



**Diolch i chwaraewyr
y Loteri Genedlaethol**
**Thanks to National
Lottery players**

**CALON
TAF**

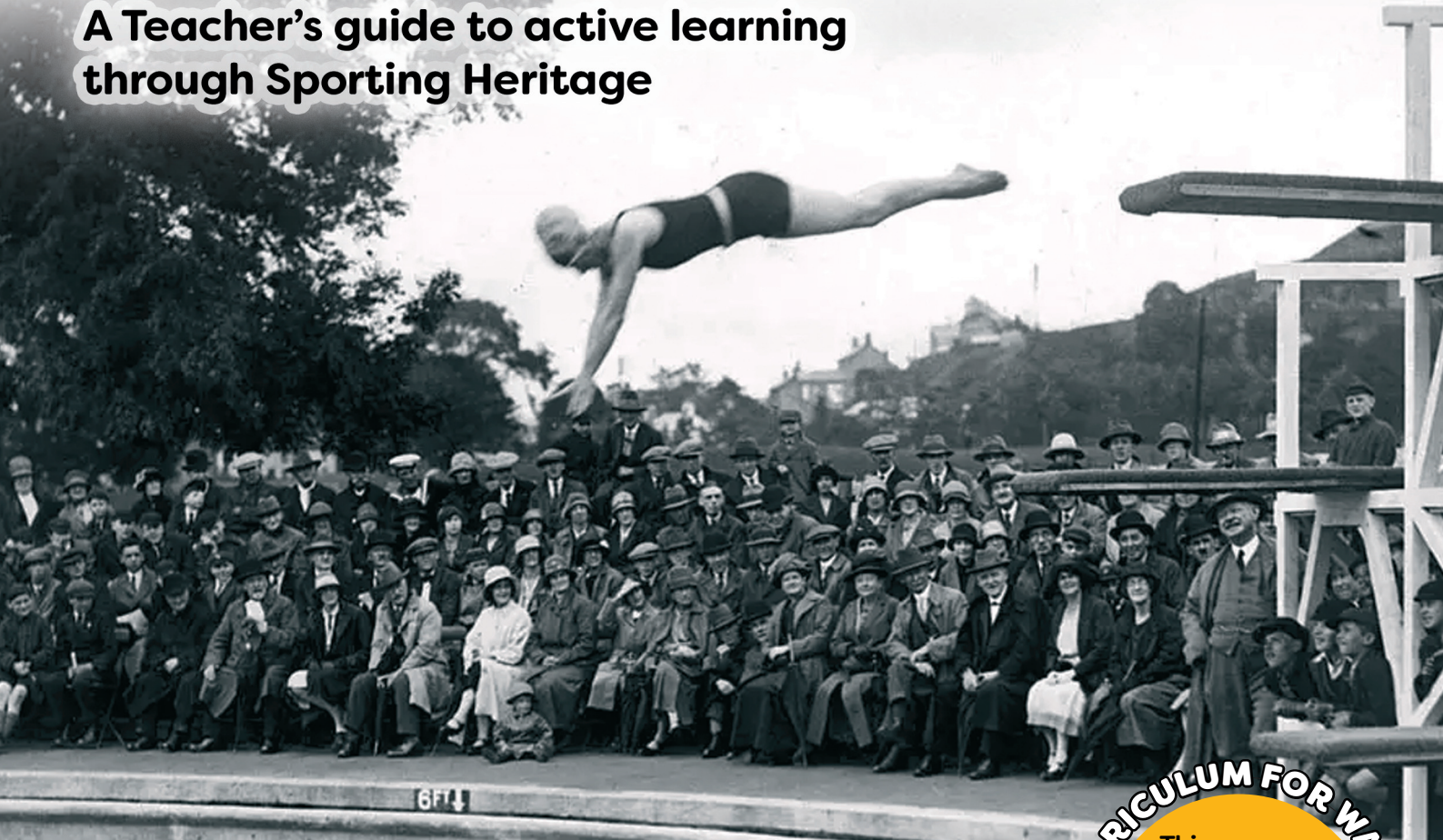


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DISCOVERING YNYSANGHARAD:

Game On!

