



The  
**EVERTON  
COLLECTION**  
Schools & Learning

## **Drama & Performing Arts – GCSE & BTEC**

### **The 'Split'**

## Introduction

Football is a big part of English culture and Liverpool, in 1892, witnessed one of the most famous 'splits' in football history. But what caused the city to become **Red and Blue**?

This resource uses original source material from 'The Everton Collection' and encourages students to develop and learn new dramatic skills whilst also exploring the heritage and culture of Liverpool.

This resource has been devised and written by Clare Prudence and Hannah Dale as part of a Secondary PGCE course at Liverpool Hope University, in partnership with the Everton Collection Learning Officer.

The resource can be used independently or alongside an Everton Collection 'Treasure Chest'. 'Treasure Chests' contain replica archive objects from the Everton Collection and can be borrowed free of charge by schools in Liverpool. To make an enquiry please contact:

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You can also find thousands more images from the Everton Collection online at [www.evertoncollection.org.uk](http://www.evertoncollection.org.uk) Images are free to use in educational settings.

By using this resource students will develop and enhance skills to become:

- **Team workers**
- **Creative Thinkers**
- **Independent Enquirers**
- **Self Managers**
- **Reflective Learners**
- **Effective Participants**

### The pack includes:

- Background to the topic
- Resources (power point, photographs, source material)
- Lesson Plans (activity ideas and questions)

### Will the resource be of interest to me?

Although the resource is predominantly about the two clubs in Liverpool, Everton F.C. and Liverpool F.C. and would work excellently within Merseyside/Cheshire schools and youth groups; the resource can be used in a variety of ways for a range of people. Throughout the resource football is used as a stimulus to explore a range of other topical issues. You could research football clubs in your area and use the exercises suggested in this resource to explore your own city's football history.

### How is the resource organised?

There are six activities exploring examples of the GCSE controlled assessment options for Drama Unit 2- Practical work. The unit is based around the theme of 'divide', using the 'split' between Everton F.C. and Liverpool F.C. in the 1890s as a starting point. Using the resources provided and teacher input pupils will have the opportunity to explore topical and social issues such as prejudice, racism, social class and many more.

Each assessment focus includes suggested activities in the form of a lesson plan and key questions.

The options included are:

- Devised thematic Work
- Acting
- Physical Theatre
- Improvisation
- Costume
- Theatre in Education

Through the exploration of dramatic techniques and the information and resources provided by 'The Everton Collection' pupils may explore the following issues: *Identity, Immigration, Racism, Prejudice, Social Class, Family History, Local Heritage and Culture.*

## National Curriculum Links

In this resource we will draw on skills from the English and History curriculum whilst also exploring Drama in its own right, developing key practical and analytical skills needed to pursue Drama at KS4.

## English

### Key Concepts

1.1 Competence	A, B, E
1.2 Creativity	A, B, C, D
1.3 Cultural Understanding	B
1.4 Critical Understanding	A, B, C, D

### Key processes

2.1 Speaking and Listening	A, B, C, D, E, F, G, H, I, J, K, L
2.2 Reading	A, C, E, F, G, H, I

*English Literature is rich and influential. It reflects the experiences of people from many countries and times and contributes to our own cultural identity. (National Curriculum Website, Reading for Meaning)*

### Range and Content:

3.1 Speaking and Listening	B, C, D, E
3.2 Reading	A, B, D, H
3.3 Writing	A, C, D

### Curriculum Opportunities

4.1 Speaking and Listening	A, B, C, D, E, F, H
4.2 Reading	C, E
4.3 Writing	D, E, I

## History

### Key processes

2.1 Historical Enquiry	A, B
2.2 Using Evidence	A, B,
2.3 Communicating about the past	B

### Key Concepts

1.4 Cause and Consequence	A
1.6 Interpretation	B, C

### Curriculum Opportunities

- (a) Explore the ways in which the past has helped to shape identity, shared cultures, values and attitudes today.
- (b) Investigate aspects of personal, family or local history and how they relate to a broader historical context.
- (c) Appreciate and evaluate the role of archives in preserving and influencing people's attitudes towards the past.

### GCSE AQA History Specification

#### Aims

- (a) Acquire knowledge and understanding of selected periods and aspects of history, exploring the significance of historical events, people, changes and issues.
- (b) Use historical sources critically
- (c) Develop understanding of how the past has been represented and interpreted.
- (d) Organise and communicate their knowledge and understanding of history.
- (e) Draw conclusions and appreciate that historical judgements are liable to reassessment.

