

Research-Based Curricula

Football in the UK: An Introduction to Heritage Studies

Key Stage 5 Heritage Studies Teacher Guide

Statue of the "United Trinity" - George Best, Denis Law and Bobby Charlton - outside Old Trafford (Open Access Image; Canva).

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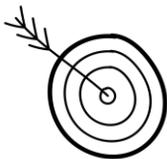
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For Teachers

RBC Guide

Learner Aims



The Research-Based Curriculum are resources based on cutting-edge research, tailored for KS3, KS4 or KS5. The resources:

- *Support student attainment and progression*
- *Promote intellectual curiosity in students of all prior attainment*
- *Build understanding for more accessible 'stretch' beyond the curriculum*
- *Develop core academic skills that aid progression including critical thinking, metacognition, and written and verbal communication*
- *Encourage students to see these subjects as engaging, worthwhile and inspiring for continued study*

Content



The RBC packs contain six chapters (resources) suitable for Key Stage 5 study. The resources span a range of exciting and interdisciplinary topics related to either STEM (Science, Technology, Engineering and Maths), Social Sciences or Arts & Humanities. Each pack includes roughly 6 hours of teaching and practical, student-led activity content.

Each RBC pack contains: 1) Six resources that function as subject 'lessons'; 2) Activities at the end each resource for students to test their learning; 3) Further Reading links related to the subject; 4) Final Reflection Activity as the final assignment; and 5) Teacher Guide and model activity answers (this document).

For Teachers

Using RBC packs

Suggested School Use



Teachers can use these resources flexibly. Students can complete the resources individually or in groups, in or out of the classroom. These packs help teachers:

- *Use research-based learning to engage whole classes, not just as 'stretch' for the most able*
- *Support more students earlier in high academic achievement*
- *Improve all-school enrichment strategies by providing opportunities and resources*
- *Increase motivation and subject interest*

To do this we encourage the 'supported use' approach. In other words, teachers provide some guidance and support to students in their independent use of the RBC packs.

Target Pupils



The RBC packs bring inspired subject learning to all students. These packs specially engage those students who might need extra support and encouragement and could benefit from engaging in the subject in a new way. The aim is that they are delivered with some teacher guidance to build the confidence of students as they complete a pack.

These packs build students' prior attainment rather than being offered only to those already academically able and motivated.

See more about delivery options on the following pages.

For Teachers

Using RBC packs

Delivery Options



To ensure all students can benefit from these materials, we recommend they are delivered with ‘supported use.’

Supported Use means that this resource is designed to be used partially with teacher introduction or instruction. While not marked, each chapter and the final reflection activity are set up so a teacher can help ease the students into the subject area or use the resource in class.

More ideas for using these packs in your school:

1. Research Challenge

The resources can be used to ignite curiosity in new topics and encourage independent research. Schools could hold a research challenge across a class or year group to submit a piece of work based on the resources. Pupils could submit individually or in small groups, with a final celebration event.

2. “STEM”, “Social Sciences” or “Arts & Humanities” Morning/Day

We know class time can be tight, so some schools ‘launch’ these packs and have students start them as part of a special subject day. This can be great for all-staff engagement too.

3. After School Club

The resources can be completed in small groups (4-8 pupils) across a series of weekly lunch clubs or after-school clubs. Groups can reflect on their learning by presenting a talk or poster on the subject matter at the end of the course.

For Teachers

Using RBC packs

Delivery Options (continued)



4. Classroom Debate/ Discussion if a written Final Reflection Activity isn't possible

Resource packs can function as 'transition' projects over the summer, serving as an introduction to the next level of study between KS3 and KS4, or KS4 and KS5. Students could present their reflections on the experience in a journal.

Model Answers



For each answer section, you have been provided with a 'model answer'. These are an example of the sort of answer a student might give to each question, although in many cases there may be multiple answers a student could give. These serve as a starting guide.

Each answer is linked to a question from the RBC.

Origin and Evaluation



The RBC programme builds on the University Learning in Schools programme (ULiS), which was successfully delivered and evaluated through the London Schools Excellence Fund in 2015. The project was designed in a collaboration between Achievement for All and The Brilliant Club, the latter of which is the sister organisation of AccessEd. ULiS resulted in the design and dissemination of 15 schemes of work based on PhD research for teachers and pupils at Key Stage 5.