**A Teacher's guide to active learning
through Sporting Heritage**



Ynysangharad War Memorial Park is a unique space where history, nature, leisure, commemoration and human connection come together to provide your pupils with a rich learning experience.

This is a companion to our other teaching packs: **A Journey through Time and Remembrance** and **Eco-Explorers in Green Spaces**

CURRICULUM FOR WALES

This resource is intended for progression step 3, but can be adapted for use at other stages.

Mae'r ddogfen hon ar gael yn Gymraeg | This document is also available in Welsh

**Parc Coffa
YNYSANGHARAD
War Memorial Park**
Pontypridd CF37 4PE

Mae croeso i chi gyfathrebu â ni yn y Gymraeg | You are welcome to communicate with us in Welsh



**Trawsnewid Trefi
Transforming Towns**



HISTORY AND HERITAGE:

Ynysangharad War Memorial Park (YWMP) is a testament to the collective spirit and vision of the Pontypridd community.

The park was not, as were many others, gifted by a wealthy benefactor, but was acquired through public subscription and contributions from the Miners' Welfare Fund. This is a powerful example of shared purpose, as local people, surrounded by heavy industries that were affecting their health, recognised the value of green spaces, recreational opportunities and sporting activities.

The park was officially opened in 1923 by Viscount Allenby, the commander of the Egyptian Expeditionary Force during the First World War. The layout of the park has changed very little since it opened, retaining many of its original features.

Find out more about the history of the park [HERE](#)

www.rctcbc.gov.uk/YnysangharadWarMemorialParkPontypridd

For more information on the history of the park, see the 'Discovering Ynysangharad – A Journey Through Time and Remembrance' teachers' pack.

THEMES AND TOPICS

Since it opened, YWMP has promoted the value of sport. Finding out about these offers rich learning opportunities for your pupils.

With the flexibility of the new curriculum, you can integrate a variety of learning experiences into your lessons, ensuring that your pupils gain the most from their time in the park, with plenty of follow-up classroom work.

• INDUSTRIAL COMMUNITIES:

The growth of the local population ensured that sporting activities were well supplied with players and spectators. Legislation to reduce working hours freed up Saturday afternoons for working men to play sport. Increased literacy enabled workers to read newspaper sporting reports, written rules and scoresheets. Improved transport links, especially the railway, facilitated home-and-away matches between communities.

• WOMEN'S SPORTS AND WOMEN'S RIGHTS:

There are close parallels between the history of women's sports and women's rights. Both progressed significantly from the late 1800s onwards. Pupils can explore evidence of local women's involvement in sports and identify key figures.

• DISABILITY IN SPORT:

People with disabilities have always played sport. Pupils can explore local records for evidence of this at the park. They can identify players as excellent role models.

• SPORTING GROUNDS:

Explore differences in use. Place photographs of matches in chronological order, observing differences in use and public and player safety. They can produce maps and plans.

• SPORTING KIT:

Develop observational skills by studying photographs of players from different sports and eras, sorting them into chronological order and discussing why each sport developed its own type of clothing. Pupils can design their own kit for their favourite sport.

SKILL AND CHALLENGE

Each activity offers a different set of challenges, which the pupils can explore and discuss:

• FOR YOUNGER CHILDREN (9-11):

Focus on fun and basic skills.

• FOR OLDER CHILDREN (12-14):

Introduce more complex rules, encourage strategic thinking and include more historical context.

Each activity can be simplified or made more challenging, depending on the age of the pupils.

