them something to look forward to, something to come to school for. We increasingly used sport as part of the wider curriculum as part of our strategy of building their self-esteem and sense of achievement, alongside the moral message that underpinned everything.'

'Our school mission statement was "courtesy, kindness and respect" – short, simple, easy to remember and encompassing all the positive and negative behaviours we were likely to encounter. It set expectations for kids and staff alike. The children wrote their own playground charter based on the mission statement. We placed messages on the walls, quotes from famous figures, some of them from sportsmen and others that could be related to sport.'

'By 2004 we had reached the last sixteen in the National Tag Rugby competition with the finals being held at Rugby School.'

## Sport in the Classroom

'We used contemporary and historical sporting examples to discuss and develop an understanding of teamwork. In our social cohesion and anti-racism work the children studied the life stories of former sportsmen such as Cec Thompson, Jesse Owens and Walter Tull. These sporting personalities helped to unlock the children's minds to non-sporting icons such as Martin Luther King. Nelson Mandela's enthusiasm for sport was our route into studying his personal qualities and experiences, and his part in dismantling apartheid. As a predominantly white school, it was important ground work for our participation in the Bradford's schools linking project when we were linked with a largely Muslim school.'



*Headteacher David Jones delivers an assembly about Walter Tull, the professional footballer who overcame racial prejudice to become the only black officer in the British Army in World War I. Walter was killed during the Germans' spring offensive of 1918.*

### **Walter Tull education pack**

<http://www.wwt1playingthegame.org.uk/content/resources/other-resources/downloads>

David Jones continued: 'The City of Westminster Archives has prepared a downloadable education resource for Key Stage 2, 'Crossing the White Line: The Walter Tull Activity Pack'. The pack uses Walter's biography and many original documents as source materials for a variety of activities in English, History and Art. The resource is particularly strong on different styles of writing, including persuasive writing, a letter, a play script, a diary and a poem.'

'Also highly recommended is the children's book *A Medal for Leroy* by Michael Morpurgo, which is based on the life story of Walter Tull.'

'We also used inspirational sportsmen as role models to highlight other qualities. Examples included: the courage and spirit of war hero, rugby international and world wrestling champion, Douglas Clark; Jack Harrison, a rugby player from Hull who was killed in an act of supreme courage that earned him the VC; and St Helens' Steve Prescott, who established and raised thousands of pounds for his own cancer charity whilst he was terminally ill. We used the Jewish background of rugby international Albert Rosenfeld in our Holocaust Memorial work.'

'Similarly inspirational are the stories of: Clare Lomas who completed the Marathon in a robotic suit with her husband walking behind her every step of the way; blind Paralympics downhill skiing gold medallist Kelly Gallagher and her guide Charlotte Evans; and Arthur Ashe whose brother served an extra year in Vietnam so that Arthur would have the opportunity to fulfil his potential in tennis. Such stories are wonderful examples and metaphors of courage, determination, selflessness and teamwork. Our kids were engaged because these stories came from the world of sport.'

Recently, another such inspirational story unfolded. In July 2015, eight-year-old Bailey Matthews, who has cerebral palsy, completed a junior triathlon on a course designed for able-bodied children. The event at Castle Howard, Leeds, involved a 100 metres swim, a 4000 metres bike ride and a 1300 metres run. Bailey was accompanied all the way by his father who had helped him to train for the event for 11 months. In that time Bailey had reduced his time for the 1300 metres run from 69 minutes to 37 minutes. Bailey's father is also a triathlon athlete, another example of parental example and inspiration.

'We used interview techniques to encourage empathy with Don Fox and Fernando Torres, sportsmen who missed easy goals in important matches. The children developed rules about how to treat – offer support – for someone in adversity. We based the activity on Theodore Roosevelt's "Man in the Arena" quote, part of his Citizenship in a Republic speech delivered at The Sorbonne in 1910.' 'We also had theme days, sometimes sports-related. We mixed the children up through the age groups. These days gave the children a sense of occasion.'

### **Local Partnerships**

'We began to build into the curriculum one visit per half term to provide experiences that the children were not getting from their parents. At some point every child visited Odsal Stadium (home ground of Bradford Bulls RLFC) and many visited Valley Parade (home ground of Bradford City FC) as part of this programme. The impact of the local club – its history as part of the locality, and its past and present players as role models – is particularly potent.'

'We formed a partnership with Bradford Bulls. In one initiative our kids were reporters who infiltrated the club to find the secret of the club's success. We made a film of the activity and it was viewed by MPs in the House of Commons.'

