

Walter Tull

Sport, War & Challenging Adversity

Hilary Claire

Schemes of Work
Key Stage 1



NORTHAMPTONSHIRE
Black History
ASSOCIATION



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A CROSS CURRICULAR SCHEME OF WORK ABOUT WALTER TULL FOR YEAR 2

Key Stage 1

We suggest that teachers working with Year 1 select the ideas and activities that seem most appropriate and accessible to their class.

Hilary Claire

1. WHO WAS WALTER TULL AND WHEN DID HE LIVE?

HISTORY with some literacy elements and some art – getting a sense of the narrative

- You might start this topic by inviting children to talk about why they think some people should be remembered. Be prepared for their responses to relate more to current football or pop idols than to historical figures! Keep a record of their ideas, so that you can look at them again, and discuss ‘who should we remember and why’ after they have learned about Walter Tull
- Tell the children they will be learning about Walter Tull, who lived more than a hundred years ago in England. Show the children some of the pictures of Walter – sources 1 - 3. Make sure to include football pictures and one of him in uniform. Allow them to talk about the pictures, what they can see, who they think this person might be, what they might like to know about - as an introduction to the topic.
- Read the story of Walter’s life, stopping regularly for children to ask questions, comment, ‘wonder what happens next’ and so on.

Activity: Key elements – chronology; recount of story – communication; significance

Use the ‘chronology cards’ (source 4) to sequence events – retelling the story. Some children might make their own concertina book of Walter’s life, choosing the events they feel are most significant. Differentiate this activity by giving some children a much smaller concertina book. Discuss with them which events they think are most significant. They can be helped with this if they have the chronology cards and can choose 10 (or even fewer) incidents for their account.

In a display space in the classroom, prepare a time line with the children, running from mid C19th to now. According to the age of the children, put on dates. Yr 1 does not need too many dates, but markers showing decades, so that the captions can go at the right place; space these accurately to indicate time passed.

As the scheme of work progresses, ‘populate’ the time line with children’s pictures, captions, and photocopies of the illustrations in this resource.

Activity: Allocate different episodes, or ask children to volunteer different episodes, for which they will draw a picture and create a caption to illustrate events in Walter's life for the time line. Also use photocopies of visual material in the book to illustrate the time line.

Vocabulary to help children with sequencing and chronology concepts

Talk about 'how long ago'. Walter was alive one hundred years ago in 1907 (Change final digit according to the current year.)

Introduce 'century' – and use the words nineteenth century and twentieth century, explaining that the numbers don't correspond! (1800s for C19th, 1900s for C20th). Check that the children know we are now in the C21st, and that they can write the current year. Teach the word 'decade' and ask them to show you decade markers on the time line. Talk about 'this decade' (2000 – 2010) and how old they will be in the second decade of the C21st.

Chronology is not just about dates and vocabulary. It is also about understanding features of a period. Help children with this by finding photos that come from the late C19th and early C20th– for example showing horse drawn traffic, what houses and shops looked like, what people wore. Talk about the differences between 'now' and 'then' and then put the images on the time line.

Younger children

Sequence 4 photos – orphanage, Walter in Spurs Team, then Cobblers, then in uniform and caption them – sources 5 – 8

SENSITIVE ISSUE – PSHE

Introduce the word 'orphan' and talk about how we look after children whose parents can't look after them for some reason, or who have died. Talk about feelings of loneliness and being far from your family and home. What can we do to help children feel happier who are far from familiar people and places?

Teacher's note: Walter and Eddie didn't go into a workhouse as one resource states, but into a Children's Home run by the Methodist Church. However, they were far from the remainder of their family who stayed on in Folkestone with their stepmother.

2. How do we know about Walter's life?

HISTORY - Working with some of the primary sources

Activity: Learning about original primary sources; using the sources to find out factual details. (historical enquiry & use of evidence)

Using the birth certificate – a documentary source – source 9.

Ask if any of them has seen their birth certificate.

Show Walter's birth certificate on OHP (or whiteboard)

Read the words to the children. Talk about parents 'registering' a birth.

Questions about the birth certificate

Where can we find Walter's birthday?

What was his full name? Who was he named after?

Where was he born?

What was his father's job?

