



<b>Unit title</b>	Unit 21: History of Liverpool Football Club
<b>Guided learning hours</b>	30
<b>Number of lessons</b>	15
<b>Duration of lessons</b>	2 hours
<b>Links to other units</b>	
<ul style="list-style-type: none"> <li>Unit 38: Coaching Football The Liverpool Way.</li> </ul>	

<b>Key to learning opportunities</b>			
<b>AW</b>	Assignment writing	<b>RS</b>	Revision session
<b>GS</b>	Guest speaker	<b>V</b>	Visit
<b>IS</b>	Independent study	<b>GW</b>	Group work



Lesson	Topic	Lesson type	Suggested activities	Resources
<b>Learning aim A:</b> Explore the inception and modernisation of football and its governance.				
1	Unit introduction <b>A1</b> History of football in England	GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> inform learners about the learning aims and the number of assignments to be completed, making reference to the unit specification and the content to be covered.</li> <li>● <b>Whole class discussion:</b> introduce the concept of football. Lead a class discussion focussing on what learners know about the history of football.</li> <li>● <b>Tutor Presentation:</b> Lead a discussion on the history of football in England. Cover all key developments.</li> <li>● <b>Small group work:</b> learners to research each of the key developments within the game. They should look at when these took place and how – find key facts about each of these. Learners to plot a timeline of key developments.</li> <li>● <b>Plenary:</b> question and answer session focused upon the key developments within the game. Ask learners to provide one key fact about each development and share this with the rest of the group.</li> </ul>	Computer/internet access
2	<b>A2</b> The governance of football	GW IS	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> Introduce learners to the governance of football. Discuss known governing bodies within England, Europe and the rest of the world.</li> <li>● <b>Small group work:</b> learners to work in a pair to research the governance in football. Each pair should have either England, Europe or the rest of the world as their 'research topic'. Pairs should research who the governing body is, what they do/their purpose and their importance within football.</li> </ul>	Computer/internet access



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			<ul style="list-style-type: none"> <li>● <b>Whole group task:</b> bring the group together to share their findings. As findings are share, learners should make their own notes for each of the areas of football governance discussed.</li> <li>● <b>Tutor presentation:</b> introduce the football pyramid, discussing how NGB's work together and the importance of the united front within football.</li> <li>● <b>Independent study:</b> learners to research the football pyramid of the FA or their own country. Learners should be prepared to discuss this with the rest of the group.</li> <li>● <b>Plenary:</b> learners to discuss their findings of the football pyramid and discuss how these work to ensure the united front of football.</li> </ul>	
3	<b>A3</b> Key developments that have shaped football worldwide.	GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce learners to developments that have shaped football. Explain to learners that a practical session will take place and learners should make mental notes of the equipment that they use as well as the rules applied.</li> <li>● <b>Practical session:</b> play a football match for approximately 30 minutes. At the end, discuss the equipment used and the rules applied. Ask learners how they believe they would have coped with earlier equipment or rules. How would they have found the game?</li> <li>● <b>Independent study:</b> learners to create a fact sheet of the equipment developments as well as rule changes. If necessary, learners can utilise the internet.</li> <li>● <b>Small group work:</b> provide learners with the other key developments in football. Learners to work in a small group to research media, technology, legislation and successes. Learners</li> </ul>	Practical area Practical equipment Computer/internet access



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			<p>should create a short presentation to give to one other group to share their findings.</p> <ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> bring together the general findings of the group. Discuss the different developments and explain to learners how they will now share their findings with one other group.</li> <li>● <b>Small group work:</b> pair groups up. Each group to share their findings with the other. Learners to make additional notes if required.</li> <li>● <b>Plenary:</b> recap the key developments and main findings of the group.</li> </ul>	
4	<b>A4</b> Importance of football history for future developments within the game	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce the concept of football history influencing the future of the game. Discuss how previous events, successes etc. have influenced today's game.</li> <li>● <b>Independent study:</b> ask learners to research how football history has influenced today's game and what events have made the game what it is today. Learners should create a document outlining their findings.</li> <li>● <b>Small group work:</b> working in groups of three, learners should consider their findings to suggest what future developments could occur as a result of today's game.</li> <li>● <b>Plenary:</b> recap the learning from learning aim A.</li> </ul>	Computer/internet access
5-6	<b>Assignment 1</b>	AW	<ul style="list-style-type: none"> <li>● <b>Assignment writing:</b> learners work independently to prepare and produce assessment evidence for learning aims A. This should include:                             <ul style="list-style-type: none"> <li>- A fact-file for fans to understand the development of football and its governance</li> </ul> </li> </ul>	Assignment brief Previous class notes