The project was evaluated by LKMCo. Overall, pupils made higher than expected progress and felt more engaged with the subject content. The full evaluation can be found here: [ULiS Evaluation](#).

Questions

For more information contact: hello@access-ed.ngo

Resource One

Model Answers

- Activity 1** History is the study of the past, whereas heritage is the study of the past in the present.
- Activity 2** Heritage is a process because it is not a discrete “*thing*”, but a way of selecting aspects of our historical inheritance for use in the present and future.
- Activity 3** Look for a similar collage to the one provided in Figure 2. Mark up for greater array of different types of tangible heritage, from famous buildings, statues, natural spaces, architectural features, iconography, pieces of art.
- Activity 4** Mark for points including intangible heritage is living, intangible heritage is of the human spirit – rather than material, intangible heritage exists only in the present – and its therefore delicate, intangible heritage represents traditions, it connects us to our own history and previous generations, it can be very important to communities.
- Activity 5** Tangible heritage is material, whilst intangible heritage refers to traditions, crafts or ideas which may not have physical form – increasingly the distinction between the two is blurred and irrelevant. Most pieces of tangible heritage, such as buildings or works of art, have a connection to intangible ideas, and most intangible crafts or ideas have some sort of physical manifestation.

Resource **Two**

Model Answers

Activity 1 The significance of a heritage site is constituted of its various values, and provides the basis for its use, preservation, or conservation.

Activity 2 Self-reflective exercise, refer to main body of Resource Two.

Definitions of other types of heritage value:

Activity 3

1. **Aesthetic value** - value owing to an object's physical properties, its beauty, pleasantness or representation of a particular artistic or cultural format. Example – York Minster; leading example of Early English perpendicular architecture.
2. **Political value** - heritage that has value due to its importance to a particular political cause or argument. Example – Manchester Free Trade Hall, listed by Historic England in 2018 owing to its association with the Suffragette movement (the Suffragettes were founded in the building).
3. **Natural value** - generally refers to natural features, geological and physiographical formations that constitute the habitat of threatened species or specific sites of natural value. Natural value may derive from a site's heritage ecological importance as the heart of an econ-system or importance to conservation efforts or as piece of natural that has particular cultural relevance. Example – the Giant's Causeway, Northern Ireland.

Resource **Two**

Model Answers

Activity 4 Conservation is the process of maintaining or managing a heritage site, asset or phenomenon in a way that sustains or even enhances its perceived values and significance.

Example reflection: How is the King's College Chapel being preserved?

1. **Heritage Management** – the King's College Chapel is unusual in that the responsibility for its protection does not fall to a national body, but its private owner; King's College, Cambridge.
2. **Legal protection** - the chapel is Grade I listed. This means it is legally defined as of exceptional interest to the country's national, architectural, or historical importance.
3. **Physical restoration work** – at present, King's is the site of several physical renovation projects which seek to preserve its architectural importance. These include current repairs to roof coverings, deep cleaning of the stone exteriors, cleaning of the medieval stained glass and a recent complete restoration of the organ.
4. **Fundraising** – King's College actively raise funds to continue restoring and provide funds for the upkeep of the Chapel through inviting and charging tourists to visit the chapel.