How do we know he was born at home and not in hospital?

What is the date '2004' telling us?

Supplementary questions and activities

What is a carpenter?

What can we NOT find out about Walter from the birth certificate?

SENSITIVE ISSUE

Take care – some children from war torn countries or whose parents are refugees/asylum seekers may not have this documentation, and may feel threatened about being asked. Some children's birth certificates may not have their father's name and this can cause embarrassment. Some children's parents/guardians may not want to reveal personal details. Reconstituted families mean children's current parents are not their birth parents. If in doubt, bring in your own, or someone else's birth certificate to show.

3. Who were the members of Walter's family?

History - Generations and family trees

Maths – Working out generations.

Language and PSHE – Using language sensitively

The story tells you about some members of Walter's family. First ask the children if they can remember his brothers' and sisters' names, then his real Mum and his Dad, then his stepmother. Help them if they can't remember these names. Tell them Walter's grandparents' names were called William and Anna, but the family in England never met them. They lived in Barbados and didn't come to England. Find Barbados on a map and look at the Caribbean islands nearby. Does anyone have family or friends from Barbados, or one of the other islands? Ask if they know their grandparents or whether they are like Walter who never met his grandparents.

Put Walter and his siblings' names along the bottom of your board in order, and Clara, Daniel and Alice above them, with Clara and Alice's maiden names (Palmer). Put in Anna and William Tull above them. Then show the children how to draw lines to show the family tree. Talk about 'generations'. Ask the children to say who is in 'their generation' and who is in the generation which is older than them (their parents/guardians/aunts/uncles and adult friends. Depending on your classes' age and experience ask who is in the generation above that... namely, grandparents' age group.

As appropriate for the experience of your class, ask them to work out how many years ago would represent one, two and three generations back from now. (25, 50 and 75) Use a time line to work out the actual dates that these represent. (If 'now' is 2008, then one generation back is $2008 - 25 = 1983$ and so forth.)

Language

- Talk about Miriam being the other children's 'half sister' and Clara being Walter and Eddie's 'stepmother'. In contemporary reconstituted families, many children will have half sisters and brothers. To counteract possible stereotypes, fostered by so many children's stories about wicked stepmothers, remind them that Clara was a good person, who tried her best.
- Teach them the term 'mixed heritage' to describe Walter and his brothers and sisters, and discuss what this means.
- Talk about the words we use to describe people, how we prefer to get described, and words which are unacceptable and hurtful.
- Tell children that a long time ago, people used some words that people don't like to hear used any more, such as negro, coloured, darkie, half caste.
- As appropriate, talk about relationships in the children's families, being aware of sensitivity of this for some children, and avoiding discussion if it could lead to embarrassment, or 'boundary crossing' re confidentiality.

Teacher's note: a generation is conventionally 25 years. Family trees and family history are not the same thing! Family trees are a conventional way of showing membership and relationships in families.

4. How can we find out about Walter's early life?

History – using pictorial sources

Activity: Learning to use visual sources to find out about the past (historical enquiry and interpretation)

- Put OHP of source 10 up for children to look at or use the whiteboard. (Mr Stephenson with Bonner Road children)
- Explain that we don't have any photos of Walter when he was this young. This is a photo of Rev'd Thomas Stephenson who founded the NCH in 1869. Bonner Road orphanage, where Walter and Edward went was one of the first NCH homes.
- Use diagram 2 page in the teachers' resource for interpreting visual evidence to help children distinguish between facts and opinions. Help the children to look carefully by asking them to concentrate on small parts of the photo at a time. Help them with adjectives, nouns and adverbs they might need.
- Keep a note of their ideas, especially their questions! You might later put an enlarged version of the picture on your display board, together with the children's speech bubbles.

What did Walter look like? *(Use photo of source 5 - Orphanage Football Team, Walter in front row.)*

Point Walter out and ask the children to work in talk partners and describe him as carefully as they can. Use diagram 1 or diagram 2 (pages 8 and 9 in the Teachers Resource Book) according to your own preference, to help the children ask historical questions, say what they can see, and venture their opinions about the picture. Share their ideas and scribe useful adjectives, adverbs and nouns, using the 'fact' and 'opinion' distinctions. (Fact: Walter is in the front row, he has his arms crossed; his hair is black. Opinion: he looks strong and handsome.) The photo was taken in 1908. Walter was born in 1888. So how old was he in this photo? Think back to the story. What was Walter training to become? What was going to be his main job? (printer)

Interpreting through Art

The children could now make their own portrait of Walter as a young man, or using the Bonner Road picture, they could imagine Walter and Eddie wearing clothes similar to the boys in the picture, with some of the children, and their teacher, Mr Pendlebury.