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			<ul style="list-style-type: none"> <li>- A written report to provide further depth to the fact-file.</li> <li>• Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.</li> </ul>	
<b>Learning aim B:</b> Examine the history of Liverpool Football Club				
7	<b>B1</b> Club, players and managers	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the history of Liverpool Football Club using the YouTube clip to provide an overview. Give a brief overview of the club from how it was founded to modern day.</li> <li>• <b>Independent study task:</b> learners to carry out research and use the tutor presentation in order to create a fact-file of Liverpool Football Club. Learners should include the creation of the club, kit, key figures in the history of the club and ownership.</li> <li>• <b>Group work:</b> learners to work in groups to develop their fact-file. They should work together to research Anfield Stadium, adding information to their own fact-files. They should share their findings around the group to create a 'model' of Anfield. This could be from 'play-dough', cardboard or similar. Learners should add detail to this to include key aspects of the stadium.</li> <li>• <b>Class discussion:</b> discuss the findings from the independent research task as well as the group work task.</li> <li>• <b>Tutor presentation:</b> look at an overview of the club. Provide learners with more detailed information regarding the club and the stadium. Focus on key aspects that learners may miss or that require more research than time would allow. Allow learners the opportunity to make any additional notes or additions to their fact-files.</li> <li>• <b>Plenary:</b> question and answer session on Liverpool Football Club.</li> </ul>	Computer/internet access YouTube clip: <a href="https://www.youtube.com/watch?v=CkOvlzH_Til">https://www.youtube.com/watch?v=CkOvlzH_Til</a>



Lesson	Topic	Lesson type	Suggested activities	Resources
8	<b>B1</b> Club, players and managers	IS GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce LFC managers who had a substantial impact on the club.</li> <li>• <b>Independent study task:</b> learners to research each of the managers who had a substantial impact on LFC. Learners should create a profile of each manager and use these to discuss their findings with a partner. Discuss any different findings and add to each profile.</li> <li>• <b>Tutor presentation:</b> introduce LFC players who had a substantial impact on the club.</li> <li>• <b>Small group task:</b> working in twos, learners to create a presentation to explain how each of the players had a substantial impact on LFC.</li> <li>• <b>Practical session:</b> lead a practical session focusing on some of the key aspects of football that were introduced to the club by a manager or key skills implemented by a player.</li> <li>• <b>Plenary:</b> recap the overall impact of managers and players and how these have led to the success of the club.</li> </ul>	Computer/internet access Practical area Practical equipment
9	<b>B2</b> Key historical moments	GW IS	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce key historical moments of Liverpool Football Club. Show the YouTube clip of the Hillsborough disaster. Discuss the impact of Hillsborough on both the club and football.</li> <li>• <b>Group work:</b> provide learners with a list of historical moments. As a group, learners should work to find out:               <ul style="list-style-type: none"> <li>- when this happened</li> <li>- the importance of this</li> <li>- the impact that it had on the club</li> </ul> </li> </ul>	Computer/internet access YouTube clip of Hillsborough: <a href="https://www.youtube.com/watch?v=MNS26Oj9B4o">https://www.youtube.com/watch?v=MNS26Oj9B4o</a>