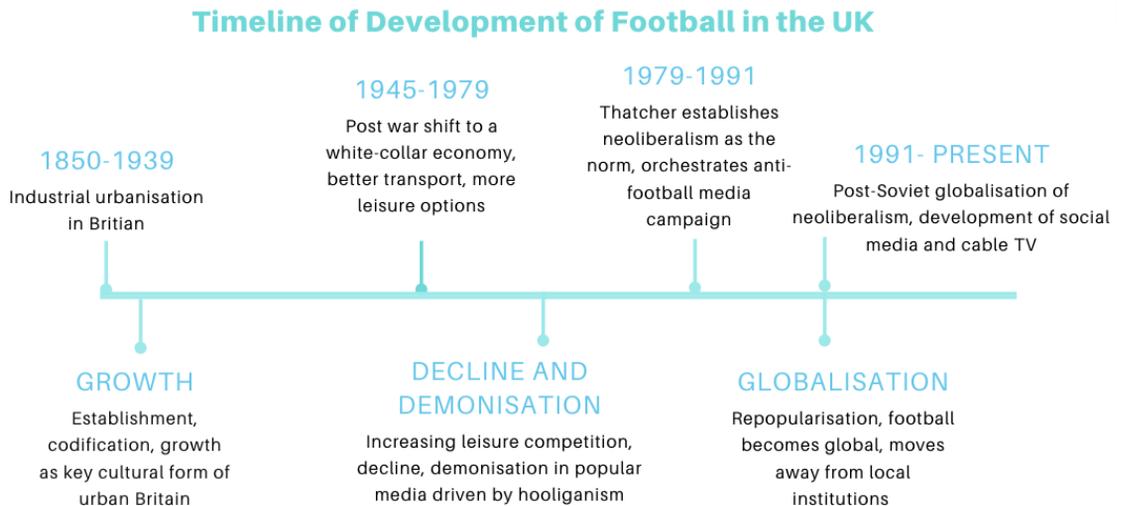
Refer to King's College (2022) Preserving our Heritage; Preserving the Chapel Available at:

- <https://www.kings.cam.ac.uk/members-and-friends/support/giving/protecting-our-heritage/>
- <https://www.kings.cam.ac.uk/members-and-friends/support/giving/enhancing-our-environment/preserving-the-chapel>

Resource Three

Model Answers

Activity 1 Example timeline (simplified):



Activity 2 Answers should include reference to: the history of the club, the historical development of the local area, the role of a specific industry in formation of the club. Example answer: Scunthorpe United's logo and nickname – *"The Iron"* – speaks to the strong historical connection between the club and local steel manufacturing industries.

Activity 3 Answer should refer to the following points – exemplifying with direct quote from the source:

1. Thatcher's media campaign seeking to demonise football supporters (see quote about *"slum"* sport).
2. Increased competition from alternative leisure sources – rooted in increasing quality of transport links.
3. Class mobility leading to working-class communities being seen as immoral.
4. Neoliberal economics – societal assets now valued for profitability rather than cultural value.

Resource Three

Model Answers

Activity 4 Use West Bromwich Albion column in the table for section C (see below). Use this as a model answer.

Global	National	Local
Process	Impact on English Football	Case Study Example: West Brom
Normalisation of neoliberal economic systems and the globalisation of economic networks	Clubs increasingly run as businesses – decision making made for economic reasons, rather than social or environmental. Secondary industries connected to football (e.g., making pies for matchday, making kits) increasingly spread globally rather than locally	75% of footballs used by football league clubs, including West Brom, are now made in Sialkot, Pakistan, where people are willing to work longer days for less pay.
Satellite and cable television	<p>Influx of huge amounts of money to English clubs, by selling off broadcast rights to their matches globally. Football – and specifically Premier League football clubs are seen as a viable, international investment opportunities.</p> <p>Enables communities beyond England, and the immediate localities of the club to engage in match day support of their team – hugely increasing foreign interest in the game.</p>	<p>West Brom are taken over by a foreign owner for the first time in 2016, by a Chinese hedge fund seeking to use the club's cultural appeal and Premier League status to help secure governmental funding for building projects in China.</p> <p>Whilst in the Premier League between 2010-2019, West Brom's matches are broadcast in 212 countries and territories.</p>
Creation of global Transport networks	<p>Heightened international interest in English football through the attraction of foreign players (see fig. 4)</p> <p>Creation of a global football tourism industry</p>	<p>In 1993 the entire West Brom squad was from the UK or Ireland. Since that point, players from 61 different countries have played for the club.</p> <p>3% of all visits to the West Midlands include a visit to a football match – 25% of these visits are to WBA.</p>
Development of social media	<p>Supporters globally can engage with and communicate with other supporters of their club to a greater degree.</p> <p>Communities connected to football clubs do not necessarily have to be local.</p>	Development of supporters groups in different countries, including Croatia and the USA.