Ask the children to take care mixing colours to represent skin tones. Look carefully at the black and white photos and discuss blending of colours, shading etc.

Teacher's note: the difference between factual information and interpretation is that the latter is someone's opinion or point of view. For example, it is a fact that Rev'd Stephenson is wearing a big hat. But if you say the little boy to his right looks happy, or joyful, these are possible interpretations – none is wrong.

Historical enquiry and interpretation

This is another activity, using one of the football photos and develops somewhat different historical skills.

- Choose any one of the photos of football: Orphanage Team; Spurs Team; Cobblers Team and put it on OHP or your whiteboard.
- Talk to children about using 'sources' to find out about the past. Tell them this is like detective work in which you ask good questions and look for clues.
- Your question: What can we find out about the football team?
- Practise asking questions about the image starting with who, why, where, how, what, when. Encourage them to work with a talk partner and think of questions together, using one question word at a time. Put these up on your whiteboard, using your computer, or scribe them. Then see how many you can answer together, through looking carefully at the image. Talk about 'doing research' to help with questions which you couldn't answer this way.
- Follow through by giving the children some more of the photos in groups of 3 and sugar paper. They should scribe questions on one side of the paper, and answers that come from the image on the other.
- Bring children together to discuss their findings.

5. How has life changed since Walter's time?

History - Comparing the past and the present (key elements: change and continuity)

- Use the same photos that you have used for the previous activities.
- Also have available a modern photo of a football team that means something to your class and if you are using the Bonner Road photo, a contemporary photo of children in 'best clothes' or school uniform with the teacher.
- Either use whiteboard or enlargements of the two pictures. On whiteboard, or on a sheet of sugar paper, create a grid
- Help the children articulate a couple of similarities and differences, so that they get the idea of the activity, then send them to work in pairs with copies of an old and a modern photo to complete their own grids.
- Differentiation: some children might just look for differences.

Similarities Between The Two Photos	Differences Between The Two Photos

6. What happened at Bristol?

PSHE and Citizenship - The racist incident at Bristol

Using art, drama and music to explore feelings about racism

This activity is recommended in conjunction with the ideas for addressing contemporary racism using drama, art and if possible, contemporary stories articulated by a Persona Doll. Read the notes about managing sensitive and controversial issues in the classroom on pages 13 - 18 of the Teachers' Resource Book before you undertake this. If you have a Persona Doll in your school, this would be the ideal way to introduce this activity. If not, look at the website and see the approaches to create a persona for a doll that you bring into the classroom to explore racism and anti racism.

- Read the section again in the story book about Bristol.
- Find Bristol on a map of England and trace the route of the team from Spurs grounds in North London
- Main activity: Shared writing - leading to making posters 'If we could meet them now': Tell the children that we need to explain to the racists who were horrible to Walter at the Bristol match why we think what they did was unpleasant. Concentrate on the empathetic and explanation aspects of this activity, helping children articulate why it is hurtful and unacceptable to use racist language and how Walter might have felt. Their posters could be displayed.
- What do you want to say to Walter now, about what happened at Bristol? Children draw their own faces, and make speech bubbles.
- A painting – possibly abstract – representing Walter's feelings during the Bristol match when he is racially abused. Talk to the children about the emotions they want to portray and what shapes, colours and patterns they would like to use to express this. Combine the art work with literacy where the children brainstorm words to express what they feel about the abuse.
- A dance accompanied by percussion instruments – work with the children on body and face to express sadness, disgust, anger and then the ability to turn away. Help children create short sequences in small groups in which they express these emotions through dance.

7. What do we know about Walter's football years?

History – comparing football in Walter's day with the contemporary game.