BENEFITS FOR TEACHERS:

- Satisfies cynefin
- Offers opportunities for cross-AOLE activities
- Engages pupils of all academic and physical abilities
- Develops awareness of and pride in the history and heritage of the locality
- Can be taught year-on-year
- Requires no specialist knowledge from the teacher
- Can be used to establish links with local individuals and sporting clubs

THEMES AND TOPICS (CONTINUED)

• FANS' CLOTHING:

This is similar to the previous activity, but using photographs of supporters. Encouraging local community involvement to share stories, photographs and artefacts of attending sporting events will greatly enhance this element.

• IMMIGRATION AND SOCIAL COHESION:

The history of immigration through work or geopolitical events can be taught in relation to its increasing impact on sport. This helps develop an understanding of how sports are increasingly multicultural and can be drivers of social cohesion. Famous historic and contemporary sports people can be supplemented by stories of local players and supporters.

• SPORT AND WAR:

Researching which sports local soldiers played while away, how conscription reduced the number of available players, the use of sporting metaphors in recruitment posters and morale-boosting initiatives. This can be linked to the war memorials in the park.

• MORAL ISSUES:

The history of sport is full of moral dilemmas, including cheating, bribery, theft, sexism, racism and indiscretions (much shared on social media). These can become simple and effective learning opportunities for children as they explore facts, responses and outcomes.

To unlock the full educational potential of the park's sporting heritage:

• Archives and Internet:

Search old photographs and newspaper reports of sporting events at the park.

Watch sports videos. Ask pupils how kits and equipment have changed over time.

• Get into the Action:

Arrange visits to coincide with local matches or practice sessions.

This firsthand experience will encourage a deeper appreciation of the skills and traditions involved.

• Talk to Local Experts:

Invite local sportspeople for the children to interview, capturing their personal stories and insights.

This oral history material will not only enrich their understanding but will also preserve community knowledge. And don't forget to include the fans!

• Recording:

Take recording material (paper, pens, tape measures) to the park for the pupils to map out sporting areas.

• Designing:

Challenge your pupils to design kits and equipment for a sport played at the park.

• Scorekeeping:

Each of the park's sports has a different scoring system.

Learning each system provides a practical and engaging way to develop numeracy skills. Pupils can apply their mathematical knowledge in a real-world context.

• Hands-on Experience:

Whenever possible, give pupils the opportunity to try the sport themselves.

Work with local players at the park or school. Practical engagement will not only promote physical activity but will also create memories and a deeper connection to the park's heritage.

• Sporting Timelines:

Produce a timeline of the sports and significant matches that were played at YWMP.

Use newspapers, archives or local people's photos to include on the timeline.

• Cross-curricular Activities:

Encourage your pupils to create their own video or blog on sports in the park.

They can interview local sportspeople, write the script, produce or choose the music, share their knowledge on the sporting heritage at the park, and learn how to video and edit.

• Cynefin, Global Wales and Diverse Experiences:

While being a feature in the local landscape, YWMP is a microcosm reflecting the interconnectedness of Wales and the world.

Through its people, sporting heritage, architectural influences, commemorative spaces, and natural environments, the park offers multiple topics through which to make global connections.

Bats, Balls, Water and Wickets

KEY SPORTS PLAYED AT THE PARK

Lawn Green Bowling

- The earliest evidence of people playing bowls-like games dates back 5,000 years. Lawn Green Bowling (or Flat Green Bowling), however, was first established in the UK in the 13th Century.
- The area it is played on is called a green.
- Players roll their ball towards the 'jack' (the target), and the team nearest to it wins.
- The field is flat and surrounded by a shallow ditch. This means that a perfectly spherical shaped ball would continue in straight line when bowled perfectly.
- The bowls have one side slightly flatter than the other, causing them to curve when rolled.
- The players show real skill in rolling a ball that isn't round whilst aiming at a target in front of them.

