

**Year 1/2**

## Historical Association's Scheme of Work for Primary History

**The lives of significant individuals in the past who have contributed to national and international achievements – Walter Tull**



Historical Association  
The voice for history

### About this unit

Pupils will look at the childhood and football career of Walter Tull, what happened to him when he fought in World War I and why he was different from most people of his time. They will compare his experiences to issues and people still relevant today including the double Olympian gold medallist boxer, Nicola Adams. This unit plan includes opportunities for teachers to link this history unit with their English, science and PSHE lessons. It would be greatly enhanced with the purchase of the resource, 'Walter Tull's Scrap Book', written by Michaela Morgan. Key Vocabulary: Walter Tull, Nicola Adams, famous, significant, timeline, sources, childhood, compare, change, racism, experiences, football, Bristol, Northampton, World War I, individual, achievement, images, different, similar

### Unit Structure

This unit is structured around 6 sequential history enquiries:

1. **Who was Walter Tull and when did he live?**
2. **Did Walter have a happy or terrible childhood?**
3. **Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?**
4. **What was it like for Walter when he played football at a match in Bristol?**
5. **How did Walter help our country during WWI?**
6. **What is special about Walter Tull and Nicola Adams?**

### How this unit links to the new national curriculum for primary history

- Stated as an overriding 'Aim' of the new 'History Programmes of Study', is that pupils "know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world".
- The 'Subject Content' outlined for KS1 includes the requirement that pupils should be taught about "the lives of significant individuals in the past who have contributed to national and international achievements". This unit compares Walter's life to a modern footballer's life and to Nicola Adams's, the Olympian gold medallist boxer, fulfilling the additional requirement to 'compare aspects of life in different periods'.

Enquiry 1: Who was Walter Tull and when did he live?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>• what is meant by the terms 'famous' and 'significant' and to begin to understand the differences between the two</li> <li>• to use different photographs to extract information, to make comparisons and to make some inferences</li> <li>• to locate Walter Tull on a timeline.</li> </ul>	<p><b>Introduction</b> - Encourage the children to think about what the word 'famous' or 'significant' means. Who do they know who is famous? Why is he or she famous? What other famous people from the past do they know about? What did they do to become famous? How do we find out about famous people? Tell the children they will find out about a famous person who lived a long time ago, before even their parents or grandparents were alive. Explain how photos can give us information about a famous person's life.</p> <p><b>Activity 1</b> – (teacher-led) Show the children a photograph of someone famous. In pairs, they think of questions and answers they can generate from looking at it, e.g. "The person is wearing posh clothes" = What is he or she wearing? "The person is working" = What is he or she doing? "The objects in the photo are old-fashioned" = Is the photo from today or a long time ago? They share their answer and question ideas with the rest of the class.</p> <p><b>Activity 2</b> – Give groups of children two</p>	<p><b>Resources Needed</b></p> <p>Two photographs of Walter Tull, one of him in his football kit and one of him wearing his soldier's uniform (Google images or National archives site <a href="http://blog.nationalarchives.gov.uk/blog/walter-tull-cobbler-soldier/">http://blog.nationalarchives.gov.uk/blog/walter-tull-cobbler-soldier/</a>) Or Claire, H. (2007). <i>Walter Tull: Sport War and challenging adversity (Key Stage 1)</i>. Northampton: Northamptonshire Black History Association. Available at: <a href="https://www.northamptonshireblackhistory.com/education">https://www.northamptonshireblackhistory.com/education</a></p> <p>A photograph of a famous person</p> <p>A worksheet of relevant questions the children can answer by looking at the photos</p> <p>Timeline</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>• Understand what is meant by the terms 'famous' and 'significant' and begin to understand the differences between the two</li> <li>• use different photographs to extract information, to make comparisons and to make some inferences</li> <li>• locate Walter Tull correctly on a timeline.</li> </ul>

