



## Origins of the Gloucester team

<b>Activity title:</b>	Origins of the Gloucester team
<b>Curriculum area:</b>	Geography
<b>NC objectives:</b>	1a, 1c, 1d, 1f, 2a, 2c, 2d, 2e, 3a, 3b, 3d, 6f, 7a & 7b
<b>Main learning objective</b>	To observe where team players have come from, and discuss the reasons for any differences between 1905 and the present day

Timing	Lesson plan ideas, activities and resource sheets
INTRODUCTION 20 minutes	<ul style="list-style-type: none"> <li>Ask the class to name recent or current Gloucester players and where they come from. Note: The current 1stXV squad and player biographies can be found on the Gloucester Rugby website (<a href="http://www.gloucesterrugby.co.uk/rugby/squad.php">http://www.gloucesterrugby.co.uk/rugby/squad.php</a>).</li> <li>What does the class notice? How many are from Gloucester/England/British Isles/Europe/elsewhere? Why might Gloucester have so many players from different locations?</li> </ul>

Continued



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	<ul style="list-style-type: none"> <li>• Hand out team list from 1905, 1965 or 1970 (4.1a, 4.1b or 4.1c) and ask students to locate the origin of as many players as possible. Use ICT skills to research this using the Gloucester Rugby Heritage Project website (<a href="http://www.gloucesterrugbyheritage.org.uk">www.gloucesterrugbyheritage.org.uk</a>).</li> <li>• Ask the class how similar the locations are to the modern team. Use ICT skills to research the modern team using the Gloucester Rugby website (<a href="http://www.gloucesterrugby.co.uk">www.gloucesterrugby.co.uk</a>).</li> <li>• Why are there differences?</li> </ul>
<p>MAIN ACTIVITY</p> <p>30 minutes</p>	<ul style="list-style-type: none"> <li>• Hand out A3 maps of the world (4.1e) and British Isles (4.1f). Students must use the maps to mark on the origins of the Gloucester players from 1905 or 1965 or 1970 and the present day, using an appropriate atlas.</li> <li>• Students must decide on an appropriate way to indicate the difference between the year they have been given and the present day.</li> <li>• This could be done in pairs or small groups, according to ability and size of class</li> </ul>
<p>PLENARY</p> <p>10 minutes</p>	<ul style="list-style-type: none"> <li>• Discuss with class what they have discovered. Are there any patterns that have emerged?</li> <li>• What do they think will happen in future?</li> <li>• Hand out writing task 4.1d. Students should complete the task for homework using what they have discovered in class.</li> </ul>

### Suggested extension activities or cross curricular links:

- Link with History curriculum (2a, 2b, 2c, 2d, 3a, 4b, 7a, 7b, 7c)
- Create posters advertising positions available in the team for 1905, 1965, 1970 & the present day.