Tennis

- A very early form of tennis began in the 12th century. Then, players used their hands to hit the ball. The type of tennis we play now emerged around 300 years ago.
- The word racket comes from the Arabic rakhat, meaning the palm of the hand (linking tennis to its earliest form).
- The word 'love' used for zero score is said to come from the French word l'oeuf ('the egg' – round like a zero).
- No one knows why the tennis scoring system is 15,30 and 40.

Cricket

- Cricket, as we know it, was first played at the end of the 16th century, though it didn't become a global sport until the 19th and 20th centuries.
- Cricket is the world's second most popular spectator sport after football (soccer).
- Cricket spread across the world because of the British Empire – a map of cricket-playing countries is almost identical to a map of the empire.
- The first cricket club in Pontypridd was formed in 1870, and began playing in what was then known as the Ynysangharad Fields three years later – 50 years before the park was officially opened.

Swimming at the Lido

- Lido Ponty was built in 1927. It is one of Britain's few surviving lidos, and we're incredibly proud to have it here at the park.
- Famous singing star of the Lido: Sir Tom Jones swam regularly here as a young boy.
- Famous swimming star of the Lido: Jenny James began swimming at the lido when she was seven. She became a lifeguard, saving over 100 lives. Jenny entered the Guinness Book of Records by becoming the first Welsh person to swim the English Channel, taking just 13 hours and 55 minutes to do this on 16th August 1951.
- The word lido comes from the Italian word for coastline or beach.
- Lidos were considered to bring a touch of exotic leisure to ordinary working people. The popularity of cheap holidays abroad from the 1980s onwards led to the closure of many of Britain's lidos.

Football

- Football is considered to be the most popular spectator sport in the world.
- Games similar to football have been played in different countries across the world for several thousands of years.
- The first official football clubs in the UK were established in the middle of the 18th century.
- Early balls were made out of blown-up animal bladders, until rubber was used from 1855, with leather becoming popular afterwards.
- Many countries have different rules for playing football. Research these with your pupils.
- Many teams now consist of players from different ethnic backgrounds.
- Pontypridd United Football Club – The Dragons – was founded in 1911.

IDEAS AND ACTIVITIES

The sporting heritage of YWMP offers a wealth of engaging learning opportunities that connect to all AOLEs within the curriculum for Wales. These activities can be adapted for different age groups and abilities.

SCIENCE AND TECHNOLOGY

■ The Science of Sport:

How does gravity affect a tennis ball's trajectory? What forces are at play in a cricket bat's swing? How do swimmers optimise their movements for speed and efficiency?

■ Technology in Sports Equipment:

Compare historical sports equipment used at the park (e.g., wooden tennis rackets) with modern equivalents. How have advancements in materials and design improved performance and safety?

■ Sports and Data Analysis:

Use technology to collect and analyse data related to sports performance. Record running speeds, measure jump distances, or analyse video footage.

■ Technology in Sports:

Technology has changed the way we experience and participate in sports, including the role of media (photography, broadcasting, social media) in shaping our perceptions of sports, performance analysis, and the rise of e-sports.

■ Sustainable Sports Facilities:

How science and technology can contribute to creating sustainable sports facilities, by using renewable energy sources, water conservation methods, and sustainable materials in the design and maintenance of YWMP.

ACTIVITY

THE PHYSICS OF THROWING

Objective: To understand scientific principles behind throwing a ball, especially forces that influence distance and accuracy. To conduct an experiment and analyse data.

Materials: Different types and sizes of balls (e.g., tennis ball, softball); measuring tape, cones or markers, clipboards, paper and pencils.

Discuss different types of throwing actions used in the sports played at YWMP (cricket, bowling, tennis, etc).

- Bring in factors such as force, angle, gravity, air resistance, and weight.
- Divide the class into groups, each with a different type of ball.
- Experiment with different throwing techniques; use cones or markers to measure distance. Compare results.

MATHS AND NUMERACY

■ Measuring and Recording:

Measure the dimensions of different sports fields or courts in the park (cricket pitch, bowling green, tennis court). Compare these to official regulations. Have these dimensions changed over time?