Resource **Three**

Model Answers

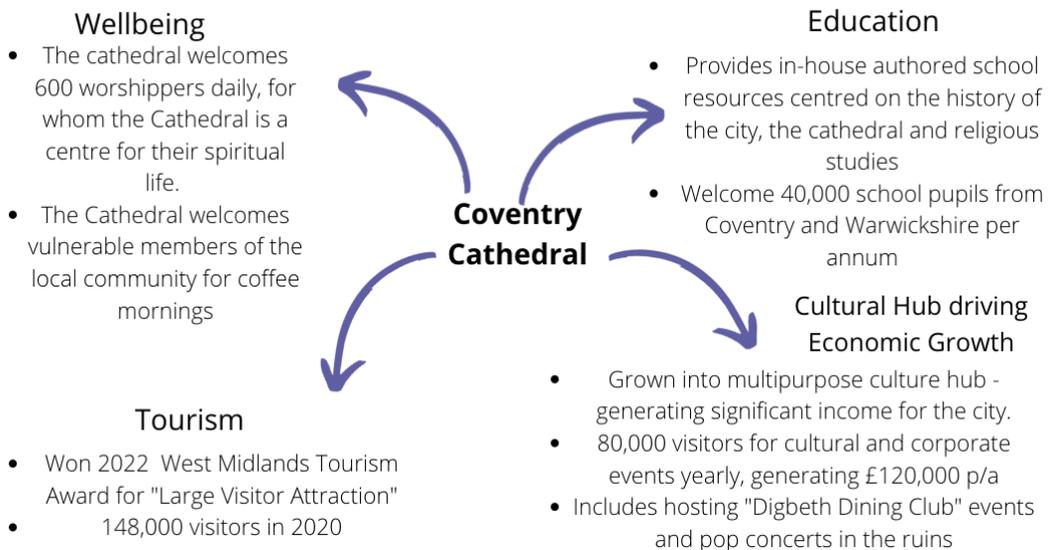
Activity 5 Presentations should be 5 minutes, approximately 3-4 slides and detail the following:

1. The unique historical development of the football club, from foundation to the present day – could include, foundational story, basic biographical information, major honours, famous matches, players or events, present day situation.
2. Link to major historical processes at least once – industrialisation, urbanisation, post-war white-collar shift, post-war shifting economic and class relations, globalisation. Provide at least 2 examples of how these processes have altered the development of the club.

Resource **Four**

Model Answers

Activity 1 Example (simplified):



Activity 2 Short answer to refer to some of the following points:

1. Increasing ticket prices – pricing out local fans.
2. Increase in traffic around the club on match day, increased disruption around the club through the week.
3. Fans feeling ignored, as the club focusses away from local fans to focus on global markets.
4. Increasing foreign investment, means that local fans or businesses may struggle to become involved in the club in a meaningful manner.

Activity 3 Brainstorming self-reflection exercise

Resource **Four**

Model Answers

Activity 4 The problems of focussing on instrumental value include:

1. **Presentism** - seeing value of heritage purely as what is materially valuable in the present and could result in us losing elements of our historical inheritance which may be valuable in the future.
2. **Economic emphasis** - focussing too much on heritage sites which are highly profitable, ignoring other sites which are equally important to their communities which may be less recognised on a global scale.
3. **Tangible emphasis** - focussing too much on tangible heritage sites.

