



Unit 21: History of Liverpool Football Club

Delivery guidance

Approaching the unit

This unit is an introduction to the development of football from inception to modern day, as well as an exploration of the history of Liverpool Football Club (LFC). The emphasis of this unit is to provide learners with key knowledge and understanding of how football has developed over the years, as well as how LFC has developed into the huge, world-renowned club that it is today.

Learners will explore how football was created and how this has developed. They may relish the opportunity to participate in practical opportunities to play the game as it would have been over 100 years ago as well as today's game and compare the two. Implementing the rules, equipment, kit, media impact, legislation etc. from late nineteenth/early twentieth century as well as those of today may help learners develop their understanding. Conducting research into the history of LFC's stadium, key managers and players, as well as key historical moments, will greatly support learners' understanding. Learners will go on to explore the socio-economic impact of LFC on the city of Liverpool and how the club has helped to shape the culture of the city despite the many challenges over the years. This could include many real-life examples through photographs, TV or YouTube clips and the media etc. to support learners in gaining a true understanding of the impact of LFC on the city. Learners will go on to investigate the position of LFC in world football. Research will be key for learners to gain a good understanding of football from around the world.

Throughout this unit, there are opportunities to bring in real-life examples from the internet or other media sources for LFC as well as the city of Liverpool in general. Learners may have also visited the club and city and their experiences would be beneficial for the group to explore.

Delivering the learning aims

Learning aim A

For learning aim A, you could ask learners to share their knowledge of football and how the sport was created. This will provide a good gauge of their current knowledge. It may be beneficial to then allow learners the opportunity to watch a YouTube clip or short documentary on the history of football. Learners could then undertake some research into the history of football in order to produce a presentation, leaflet or informative guide to share with peers. Learners could be provided with a list of key events in order to help keep their research focused.

The governance of football could be shared with learners, with information for each of the key stakeholders (England, Europe and the rest of the world). It may be beneficial for learners to compare what is offered and where around the world, or how each of the different organisations work to provide football opportunities for their participants.

The key developments within football worldwide could be shared with learners and tasks set for learners to discover the before and after for each of the areas, for example the first balls made of pigs bladders versus modern balls. They could compare them and consider how they impact on the game. They could complete this for each of the key developments. Tutors could share the rationale behind the alterations from the point of view of the different governing bodies. Learners could then go on to explore how the history of football can affect the future development of the game. It may be valuable to challenge learners to share how they believe the game will develop, for example what rules may change and why or what equipment could develop and how.



Learning aim A could conclude with tutor-led revision to ensure learners understand the different aspects from the content fully before going on to complete the assignment.

Learning aim B

For learning aim B, you could introduce LFC through a YouTube clip to demonstrate the magnitude of the club and the successes that the club has experienced over the years. Learners could be set a task to create a timeline of the club and its stadium.

Learners could go on to research managers and players who have had a substantial impact on the club. It may be beneficial for learners to be allocated one manager and player each and to share their findings with their peers through a presentation and leaflet or similar. Once completed, learners could be introduced to the key historical moments of the club and plot these on their timeline before going on to carry out group research into these. Learners could be allowed to watch more detailed documentaries for major events such as the Hillsborough disaster to allow them to fully understand their significance.

Introducing learners to the socio-economic impact of LFC could occur through a tutor-led presentation of the City of Liverpool and its highs and lows. Working in small groups, learners could research the different events that have impacted on the city and produce a whole-class booklet of events. It may be advantageous to explain some real-life events to learners, allowing them the opportunity to watch key moments such as the Hillsborough disaster news coverage or the Istanbul Champions League Final etc. Learners could then consider how these events make them feel as an onlooker and what impact that this may have on the local community. To allow learners to feel the relief football may provide the people of the City of Liverpool, allow them to participate in a football session or watch a thrilling game and write about their experience. Learners could then review how they believe that this could impact the people of Liverpool on a larger scale and why LFC is so important to the city.

Learning aim C

Learning aim C could be introduced by a class discussion as to how learners believe LFC has impacted on their own involvement within football. For example, are learners LFC fans, do they follow players, games etc. do they have a genuine love for the club or have they just heard about it when playing another club etc? Learners could then research the position and impact of LFC within world football. This research could be carried out in pairs with the findings being shared with another pair.

Learning aim C could conclude with a tutor-led revision session that also covers learning aim B, before introducing assignment 2.