	<p>photographs of Walter Tull, one of him in his football kit and one in his soldier's uniform. Ask them to answer questions like the following: Are the clothes like the clothes footballers and soldiers wear now? How are they different? What is the person in the photos doing? What work might the person in the photos do? How can we tell that this person lived a very long time ago? What sort of person do you think he is? (They could also look at his type of house).</p> <p><b>Plenary</b> – Ask the children reflective questions about the photos to help them understand that Walter Tull lived between 1888 and 1918, that he was one of the first mixed-race professional footballers, and was also the first English black officer to lead white soldiers in WWI and that makes him doubly significant. Help them place him correctly on a timeline.</p>		
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Enquiry 2: Did Walter have a happy or terrible childhood?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>about some of the key events in Walter Tull's childhood</li> <li>to sequence the key events in the early life of Walter Tull</li> <li>to use the information they have acquired to decide whether they think Walter Tull had a happy or sad childhood</li> <li>to speculate on where they might find additional information about Walter Tull's life.</li> </ul>	<p><b>Introduction</b> – Explain to children that most children experience both happiness and pain when they are young. With great sensitivity, ask them to describe happy and unhappy events in their lives or of people they know. Explain that Walter had some very unhappy events in his childhood but that it was not all bad.</p> <p><b>Activity 1</b> – As a class, the children sequence events from Walter's childhood and place a happy or sad face at significant events (see info at end of plan).</p> <p><b>Activity 2</b> – Children repeat Activity 1, but independently or in pairs</p> <p><b>Plenary</b> – Share the timelines with the whole class. Refer back to the learning objective, can the children answer the question? Do we all agree? Who might know if Walter was happy as a child or not? Where would we go to find out more?</p>	<p><b>Resources Needed</b></p> <p>Information about Walter's childhood: Walter Tull's Scrapbook, by Michaela Morgan has lots of images of artefacts and photographs that could support this enquiry as well as BBC Schools and BBC Active websites Also Claire, H. (2007). <i>Walter Tull: Sport War and challenging adversity (Key Stage 1)</i>. Northampton: Northamptonshire Black History Association. Available: <a href="https://www.northamptonshireblackhistory.com/education">https://www.northamptonshireblackhistory.com/education</a></p> <p>Three versions of timelines based on ability: blank timelines, dated timelines or dated with significant events in Walter's life mapped onto it.</p> <p>English link – The children could compare the scrapbook about Walter with 'Archie's War' by Marcia Williams, a scrapbook about a fictional boy in WW1. It is an interactive book with flaps, fold out letters and pictures of real images, photographs and artefacts from the time, some of the same ones in Walter's Scrapbook</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>sequence correctly some of the key events in Walter Tull's early life</li> <li>begin to make a judgment about the quality of Walter Tull's early life</li> <li>identify other sources of information which they might use to find out more about Walter Tull's early life.</li> </ul>

Enquiry 3: Using historical sources, can we spot the differences between Walter's life and the lives of footballers today?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>to use a range of sources to describe how football kits have changed over time</li> <li>to compare a football match from today to one from the 1900's.</li> </ul>	<p><b>Introduction</b></p> <p><b>Activity 1</b> – Look at football images and other sources and sort them into 'today' and '1910' (this could be done as a whole-class display or as group posters). Compare heavy leather footballs and boots and plastic ones today. (Link to everyday materials in KS1 Science).</p> <p><b>Activity 2</b> – Children draw or make models of a modern football kit and also of Walter's Spurs and Northampton 1900's kits to compare</p> <p><b>Plenary</b> – Watch some video recordings of modern football matches and those from the 1900's. Say statements like 'Football is more popular today', 'women and children enjoy watching football today', 'it is harder to be a football player today' – children respond by holding up a 'agree', 'disagree' or 'not sure' card – discuss</p>	<p><b>Resources</b></p> <p>Pictures of - football matches, football kits, salaries, newspaper articles, football positions  <a href="http://www.bbc.co.uk/schools/0/ww1/25403975">http://www.bbc.co.uk/schools/0/ww1/25403975</a>  Also see  <a href="http://www.myfootballfacts.com/WalterTull.html">http://www.myfootballfacts.com/WalterTull.html</a></p> <p>The book, Walter Tull's Scrapbook, by Michaela Morgan shows his football kit presented like a dressing doll's</p> <p>Images on  <a href="https://spartacus-educational.com/FWWtull.htm">https://spartacus-educational.com/FWWtull.htm</a></p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>use a range of sources to describe how football kits have changed over time</li> <li>make comparisons between football matches over time.</li> </ul>