Resource **Five**

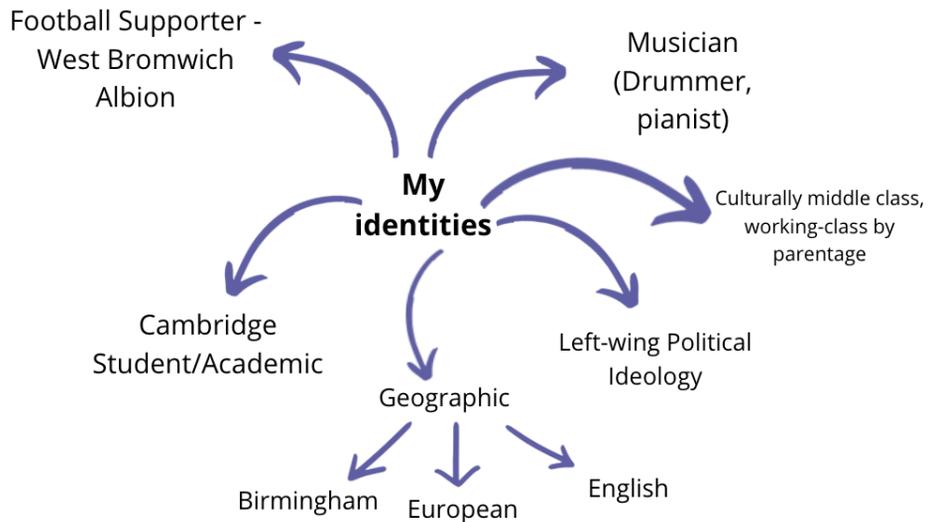
Model Answers

- Activity 1** Identity is what or who something or somebody is, or the characteristics which people believe make them different from others. It is important because our identity can guide our behaviour, allow us to create a sense of self and provide reasons for other people to do something to us. They can also bind several people together into a community or identity group.
- Activity 2** Topophilia literally translates as love of place and refers to a positive identification or connection an individual or group may have with a specific location.
- Activity 3** Source examination. Points may include:
1. Football and heritage is especially relevant in towns where there has been a traumatic incident – e.g. deindustrialisation.
 2. Football can help individual supporters forge topophilic identity in the absence of other heritage in a town.
 3. Football can become the most important cultural form, and a football club can become the most important cultural institution in a town.
 4. Football clubs can provide a sense of belonging, within a place, and create communities.

Resource **Five**

Model Answers

Activity 4 Conflict between my socialism and Englishness, conflict between me being a football supporter, but also as an academic (class-based), conflict between my working-class roots and middle-class cultural experiences.



Activity 5 Self-reflective exercise. Sample answer: Liverpool – identification with socialism – *“Don’t Buy the Sun”* campaign following Hillsbrough, notable socialist players (e.g., Kenny Dalglish, Bill Shankly), club songs and iconography – *“You’ll Never Walk Alone”*.

Resource **Six**

Model Answers

- Activity 1** Social cohesion measures the extent of connectedness and solidarity amongst different identity groups within a society. Its importance lies in its ability to reduce inequality, seek to address socio-economic unevenness, and increase wellbeing through developing feelings of belonging to a collective society.
- Activity 2** Self-reflective exercise. Seeking practical steps, explicit outlining of which community they are seeking to help, how their project will set about creating social cohesion. Example: A public Champions League night football screening in a local community centre, explicitly inviting refugees: creating conditions for socialisation, encouraging refugees to use community resources, learn the language, and learn the culture. Football as a communicative tool to break down awkwardness and communicative barriers
- Activity 3** A symbolic community is a community which exists primarily in the imagination of its participants and is bound by a set of symbols – which could include behavioural habits, rituals, social values, customs, or understandings of their own history. Mutual subscription or participation in these symbolic acts of membership creates a sense of connectedness between members.

Resource Six

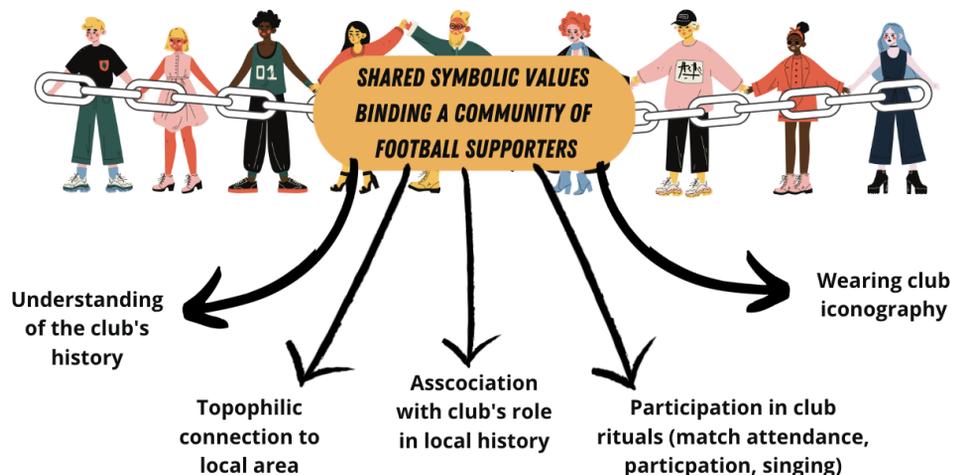
Model Answers

Activity 4 Self-reflective exercise. Example answer: Chanting at Accrington Stanley:

1. *“Oh Accrington, is wonderful”* – place-specific, celebration of toponymia
2. *“No surrender to the Yorkshire scum”* – bound by mutual disdain for a constructed rival or enemy, asserting local Lancashire identity through opposition
3. *“Stanley ‘til I die, Stanley ‘til I die”* – binding supporters in mutual expression of loyalty and lifelong attachment to the club.

All three of these chants can be said to form symbols, around which a symbolic community of supporters can form.

Activity 5 Self-reflective exercise, seek explicit exemplification. Sample answers may touch upon – use Figure 16 (below) as a guide.



Final Reflection Activity

Further Guidance

A Report on the Historical Significance of West Bromwich Albion Football Club

- Answer Template (with pointers) – use this answer as a template.

Title

- Example: West Bromwich Albion: Report on Historical Significance / Statement of Historical Significance

Biographical Information (50-100 words)

- Club name, location, year of foundation, stadium.
- Images: badge, kits, map pointing to stadium/locating club in wider area

Summary of Historical Development (200-300 words)

- Summary of club's history – can include foundation, major successes, development of supporter culture role of the club today.
- Link historical development to wider historical processes.
- Example extract: West Bromwich Albion were founded in 1878 and were one of the founding members of the English Football League in 1888. The club's formation is deeply linked to Britain's rapid industrial urbanisation in the late nineteenth century. West Bromwich itself, was an industrial boom town, growing rapidly around local coal mines and metalwork factories. As an explosion engineering, manufacturing and automotive plants fuelled the rapid-fire urbanisation in West Bromwich – where the population exploded from 15,300 to 59,000 between 1831-1891 – incoming workers from the Staffordshire countryside needed new ways to socialise, develop a connection to their new urban surrounding and spend their new leisure time because of the establishment of the working week. As a result, the club was founded by a group of workers from the George Salter's Spring Works in the town centre.



Final Reflection Activity

Further Guidance

Statement of Historical Significance (500-600 words)

- Ideally outline 2-3 categories of value, each under an explicit sub-heading and reflecting themes in the wider resource.
- Example extracts: **Social value** - the club has been one of the most important drivers of social cohesion in Sandwell and West Bromwich over the previous 30 years. The area around the football club, West Bromwich and Sandwell has been a hub of migration since the 1960s, with the area housing strong communities of Caribbean and Middle Eastern migrants. Against this backdrop, the history of the football club has actively built bridges between local and migrant communities. West Brom were the first team to field 3 black players - to whom there is now a statue in West Bromwich town centre – and were one of the first clubs to actively tackle racism on the terraces, or who's supporters began actively campaigning against racism. **Instrumental value** - West Bromwich and Sandwell are two of the most impoverished areas in the UK, with both named amongst the 10 most impoverished areas in the country in 2016. Against a context of widespread poverty, West Bromwich Albion is a valuable stay generator of economic capital in the area. The club's recent stay in the Premier League from 2010-2019 was worth approximately £10million per year to the local area in tourist visits and driving visiting supporters to support local businesses. Concurrently, the West Bromwich Albion foundation, the club's charitable arm invests over £5 million into the local area every year in social mobility projects, subsidisation of youth sports coaching, and provides employment for over 500 people in the local area.
- Other values of the football club: **Evidential value** - the club a key fulcrum in the continued importance of Black Country identity, the continued cultural relevance of West Bromwich. **Sporting value** - club a historic sporting institution, founding member of the football league, 5x FA cup winners, famous players include Jeff Astle, Bryan Robson and the 3 degrees





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