Assessment model

Learning aim	Key content areas	Assessment approach
A Explore the inception and modernisation of football and its governance	A1 History of football in England A2 The governance of football A3 Key developments that have shaped football worldwide A4 Importance of football history for future developments within the game	A fact file for fans to understand the development of football and its governance. A written report to provide further depth to the fact file.
B Examine the history of Liverpool Football Club	B1 Club, players and managers B2 Key historical moments B3 The socio-economic impact of LFC	A presentation of the history of LFC and its position within world football.
C Investigate the position of Liverpool Football Club within the history of world football	C1 Position of LFC in the history of world Football C2 Impact of LFC on the history of world football	

Assessment guidance

This unit is internally assessed. There is a maximum number of two summative assignments for this unit. Tutors should refer to the assessment guidance in the specification for specific detail, particularly in relation to the requirements for Pass, Merit and Distinction grades.

It is suggested that **learning aim A** is assessed via the production of a fact file that is aimed at football fans along with a written report to provide further depth. Within this fact file, learners are required to include the history of football in England, the governance of football, the key developments that have shaped football worldwide and the importance of football history for the future of football.

To support learners in producing their fact file and written document, they should be encouraged to use headings and sub-headings to clearly signpost their information to fans.

Learning aims B and C are assessed together and require a presentation of the history of LFC and the position it holds within world football. Learners are required to provide information of the impact of three players and managers on LFC and how these have helped the club to grow into the success it is today. Learners should select the players and managers from those identified within the specification. Learners are also required to include the following evidence to demonstrate understanding within their presentation: the socio-economic impact of LFC on the City of Liverpool, LFC's impact on world football, how LFC have successfully gained a worldwide fan base and the impact of LFC on football in England, Europe and the world.

To support learners with their evidence for these learning aims, they should provide clear headings and present this in a logical manner.



Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Introduction

You will find it useful to introduce this unit by discussing football and LFC in general to gauge learners' current knowledge of the two. It may be beneficial to the whole group to know those who have a genuine love for LFC as their input to whole-class or group discussion may be valuable to all.

Learning aim A – Explore the inception and modernisation of football and its governance

- Learning aim A is introduced by the use of video clips to highlight football and how it has developed over the years. A discussion could be held that draws out the most notable differences in football.
- For A1, introduce the history of football in England, focusing on how the game was created and the various major developments that have occurred over the years. Learners can be set a task to research the key developments in more detail, focusing on what they replaced or what the result of the key moment was.
- For A2, introduce the governing bodies for England, Europe and the rest of the world (FA, UEFA, FIFA, CONCACAF and AFC). Ask learners to provide information on what they know and understand for each of these including what competitions they believe each is responsible for.
- Split learners into pairs and each pair is a given number 1, 2, 3 or 4. All number 1s research the governance of football in England (the FA), number 2s research the governance of football in Europe (UEFA), number 3s research the governance of football for the rest of the world (FIFA, CONCACAF and AFC) and number 4s research how the different NGBs work together to make football great (the football pyramid). Once completed, learners are put into larger groups to share their findings. Each group should consist of one pair of each number.
- To consolidate A2, the tutor should provide an overview to ensure any key missed information is covered and to allow all to understand fully.
- For A3, lead a class discussion around the key developments that have shaped football around the world. Discuss briefly the different categories, e.g. equipment, media, onfield rule changes, etc. Set learners a task to work in a small group and research how each development has occurred. What was it before and what is it now? They should compare the differences that they find before sharing with their peers.
- For A4, learners could participate in a class discussion to consider how football's history can shape its future. They should produce a written piece to explain their own thoughts on this before being provided with information from the tutor.
- It would be worth revising this learning aim with learners to ensure their notes are sufficient and misconceptions are dealt with as there is a lot of information from different parts of the world.