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Enquiry 4: What was it like for Walter when he played football at a match in Bristol?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>to devise appropriate questions to ask Walter Tull about his experience in Bristol</li> <li>to write about Walter Tull's experience in Bristol and how it must have affected him</li> <li>to understand what is meant by the term 'racism'</li> <li>to make comparisons over time.</li> </ul>	<p><b>Introduction</b> - Tell the children what happened to Walter Tull when he played for Spurs against Bristol City in 1909 and discuss how he must have felt. Explain how a reporter was so angered by the racial abuse from a section of the crowd that he wrote about it in the 'Football Star' paper. Explain how Walter was demoted to the reserve team after this event – why was this done and was it right?</p> <p><b>Activity 1</b> – Children think of questions to interview Walter Tull about his experience (they use - What, Why, When, How, Did, Where, Are, Do, Can - as sentence openers). The teacher or a child plays Walter Tull as part of a hot-seating activity.</p> <p><b>Activity 2</b> – Children write about Walter's experience in Bristol as his or the reporter's diary entry or they create a poster about how racism in sport makes people feel and why it is bad</p> <p><b>Plenary</b> – Discuss how racism in sport affects others and the game. Discuss the fact that racism in football is still a problem– look at websites like 'Kick-It Out' or 'Give Racism the Red Card' to underline this.</p>	<p><b>Resources Needed</b></p> <p>In the book, Walter Tull's Scrapbook, by Michaela Morgan, there is a copy of the newspaper report about colour prejudice in football</p> <p>BBC Active</p> <p>Claire, H. (2007). <i>Walter Tull: Sport War and challenging adversity (Key Stage 1)</i>. Northampton: Northamptonshire Black History Association. Available at: <a href="https://www.northamptonshireblackhistory.com/education">https://www.northamptonshireblackhistory.com/education</a></p> <p>The Bristol City story is also mentioned on BBC history websites, Wikipedia and children's history websites like <a href="http://spartacus-educational.com/FWWtull.htm">http://spartacus-educational.com/FWWtull.htm</a></p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>devise appropriate questions to ask Walter Tull about his experience in Bristol</li> <li>write about Walter Tull's experience in Bristol and how it must have affected him</li> <li>explain the term 'racism'</li> <li>to make comparisons over time.</li> </ul>

Enquiry 5: How did Walter help our country during WWI?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>to use words to describe Walter Tull's service to his country</li> <li>to use a range of different sources to find out about Walter Tull's experiences in WW1</li> <li>to design a medal celebrating Walter's service to his country which includes some of his achievements in battle</li> </ul>	<p><b>Introduction</b> – Show a photo of a local WW1 War memorial and ask the children if they have seen one or want to know more about it, what questions would they ask? Show pictures of men going to enlist and the Kitchener poster. Describe briefly the events that led to Walter being sent to war in WWI, some of his achievements in battle and how he died. Remind children that he was the first black officer to lead white men during war.</p> <p><b>Activity 1</b> – create a word bank of the words to describe Walter Tull e.g. brave, strong, intelligent, talented, tactical, heroic (perhaps pick from 'adjective bags' set up at children's tables) and record as a whole class</p> <p>Show examples of medals awarded for bravery in war but explain that Walter never received one, despite being recommended for a military cross at the time. Show them how Tull has been commemorated in other ways since his death – the memorial at Northampton football ground, on £5 coin etc.</p> <p><b>Activity 2</b> – Children design an object to commemorate Tull – e.g a memorial table, plaque, medal or model</p> <p><b>Plenary</b> – Children present their ideas to the rest of the class explaining their design choices</p>	<p><b>Resources Needed</b></p> <p>Walter Tull's Scrapbook by Michaela Morgan where there are lots of images of artefacts from WW1</p> <p>Word cards</p> <p>Outline of a medal design</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>use words to describe Walter Tull's service to his country</li> <li>use a range of different sources to find out about Walter Tull's experiences in WW1</li> <li>show an understanding of some of Walter Tull's achievements in WW1</li> <li>explain their design choices with specific reference to some of Walter Tull's achievements.</li> </ul>

