

Walter Tull

Adapted from <http://www.bbc.co.uk/sport/football/43504286> and <http://www.bbc.co.uk/sport/football/43504448>

Name _____ Date _____



Walter Tull – one of England's first black professional footballers – should be awarded a Military Cross 100 years after his death, says Tottenham MP David Lammy.

Tull, who played for Tottenham Hotspur and Northampton Town, died aged 29 when he was shot on the battlefields of France during World War One.

He was Britain's first black Army officer to command white troops.



"His service on behalf of this country was immense," Lammy said.

Tull, who was orphaned at the age of nine and went to live in a children's home, began his football career with Tottenham, and played more than 100 times for Northampton. One of the first black players in the English game, he was subjected to terrible racial abuse while playing for Spurs.

He joined the army in the Middlesex Regiment, part of a "Footballers' Battalion" that drew professional players from a range of clubs, and he rose to the rank of second lieutenant, despite laws at the time preventing it because of his "non-European" heritage. He turned out to be an exceptional officer; in the winter of 1917-18, Tull led 26 men across a fast-flowing river on a night raid into enemy territory, and returned them unharmed. As a result, he was recommended for a Military Cross (a medal for gallantry). His family are still waiting for that medal.

He died during fierce fighting in Northern France – the bombardment was so ferocious the guns could be heard in London. He was just 29. It is reported Private Tom Billingham – a former goalkeeper for Leicester Fosse – attempted to drag Tull's body back to the British position so he could be buried. His efforts failed and Walter's body lay in the soil of northern France, like so many that fought and died in the Great War.

Sunday 25th March 2018 was the 100th anniversary of Tull's death, and Lammy has written to the prime minister and secretary of state for defence asking for his Military Cross to be awarded to mark the centenary.

Dele Alli, Danny Rose and Kieran Trippier – the latest generation of black and mixed-race players to follow in Tull's footsteps for Tottenham and England – back Lammy's call for him to be recognised.

The MP's letter has been signed by more than 120 colleagues from all sides of the House of Commons, including Labour leader Jeremy Corbyn.

"I think now it is time to give Walter that Military Cross," Lammy told BBC Sport. "His service on behalf of this country was immense. The records suggest great gallantry, great bravery and a kind of coolness. He saved people's lives, he fought incredibly hard, died young.

"I think he should be remembered, and the only reason he's not remembered is because at that time there was extraordinary prejudice towards even having a black man in our armed forces, and certainly towards that black man being a second lieutenant and leading other men.

"Walter's story can inspire a generation. I think giving him that Military Cross will reach young people all across this country and say a tremendous amount about the United Kingdom at this time."

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READING COMPREHENSION: L1-2

1. Name two facts about Walter Tull's childhood
2. What difficulty did he experience while playing for Tottenham Hotspur?
3. What was the "Footballers' Battalion"?
4. Why was it surprising that he became an officer?
5. What did he do to be put forward for a Military Cross?
6. How do we know that Walter Tull was well respected by his men?
7. Why do you think Dele Alli, Danny Rose and Kieran Trippier have been quoted in this article?
8. What does "from all sides of the House of Commons" mean?
9. Explain why David Lammy thinks Walter Tull should be posthumously awarded the Military Cross.

Now some challenging questions about language features.

Can you find?

A group of three:

Repetition:

Idiom:

Walter Tull

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WRITING ACTIVITY: L1-2

Write an article for your local newspaper, encouraging people to sign a petition asking that Walter Tull should now be awarded his Military Cross.

The petition can be found in the Town Hall and you will need to give a closing date.

You will need to explain who Walter Tull is, why he should be remembered and why being awarded this medal 100 years after his death is important.

Plan your article here.

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Draft your article here. Write at least 150 words.

[illegible]

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Write your final version here.

[illegible]

Walter Tull

Curriculum mapping and answers

READING ANSWERS

1. Name two facts about Walter Tull's childhood. *orphaned at 9, lived in a children's home*
2. What difficulty did he experience while playing for Tottenham Hotspur? *racial abuse*
3. What was the "Footballers' Battalion"? *part of the Middlesex Regiment, for professional players*
4. Why was it surprising that he became an officer? *because there were laws preventing those of "non European" heritage being officers*
5. What did he do to be put forward for a Military Cross? *He led 26 men across a river into enemy territory and returned them unharmed.*
6. How do we know that Walter Tull was well respected by his men?
One tried to drag his body back to the British position.
7. Why do you think Dele Alli, Danny Rose and Kieran Trippier have been quoted in this article?
because they are black or mixed race and play for Tottenham, just like Tull
8. What does "from all sides of the House of Commons" mean? *from all political parties*
9. Explain why David Lammy thinks Walter Tull should be posthumously awarded the Military Cross.
Saved lives, fought hard, inspired a generation, reached young people across the country, says a tremendous amount about the UK at this time
a group of three: *great gallantry, great bravery and a kind of coolness. OR He saved people's lives, he fought incredibly hard, died young.* Repetition: *great gallantry, great bravery OR he should be remembered, and the only reason he's not remembered...* Idiom: *follow in Tull's footsteps*

FUNCTIONAL SKILLS ENGLISH 2018 (takes effect from September 2019)

Purpose and learning aims of Functional Skills English

Functional Skills English specifications enable students to develop confidence and fluency in, and a positive attitude towards, English. They should be able to demonstrate their competence by using English in real-world situations as well as demonstrating a sound grasp of basic English knowledge and skills. They need to provide assessment of students' underpinning knowledge (i.e. spelling) as well as their ability to apply this in different contexts.