PE – ability to recognize and describe positions in modern football

Walter was the first Black striker in English football. He played in a formation called 'The Pyramid'. Since the 1960s, the 4-4-2 formation has been the most favoured, though 4-3-3 and others are sometimes used.

Show the children these two formations on the whiteboard (source 11 and 12)

Diagram 1: The pyramid



Diagram 2: The modern 4-4-2



Activity i

- Can the children work out which positions in the 'Pyramid' match modern positions? Ask them to explain their reasoning.
- What do we call 'full back' these days?
- Tell them that Walter played inside left. This is called 'inside forward' on the pyramid diagram. Can they find which position this was?
- There are two 'inside forwards'. What do they think the other one was called?
- Who do they know in modern teams who plays centre forward... Is it still called that?
- Who do they know who plays in midfield, or goalkeeper?
- Which black players can they think of?
- Where do they play on the modern field?
- Where might they have played if they had been in a team with Walter?

Activity ii

Ask the children to imagine that through time travel Walter arrives in the dressing room of their favourite team. Working in small groups, can they make up a conversation between Walter and the modern players? What sorts of things would Walter notice and ask about (for example, clothes, hair styles, the numbers of Black players). What might he want to know about the game itself and the matches? What might the modern players ask Walter?

When the children have worked up their role plays, ask them to present to the rest of the class.

Teachers notes: Centre forward is now called 'striker'. For England caps there is lots of information about Black players at <http://www.englishfootballonline.com/TeamBlack/Black.html>

8. What can we learn from Walter himself about his life?

History – hot seating - learning and using the skills of oral history

Literacy – learning to ask open questions and interview someone

For this activity you should prepare yourself to take the part of Walter, who through time travel is able to visit the classroom. In advance the children should prepare questions about Walter's childhood, the football years and the years after during World War 1. You may need another adult in the class to manage the session and introduce you. You should take the hot seat and not just answer the children's questions, but take the opportunity to feed in more information about Walter and the context of the early C20th. Go through Walter's life story briefly again, perhaps using the story book, for children who may need reminding of the sequence of events. Make sure the children remember the story about Walter leaving Spurs and joining Cobblers. Also go through the last part of the story, where Walter joins the Army, is wounded, is recruited into the officer training corps, and finally is killed in France.

- Tell them that through the magic of time travel, 'Walter' is able to visit their classroom, and will be prepared to answer questions about his life and so they need to prepare their questions in advance. Tell them that this is called 'oral history'. You may decide to tell them that what they are doing is called 'hot seating' where someone pretends to be the person from the past.
- Make sure the children know and understand about open questions and practise some with them. Talk about the different parts of Walter's life which they might ask about. Make sure they move on from the early years in the orphanage, and into Walter's adult life. Scribe some of their questions to model what you want at this stage, then send them to work in pairs on developing their own set of questions.
- Collect these, share them with the class, decide together who will ask which questions when 'Walter arrives'.
- Do a bit more research yourself about Walter, as you will now be able to feed in more information and bring to life aspects of the story which have been truncated.

You will need another adult in the class at this point to stage manage Walter's arrival and also to facilitate the interview, since you will be taking the role of Walter. Wear some emblem to show who you are. Introduce yourself, say how glad you are to meet them, and take their questions, answering as fully as you can.

Teachers' note: most children this age will go along with the fiction that Walter could come back to life and for those sceptics who object, ask them to go along with the role play.

9. Why should we remember Walter Tull?

Written work – communicating knowledge and understanding

This activity will be based on the hot seating and previous work by the children about Walter's life and can be an opportunity to assess children's learning.

After Walter has visited, return to your own role as teacher, and go through the interview with them.

The activity is to write a report about meeting Walter entitled 'Meeting a very special person'. They should include some of the details that he told them and what they thought was special about his story and about him. More experienced children in your class may want to go beyond the interview, and refer to other aspects of his life that have made an impression on them.

It would be a good idea to provide a writing frame to support some children and to differentiate your expectations about how much they can produce. Some children can present their report as a drawing of Walter with a number of special points written round it in banners.

Finally, children can develop a rap, drawing on their shared ideas of why Walter was special, along the lines 'we remember you Walter...you were special because....'