■ Scoring and Statistics:

Research historical scores and statistics of sports played at the park. Analyse trends, calculate averages, and create graphs to visualise data.

■ Geometry in Sport:

Explore the geometric shapes and angles involved in different sports, e.g. the angles of a tennis court or the geometry of field markings.

■ Probability and Chance:

Discuss the likelihood of different outcomes in a game (e.g. winning a coin toss, scoring a penalty). Explain how probability can help players make strategic decisions.

■ Problem-solving in Sport:

Calculate the optimal angle for a tennis serve, determine the best strategy for cricket fielding players, or plan safe entry or exit to a pitch.

IDEAS AND ACTIVITIES

MATHS AND NUMERACY (CONTINUED)

ACTIVITY

MAPPING THE PARK – A SPORTING GEOMETRY ADVENTURE

Objective: To apply geometry to create a scaled map of YWMP's sporting areas. To develop skills in measurement, scale, proportion and spatial reasoning.

Materials: Measuring tape, clipboards, paper, pencils, rulers, compass.

Discuss maps and their importance, showing key features, such as scale, legend, compass.

- Divide class into groups, giving each a sporting area of the park to measure, recording all key features.
- Combine maps to produce a single map of the park.

HUMANITIES

■ Historical Investigation:

Research YWMP's role in the provision of sports activities. Who were the key figures involved? Which sporting clubs were set up?

■ Social and Cultural Significance of Sport:

Explore how sports at the park reflected and shaped social and cultural values. How did sports contribute to community identity and social cohesion? How did they reflect gender roles and social class?

■ Sport and Local Identity:

Investigate how the park and its sporting heritage contribute to the identity of the local community. How do people feel connected to the park and its history? How does it shape their sense of place?

■ Sport and Ethics:

Discuss ethical issues related to sports, such as fair play, cheating, or performance-enhancing drugs. How have attitudes towards these changed over time?

ACTIVITY

UNEARTHING THE PAST

Objective: To investigate how sports at YWMP reflected and shaped the social and cultural values of different time periods. To develop research, analysis and communication skills through examining historical sources.

Materials: Photographs, newspaper articles, oral histories; online research, notebooks and pencils; poster paper, markers and presentation software.

Explain how sports reflect social values, class structures, gender roles and community identity.

- Discuss sports over time, women, sporting clubs, etc.
- Research reporting on sports in local newspapers.
- Visit clubs to see memorabilia.

IDEAS AND ACTIVITIES

■ LANGUAGE AND LITERACY

■ Reading and Researching:

Use resources related to the park's sporting history (e.g., historical documents, newspaper articles, biographies of local athletes). Analyse the language used, identify key information, and share findings.

■ Writing and Storytelling:

Write about the park's sporting heritage in different genres (e.g., news reports, historical fiction, poems, biographies). Create stories about matches and interviews with sporting figures, or write scripts for documentaries.

■ Oral Histories and Interviews:

Conduct interviews with older members of the community who have memories of sports at the park. Discuss the interviews and present findings in different formats (e.g., oral presentations, podcasts, videos).

■ Debates and Discussions:

Organise debates or discussions on topics related to the park's sporting heritage (e.g., the impact of sports on the local community, the role of women in sports and the importance of preserving sporting heritage).

■ Creative Language Use:

Explore how language creates atmosphere and excitement in sports commentary and reporting. Analyse the use of metaphors, similes, and other figurative language to describe sporting events. Create commentaries inspired by the park's sporting history.

ACTIVITY

STORIES FROM THE STANDS Capturing the spirit of sport in writing

Objective: To develop creative writing skills inspired by the sporting heritage of YWMP. To explore the power of language to evoke emotions and tell stories.

Materials: Paper and pencils. Optional: digital devices for word processing.

Explain that we know so much about the history of sport because people have always written about it.