'When their players visited the school to be interviewed by the kids I always requested the physically large ones such as Sam Burgess, Leslie Vainikolo and David Solomona. These were some of the toughest, strongest men in one of the toughest sports, but to a man they were kind, gentle giants – superb role models. After their visits I would reinforce that being thoughtful and kind is a strength, not a weakness, and conversely that bullies are weak. It helped us to define toughness as part of our anti-bullying education.'

'We also learned about the diet of the players and used that to reinforce healthy eating and what the children grew on the school allotment.'

'Sport provided a route into our work on World War I. Bradford Park Avenue's Donald Bell was the only professional footballer to earn the Victoria Cross. Along with the nine Bradford City players who lost their lives, his courageous story is a terrific introduction to learning about the Bradford

Pals and about World War I generally.’  
‘Sportsmen and women, particularly local ones, make fantastic role models. Popular culture, through television programmes such as Jeremy Kyle and Benefits Street and, to an extent, Government propaganda, has eroded the respectability of the working class. Many sportsmen and women, current and historical, come from working class backgrounds. Their lives show children the qualities necessary to make something of themselves, and what they can aspire to become. Former Bradford Northern and Great Britain international, the late Trevor Foster MBE, remains a wonderful role model. He was absolutely true to his religious and moral beliefs. How many international sportsmen would spend hours every year in shop doorways collecting money for charity?’

### ‘Sport Was Key’

‘Slowly, we turned the behaviour round, and I have no doubt that sport, inside and outside the classroom, was a major catalyst. OFSTED reports found Holybrook to be “Good” with “Outstanding” features, a school “swimming strongly against the tide”, “an oasis in the community” and living “to its creed of courtesy, kindness and respect.” Lord Adonis also sent a letter to commend the school for being the 23rd most improved school nationally over a five year period.’

‘Slowly, the SATs results improved. In 2013 over 90% achieved Level 4 in both English and Mathematics.’

Prior to the reorganisation of 2000 when he became Head of Holybrook, David had been Headteacher at Parkland Middle School.

‘I recently met Delroy, a fine upstanding young man with a wife and baby son, and formerly a lad from one of our more challenging year groups at Parkland. Delroy has cerebral palsy, but loves his sport. He said: “When you came to Parkland and started that rugby team, it changed our school. You showed us we could be good at things. They’ve done all right those lads. They’re honest, they’re decent. It probably kept a few out of prison.”

Delroy couldn’t play rugby, but wrote the match reports for the team and the school arranged for him to interview several current international players when Great Britain’s Rugby League team trained in Bradford.’

Six of the staff from Holybrook have gone on to become headteachers at other schools and in 2008 David Jones was awarded ‘The National College for School Leadership Award for Headteacher of the Year in a Primary School’. In 2009, he was invited to become Executive Headteacher of Bradford’s first Federation between Holybrook and Parkland Primary. Shortly before retiring at Easter 2014, David was

invited to give evidence to the Parliamentary Education Select Committee on white working class education, which reported its findings in 2014.

Some of David Jones’ ideas are currently being integrated into an Arts Awards qualification for the Rugby Football League. One example of these is a cross-curricular study of Abide With Me. Children consider the sad and happy occasions when the hymn is sung – the shared sense of anticipation at Challenge Cup finals, the shared grief, memories and sense of loss at funerals. Children then use computer skills to splice in different pictures to a recording of the hymn.

### Conclusions: Promoting Sporting Heritage in the Curriculum

Whilst a majority of teachers are open-minded and welcoming of new resources, there are significant obstacles to developing sporting heritage in the academic curriculum, mainly based on pre-conceptions and prejudice. One teacher, presented with an excellent, rigorous resource based on the history of the Bradford Bulls Rugby League FC refused to look at it, stating ‘You can’t teach rugby in the classroom.’ Another refused to deliver it because she doesn’t ‘know anything about rugby.’ There is also a preconception among some teachers that, as it is about sport it is not ‘proper work.’ John Downes, a former headteacher who works for the Bradford Bulls Foundation opined that some teachers need to be convinced that:

- sport is an appropriate subject for classroom study
- sport can provide an engaging route into other aspects of history and cross-curricular studies
- teaching sporting heritage does not require an in-depth knowledge of sport.

Significant support for the promotion of sporting heritage in the curriculum, officially supported and recommended by official bodies including the DfE would help sporting heritage to become embedded in the curriculum so that children benefit year-on-year. Funding to assist with the writing of local schemes, and/or an official nationally recognised accreditation for club-school partnerships where such schemes are being taught would help to promote the benefits of such schemes.