Entry Levels: a qualification to demonstrate the ability at an appropriate level to read, write, speak, listen and communicate in English and provide the basis for further study at Levels 1 and 2. Students should, with some direction and guidance, be able to apply these (Entry Level) English functional skills to informal and some formal contexts, in familiar situations.

Levels 1 and 2: a qualification for work, study and life. Achievement of the qualification demonstrates the ability at an appropriate level to read, write, speak, listen and communicate in English, and apply these skills effectively to a range of purposes in the workplace and other real-life situations. Students should be able to communicate with confidence, effectiveness and an increasing level of independence, in a range of formal and informal contexts.

Functional English - Reading

'Reading' within Functional Skills English qualifications is defined as the independent understanding of written language in specific contexts. Can be demonstrated through the use of texts on screen or on paper.

Learning aims for reading

E1, 2 & 3. Acquire an understanding of everyday words and their uses and effects, and apply this understanding in different contexts. Read with accuracy straightforward texts encountered in everyday life and work, and develop confidence to read more widely.

L1-2 Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing.

Functional English - Writing

'Writing' within Functional English qualifications is defined as the independent construction of written language to communicate in specific contexts. Text can be written on paper or electronically.

Learning aims for writing

E1,2 & 3. Write straightforward texts and documents with clarity and effectiveness, and demonstrate a sound grasp of spelling, punctuation and grammar.

L1-2 (i) Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar
(ii) Understand the situations when, and audiences for which, planning, drafting and using formal language are important, and when they are less important.

Subject content - FUNCTIONAL SKILLS ENGLISH 2018

→ or ← = not covered in detail in this resource but included to show progression across levels. ✓ = **content** covered in this resource, although this will vary with the student group and how the resource is used by the teacher (✓✓ = key learning objective). **Only relevant content descriptors** are included – consult the DfE Subject Content document for more information and a full list of descriptors. *Content (and *text types) at each level subsumes and builds upon that at lower levels.*

Reading content descriptors

Entry Level 3	Level 1	
E3.8 Read correctly words designated for Entry Level 3 → E3.9 Identify, understand and extract the main points and ideas in and from texts →	L1.9 Identify and understand the main points, ideas and details in texts ✓✓ L1.11 Identify meanings in texts ✓ and distinguish between fact and opinion L1.12 Recognise that language and other textual features can be varied to suit different audiences and purposes ✓✓ L1.17 Read and understand a range of specialist words in context ✓	L2.12 Compare information, ideas and opinions in different texts, including how they are conveyed ✓ L2.17 Analyse texts, of different levels of complexity, recognising their use of vocabulary and identifying levels of formality and bias ✓✓

Scope of study – learners should read *texts that include:

straightforward texts that instruct, describe, narrate and explain.	straightforward texts on a range of topics and of varying lengths that instruct, describe, explain and persuade. ✓	straightforward and complex texts on a range of topics and varying lengths that instruct, describe, explain & persuade. ✓✓
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Writing content descriptors

Note that **only writing composition descriptors** are included here as SPaG (spelling, punctuation and grammar) is not the main focus of the writing task.

Entry Level 3	Level 1	
E3.18 Communicate information, ideas and opinions clearly and in a logical sequence (e.g. chronologically, by task) → E3.19 Write text of an appropriate level of detail and of appropriate length (including where this is specified) → E3.20 Use appropriate format and structure when writing straightforward texts, including the appropriate use of headings and bullet points → E3.22 Use language appropriate for purpose and audience →	L1.22 Communicate information, ideas and opinions clearly, coherently and accurately ✓✓ L1.23 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience ✓✓ L1.24 Use format, structure and language appropriate for audience and purpose ✓✓	L2.23 Communicate information, ideas and opinions clearly, coherently and effectively ✓✓ L2.24 Write text of an appropriate level of detail and of appropriate length (including where this is specified) to meet the needs of purpose and audience ✓✓ L2.25 Organise writing for different purposes using appropriate format and structure (e.g. standard templates, paragraphs, bullet points, tables) ✓✓ L2.27 Use different language and register (e.g. persuasive techniques, supporting evidence, specialist words), suited to audience and purpose ✓✓

Scope of study – learners should write *texts that include:

straightforward narratives, instructions, explanations and reports	straightforward narratives, instructions, explanations and reports of varying lengths	straightforward and complex articles, explanations, narratives, and reports of varying lengths ✓
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Source: DfE (Feb 2018), *Subject content functional skills:* <https://www.gov.uk/government/publications/functional-skills-subject-content-english>

Also covers many Adult Literacy Curriculum elements <http://www.excellencegateway.org.uk/content/etf1286>