Enquiry 6: What is special about the lives of Walter Tull and Nicola Adams?			
LEARNING OBJECTIVES	KEY CONTENT AND SUGGESTED LESSON IDEAS	SUGGESTED RESOURCES	ASSESSMENT CRITERIA
<p><b>Children should learn:</b></p> <ul style="list-style-type: none"> <li>to find relevant information about a person from the internet and take notes</li> <li>to make comparisons between the lives of Walter Tull and Nicola Adams identifying some similarities and differences over time</li> </ul>	<p><b>Introduction</b> – Explain how Walter achieved two ‘firsts’ – he is one of the first black footballers to play in the top division of the English football league and the first black officer to lead white soldiers at war. Nicola Adams is similar in that she too has achieved a ‘first’ – the first woman to win an Olympic boxing title (the sport for women was introduced in 2012) and who also retained her title in 2016</p> <p><b>Activity 1</b> – Children look at the information, photographs and timeline on the Nicola Adams website <a href="http://www.nicola-adams.com">www.nicola-adams.com</a> and take notes from it</p> <p><b>Activity 2</b> – Compare the life of Nicola and Walter. Have photographs of the houses, clothes, transport etc., for the times of Walter and Nicola. – any differences/similarities? Discuss whether Walter would have to go to war today or if Nicola would have been able to box if she had lived 100 years ago. End the unit by discussing why it is important to remember and recognise the achievements of others from the past. How might Walter and Nicola inspire us?</p> <p><b>Extended writing activity (information report, biography or diary writing)</b> – Children write a paragraph looking at or comparing the lives of Nicola Adams and Walter Tull.</p>	<p><b>Resources Needed</b></p> <p>Writing frames</p> <p>Pictures of 1920’s and modern Britain</p>	<p><b>Can the children:</b></p> <ul style="list-style-type: none"> <li>find relevant information about a person from the internet and take notes</li> <li>make comparisons between the lives of Walter Tull and Nicola Adams identifying some similarities and differences over time.</li> </ul>



## How will this unit help children to make progress in history?

The activities address a number of historical and broader concepts as well as an expanding database of knowledge related to the lives of significant individuals in Britain's past who have contributed to national and international achievements. The activities also enable children to compare aspects of life in different periods. These skills and concepts include:

- Acquisition of specialised vocabulary and terminology.
- Key features of historical periods and situations including making judgements and inferences about aspects of life in past times.
- Historical investigation including research.
- Sequence, change, continuity, similarity and difference.
- Using sources as evidence.
- Organising material to reconstruct a historical situation.
- Communicating historical understanding in different ways.

## How this unit might be adapted for children of different ages and different abilities?

This unit could be adapted for use with younger and/or less able children by:

- Providing more structured guidance on completing the written tasks.
- Modelling the process of historical investigation.
- Introducing the children to a narrower range of sources and ensuring that these are widely accessible.
- Greater use of visual images and artefacts.

More able children could demonstrate a more in-depth understanding of the topic by:

- Carrying out investigations with more independence, including posing their own questions and organising their own work.
- Using a wider range of evidence to produce conclusions and assessing the usefulness of some of that evidence.
- Being better at explaining why things were as they were.
- Showing greater insights when making comparisons and contrasts.

## Some significant events from Walter Tull's childhood

1888 – born in Folkestone, Kent – the countryside

1895 – Walter's mother dies of cancer (Walter is 7 years old)

1896 – Walter's father marries a new wife called Clara (Walter is 8 years old)

1897 – Walter's little sister Miriam is born (Walter is 9 years old)

1897 – his father dies of heart disease (Walter is 9 years old)

1898 – Clara cannot manage with all the children. Walter and his brother, Edward, are sent to the National Children's Orphanage in the busy and poor London district of Bethnal Green (Walter is 10 years old)

1899 – Walter enjoys playing sport at the orphanage and joins the orphanage football team (Walter is 11 years old)

1900 – Walter's brother, Edward, is adopted by a family from Scotland and is sent to live there (Walter is 12 years old). Walter misses his brother.

1902 – Walter leaves the orphanage and finds work in the printing industry – he wants to get a job at a newspaper (Walter is 14 years old)

1903 – Edward's new parents send Walter money so he can visit Edward in Scotland (Walter is 15 years old)

1908 – Walter plays for the first team of Clapton football club aged 20

1909 – Walter joins Tottenham Hotspur aged 21