Learning aim B: Examine the history of Liverpool Football Club

- Learning aim B can be introduced via a video clip of LFC and its history. A discussion should be led into what learners think helped to make the club successful and why it has been more successful than other clubs.
- For B1, learners watch a variety of LFC-based short-video clips to give them an insight into the club and its growth and development. Tutor-led sessions ensure that learners gain an overview before carrying out more in-depth research into the substantial impact of key managers and players. Learners will be provided with one manager and one player each to find out as much information as possible. Learners create manager and player profiles for each of their given icons which they share with their peers.
- For B2, learners are introduced to many elements through video clips and are provided with the opportunity to watch the second half of the 2005 Istanbul Champions League final. Learners then work in small groups to research other key historical LFC moments and create a presentation to share their findings with another group .
- For B3, introduce the socio-economic landscape of the City of Liverpool ensuring learners are provided with information as to how the city has changed and developed over the years. Photographs and other visual paraphernalia would benefit learners in their understanding of the city and how it presents. Split the class into groups of three. In groups, learners research the impact of key events on the city, e.g. WW1 and WW2. They should focus on how they changed the landscape of the city. Groups should present to the class as a whole.
- Once completed, tutor-led lessons provide learners with the information of how LFC has helped the city to develop and the impact that it has had on the people and their daily lives.
- It would be worth revising this learning aim with learners to ensure their notes are sufficient and misconceptions are dealt with as there is a lot of information from different years across the history of the club.

Learning aim C: Investigate the position of Liverpool Football Club within the history of world football

- To introduce learning aim C, ask learners to write or draw on poster paper the iconic things that come to mind when they think of LFC. Lead a class discussion on learners' work.
- For C1 and C2, lead a class discussion focusing on where learners believe LFC sits in world football and how LFC has impacted the world football stage. Ensure all learners contribute to demonstrate their knowledge development to date.
- Learners carry out individual research into LFC's position and impact on world football. They each produce a leaflet to explain their findings.



Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit links to:

- Unit 38: Coaching football The Liverpool Way.

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC International L3 Qualifications in Sport. Check the Pearson website at: (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

Textbooks

Clayton, D, Liverpool FC – *On This Day* (Pitch Publishing Ltd, illustrated edition, 2011), ISBN 978-1908051059. Information on the history of LFC.

Clemente, C, et al, 19, *19: The Official History of Our League Champions 1900 - 2020: Liverpool* (Reach Sport, 2020), ISBN 978-1911613763. A recount of each top flight success.

Videos

<https://www.youtube.com/watch?v=Rgkp9lgbPiA>

The history of football (40 minutes)

<https://www.youtube.com/watch?v=XFXpe8a26dE>

The evolution of the European game (52 minutes)

<https://www.youtube.com/watch?v=gij3guHfs3g>

The complete history of football (15 minutes)

<https://www.youtube.com/watch?v=3gELBavbzWQ>

<https://www.youtube.com/watch?v=GrsEAvRerTg>

Footage from world cups 88 years apart

<https://www.youtube.com/watch?v=1gf5Rjtwjka&t=5s>

Short LFC history overview

https://www.youtube.com/watch?v=CkOvlzH_Til

The origins of LFC

https://www.youtube.com/watch?v=CkOvlzH_Til

10 of LFC's most important goals throughout history by key iconic players

<https://www.youtube.com/watch?v=FRERQ037xnQ>

The story of Bill Shankly (1 hour)

<https://www.youtube.com/watch?v=km3x7GrpVGI>

How Bill Shankly built LFC

<https://www.youtube.com/watch?v=FcsY8qoCxYY>

The history of the club badge/crest



https://www.youtube.com/watch?v=YhqiSO_UFfg

What makes LFC unique? By Jurgen Klopp

<https://www.youtube.com/watch?v=MNS26Oj9B4o>

BBC report on the Hillsborough disaster

<https://www.youtube.com/watch?v=I6kAtdwNJ5s>

The Hillsborough disaster – how it happened

<https://www.youtube.com/watch?v=4lumt2j-lz8>

The five worst disasters in football history (includes Heysel and Hillsborough)

<https://www.youtube.com/watch?v=3AD9XBdV7c4>

The Heysel stadium disaster

Websites

<https://www.the-afc.com/afc-home/about-afc/overview>

Overview of the Asian Football Confederation

<https://www.concacaf.com/concacaf/history>

History of CONCACAF.

<https://www.fifa.com/>

FIFA information.

<https://lfcexplorer.co.uk/liverpool-fc-history/#:-:text=The%20iconic%20LFC%20history%20begins%20in%201892%2C%20a,to%20form%20a%20new%20ground%20at%20Goodison%20Park>.

Although a bus tour, contains lots of information about the history of LFC.

<https://www.liverpoolfc.com/>

LFC website containing lots of club information.

<https://www.thefa.com/about-football-association/what-we-do/history>

The history of the FA.

<https://www.uefa.com/uefaeuro/history/>

History of UEFA.

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling learners to access them through the school/college intranet.