#### Objectives

6.2 Use of sources	Use historical sources critically in their context by comprehending, analysing, evaluating and interpreting them.
6.3 Interpretations and representations of the past	Comprehend, analyse and evaluate in relation to the historical context, how and why historical events, people, situations and changes have been interpreted and represented in different ways.

## GCSE AQA Drama Specification

#### Aims

- Actively engage in the process of dramatic study in order to develop as effective and independent learners and as critical and reflective thinkers with enquiring minds.
- Work imaginatively and creatively in collaborative contexts, generating, developing and communicating ideas.

- Reflect on and evaluate their own work and that of others.
- Develop and demonstrate competence in a range of practical, creative and performance skills.
- Develop a basis for their future role as active citizens in employment and society in general as well as for the possible further study of drama.
- Consider and explore the impact of social, historical and cultural influences on drama texts and activities.

### Objectives

A01 recall, select and communicate their knowledge and understanding of drama to generate, explore and develop ideas.

A02 apply practical skills to communicate in performance.

A03 analyse and evaluate their own work and that of others using appropriate terminology.

### Background Information (to be used as a hand out for pupils)

1. Everton Football Club started in 1878, between then and 1884 the club moved grounds no less than twice. They moved from Stanley Park, to Priory Road and eventually ended up at Anfield.
2. The 'Split' led to the Everton committee breaking into two groups, one led by John Houlding and the other by George Mahon. Houlding had been president of Everton since 1881. He held so much influence that he was called 'King John of Everton'.
3. Houlding wanted to run Everton as a business so he gave the Club financial support to improve Anfield. The Club built hoardings to keep out non-paying spectators and increased gate money. The minutes of 5 October 1891 record that he lent the Club £180 (see resources)
4. In 1884 when Everton first went to Anfield, the field was owned by Joseph Orrell, junior. He rented the field to Everton through Houlding, the Club's representative tenant. Houlding paid rent to Orrell and sub-let the ground to the Club. In July 1888 the Committee asked Houlding for a long-term lease. He refused, but said Everton could stay indefinitely if they paid a fair rent.
5. At a meeting on 25 August 1891, it was reported that John Orrell, had offered to sell Everton some land next to the ground. The Club had a strong motive for buying it. Although the land belonged to Orrell, Everton had erected a covered spectator stand over part of it.
6. On 27 August 1891, the committee agreed to a proposal put forward by Houlding to form a company to buy Anfield and the piece of land owned by John Orrell. By September some Committee members had changed their minds about Houlding's proposal that Everton should buy Anfield.
7. The Everton Committee called a meeting on 12 October 1891 to discuss the Club's tenancy. George Mahon proposed that Everton should tell Houlding they were quitting Anfield — this was rejected.
8. On 19 October the Committee decided to ask Houlding to accept £190 per year rent for Anfield on a 5 year lease, with an agreement that all the buildings belonged to Everton. On 30 November Houlding refused to accept the reduced rent. William Clayton, a committee member, on a potential new ground which was on Goodison Road. At a Special General Meeting on 25 January 1892, Clayton proposed that the proposal put forward by Houlding for Everton to buy Anfield should be rejected. His motion was carried.
9. Clayton proposed that the Club make a final offer to Houlding concerning renting or buying Anfield. Mahon proposed that if Houlding rejected this offer the Club should move to Goodison Road. This went through and so Clayton proposed that the Committee should lease the Goodison Road ground.
10. On 8 February Mahon was voted in as Vice-President of Everton in place of Barclay. Mahon was authorised to sign the Club's cheques. The Secretary wrote to Orrell thanking him for his offer of land, and to Houlding asking him to make a bid for the stands at Anfield.
11. At a meeting on 15 March. Mr Howarth proposed that Everton's move to Goodison Road be cancelled. His proposal was defeated.
12. As a result of these decisions Everton Football Club moved to a new ground at Goodison Park in 1892. In response to this move, John Houlding set up a rival football club at Anfield, called Liverpool Football Club. This is how the two clubs in Liverpool came to be...

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## Contact

If you have any comments about this resource or other learning resources available from the Everton Collection Learning Programme, please contact:

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