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>- the impact that it had on football</li> <li>● <b>Class discussion:</b> discuss the findings of each of the historical moments. Provide any additional information that learners may have missed.</li> <li>● <b>Independent study:</b> learners to create their own timeline of historical moments. Learners can add any information on that they wish but should ensure that the timeline is chronological.</li> <li>● <b>Plenary:</b> recap the key historical moments of LFC's club history.</li> </ul>	
10	<b>B3</b> The socio-economic impact of LFC	IS GW	<ul style="list-style-type: none"> <li>● <b>Tutor presentation:</b> introduce the city of Liverpool providing learners with an overview of the:                             <ul style="list-style-type: none"> <li>- landscape of the city</li> <li>- the impact of LFC</li> <li>- effects of war</li> <li>- effects of economic downturns</li> <li>- impact of football</li> </ul> </li> <li>● <b>Independent study:</b> learners to research in greater detail one of the above aspects creating a poster of their findings. Once completed, learners should get into a group which contains one person who researched each area. Learners should share their findings and create their own notes/poster etc. on their peers' findings.</li> <li>● <b>Small group work:</b> ask learners to research the socio-economic landscape of England as a country. Learners should look into key aspects such as the north/south divide and produce a presentation that could be used to provide key information to younger pupils.</li> </ul>	Computer/internet access



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			<ul style="list-style-type: none"> <li>● <b>Plenary:</b> question and answer focused on the findings of the different aspects mentioned above.</li> </ul>	
<b>Learning aim C:</b> Investigate the position of Liverpool Football Club within the History of World Football				
11	<b>C1</b> Position of LFC in the History of World Football	GW IS	<ul style="list-style-type: none"> <li>● <b>Group Work:</b> put learners into groups of 2 or 3. Provide learners with a list of research topics. Learners to carry out research and prepare to present this to the rest of the group. Each group should be provided with at least three topics from the list below.                             <ul style="list-style-type: none"> <li>- the success of LFC</li> <li>- the dominance of LFC</li> <li>- the Liver bird</li> <li>- the LFC club badge</li> <li>- the 'This is Anfield' tunnel sign</li> <li>- the club anthem 'You'll Never Walk Alone'</li> <li>- the LFC all red kit</li> <li>- the fan base loyalty and worldwide spread</li> <li>- the main rivalries LFC has (Everton FC, Manchester City FC, Manchester United FC, Chelsea FC)</li> </ul> </li> <li>● <b>Class discussion:</b> allow each group the opportunity to present their findings. All groups to make their own notes from the presenting groups' presentation. Allow question to be asked where necessary and tutor to support if needed.</li> <li>● <b>Tutor presentation:</b> introduce how LFC plan for future success. Discuss the academy developments, sale of players and purchase of new players.</li> </ul>	Computer/internet access



Lesson	Topic	Lesson type	Suggested activities	Resources
			<ul style="list-style-type: none"> <li>• <b>Independent study:</b> ask learners to create a written piece focusing on the strengths of LFC's future planning strategy. They should consider:               <ul style="list-style-type: none"> <li>- how is the academy providing strength</li> <li>- how the sale of players impacts the club</li> <li>- how the purchase of players occurs.</li> </ul> </li> <li>• <b>Plenary:</b> learners to have a discussion with a partner sharing their written piece and their beliefs on LFCs future planning strategy.</li> </ul>	
12	<b>C2</b> Impact of LFC on the History of World Football	GW	<ul style="list-style-type: none"> <li>• <b>Tutor presentation:</b> introduce the impact of LFC on the history of world football. Focus on the impact of Bill Shankly and Bob Paisley as well as how LFC create and develop success in players, coaches, maintain high standards and set a bar for other clubs worldwide.</li> <li>• <b>Independent study:</b> learners to create their own portfolio of LFC's impact on the history of world football. They should include all topics shared by the tutor.</li> <li>• <b>Practical session:</b> lead learners in a football session focusing on the strengths of LFC learnt throughout this unit. Implement some of the LFC strategies in order to help players experience a small amount of what a member of an LFC international academy may experience.</li> <li>• <b>Plenary:</b> question and answer session focused on learning aims B and C.</li> </ul>	Computer/internet access Sports equipment Sports hall access/outdoor area
13-15	Assessment of learning aims B and C	AW	<ul style="list-style-type: none"> <li>• <b>Assignment writing:</b> learners work independently to prepare and produce assessment evidence for learning aim C.               <ul style="list-style-type: none"> <li>- A presentation of the history of LFC and its position within world football.</li> </ul> </li> </ul>	Assignment brief Previous class notes



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			<ul style="list-style-type: none"><li>Learners should be provided with the assignment brief and access to their class notes to help them in producing their evidence.</li></ul>	

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