10. What were the war years like?

Optional work about the war years

Some children may ask about the trenches and the First World War. Music, dance and art based on children imagining what it was like in the trenches may be appropriate, allowing you to discuss and then to interpret and represent some selected aspects. You should avoid detail about the agony of the wounded, and the sadness of so many pointless deaths – in fact anything that might cause nightmares and is beyond the comprehension of children at the age you teach.

- Talk about how it feels in the cold, wet, exposed trenches, sleeping out at night, your sleep disturbed by the occasional ‘boom’ in the background of machine gun fire.
- There are rats and lice, and you are itchy and uncomfortable.
- You write letters home and you love getting letters and parcels. When they come you are thrilled.
- You do have friends around you and you sing and tell stories to keep yourselves cheerful.
- However, it is terribly sad when someone who has been close to you is killed.
- Talk about how to represent these ideas through sound and possibly through dance too. (The same applies to making paintings.)
- Give children percussion to work out different sections (or select the media you and the children think is best)
- For the music and/or dance, you should ‘orchestrate’ bringing in different instruments at a time to create a coherent whole.
- Children might present their artistic/musical interpretation to another class, or to an assembly, along with the work they have done elsewhere during the scheme.

SENSITIVE MATERIAL

You will need to use your own judgement about how far you explore the war years with your class. Although television brings violent conflict into our sitting rooms every evening, some young children can find thoughts and images of war quite traumatic, especially if they themselves, or their families have come from war zones. For example, at the time of writing, there are many children in our KS1 classes whose families have been involved in conflicts in former Yugoslavia, Congo, Rwanda, the Horn of Africa.

More Literacy possibilities in Key Stage 1 classrooms

- Talk about how they think Walter and Eddie would have felt and behaved when they first got to the Orphanage
- Make up a short dialogue between Walter and Eddie who is trying to cheer Walter up
- Make class book or wall collage – teacher allocates sections – children dictate story, which is word processed
- Talk about the section of the story which they found most interesting and say why
- Write up their feelings and preferences about incidents in the story
- Descriptive writing about Walter with his portrait
- Brainstorm some descriptive words and write a character sketch of Walter and of Eddie (choose their age, to match the interests and experience of your class)
- A poem about Walter – a selected incident in his story
- A letter from Walter or from Eddie, written in Bonner Road, to Clara and their sisters and brother in Folkestone, giving news and asking about things at home
- A discussion – if you had been Eddie, what would be your feelings about leaving the orphanage to go to Glasgow?

Some Drama possibilities - freeze frame work which is animated when the teacher touches the child on the shoulder.

The teacher puts the children in groups of the appropriate size according to the freeze frame.

There is no sound or movement in these cameos until the teacher animates them.

It is important, given the subject of warfare and football – both of which can be very noisy and exciting in real life, to keep good control and ensure that children understand the rules of freeze frame.

You can start by using photos, in which the children get into the exact position they can see, trying to copy facial expressions and body language.

- On the steps of Bonner Road when Clara goes
- A team photo is taken for any of the teams that Walter is playing in – the children must decide what they are thinking
- Walter hears that he has been selected for officer training school

- Walter leads his men across the River Piave (emphasise quiet, secrecy so as not to be noticed by enemy, help children with feelings of tension, anxiety and pleasure at the achievement)
- On the Somme – the noise of machine guns, the mud, the rats, the cold
- On the Somme – Private Billington lays the body of his friend down and says goodbye (remind children that there are guns and bullets all round)

GEOGRAPHY

Maps of world and Britain; distances

Where is Barbados?

Where is St Lucia?

Where is Folkestone?

How far from Folkestone to London?

How far from London to Glasgow?

Where is Bristol?

Where is France – and in France, where is the Somme?

MATHS

Make a time line years 1888- 1920. Discuss the scale with the children to fit your available space

Using ‘generations’: finding where this takes you on a time line, working backwards (e.g. 25 years ago +our age gives parents’ births roughly; our grandparents’ generation was born roughly 50 years ago + our age; our great grandparents generation were born roughly 75 years + our age)

Talk about ‘to the nearest ten’

Count back in decades to 1890 and 1920

Where appropriate in providing accurate factual detail, use counts – e.g. players in a team, children gathered round Mr Pendelbury (but don’t make this too artificial!)



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