- Discuss how language captures the excitement, drama and emotion of sports, using examples. Brainstorm what to write about and what form to use (article, story, poem).
- Discuss characters, tone and style, and who they are writing for.

IDEAS AND ACTIVITIES

CREATIVE ARTS

Visual Arts:

Create artwork inspired by the park's sporting heritage. Paint scenes of historical matches, design posters celebrating sporting achievements, or create collages using historical photographs and memorabilia.

Drama and Performance:

Write and perform plays about famous matches, devise movement pieces inspired by different sports, or create short films documenting the stories of local athletes.

Music and Sound:

Explore how music and sound evoke the atmosphere of sporting events. Create soundscapes to accompany historical footage or write songs celebrating local athletes.

Dance and Movement:

Create dances inspired by the movement and energy of different sports. Explore the physical demands of each sport.

Digital Arts:

Create interactive artwork, animations, or virtual tours of the park's sporting heritage. Create digital collages, design websites showcasing local sports history, or produce interactive maps highlighting significant sporting locations within the park.

ACTIVITY

SPORTING HERITAGE MINI-PLAYS

Objective: To explore the history of sports at YWMP through creative drama and performance.
To develop skills in improvisation, collaboration and storytelling.

Materials: Old photographs, videos or articles on sports at the park, paper and pencils.

Discuss different drama techniques.

- Divide the class into groups, each looking at a different sport.
- Each group is to write and perform a mini-play at the sporting site in the park, so they can incorporate the park's landscape into their plays.

FIND OUT MORE:

YWMP website: www.rctcbc.gov.uk/YnysangharadWarMemorialParkPontypridd

Glamorgan Archives: www.glamarchives.gov.uk

Pontypridd Library: www.rctcbc.gov.uk/PontypriddLibrary

Rhondda Cynon Taf Heritage Service Digital Archive: www.rctourheritage.com

Advice for Teachers on taking pupils to the park and on using the activity sheet

Taking pupils to the park

Visiting the park is an exciting and fun experience for your pupils but it is important to set clear boundaries with them before heading out.

Here are some tips to help you get the most out of your trip to YWMP.

- **SAFETY:**

Remind pupils about basic safety rules, like staying together, not talking to strangers and to shout out if they get lost. Introduce the pupils to the park rangers and supporting staff who are happy to help.

- **FIRST AID:**

Bring a kit for minor injuries – they're going out in nature, cuts and grazes can happen.

- **PATHS AND MOWN AREAS:**

It's tempting to run everywhere, but reinforce the need for them to stick to paths and mown areas. Long grass and 'wild zones' are homes for lots of creatures that shouldn't be disturbed.

- **NATURE'S TREASURES:**

It's fine to pick up twigs, leaves and flowers that have already fallen to the ground, but we should leave those that haven't in their place so that everyone can continue to admire their beauty.

- **SHARE THE SPACE:**

They will need to keep an eye out for walkers, runners and cyclists.

- **RESPECT THE PARK:**

All litter needs to be either taken back to school or placed in a litter bin.

Activity Sheet

Print off the double-sided activity sheet for each of your pupils before you visit the park.

- It is available in Welsh and English, in colour and black-and-white.
- It's ideal for interactive learning about the park's sporting heritage.

Thank you for using this pack to explore Ynysangharad War Memorial Park with your pupils. We hope you have a fantastic time discovering its wonders and making memories that will last a lifetime.



SPOT THE SPORT

Look closely at the pictures...

- Figure out which sport each box shows and write its name on the line.
- Now, head into the park and look for clues that show where this sport was played.
- Once you've found the right sporting area look around carefully for evidence that the sport is played here.
- Look for shapes, buildings, scoreboards, nets, or anything else you can spot.
- Draw what you find in the space next to the sport.

Which sport?

.....
Draw something in the space below that you can see at the park that relates to that sport.



Which sport?

.....
Draw something in the space below that you can see at the park that relates to that sport.



Which sport?

.....
Draw something in the space below that you can see at the park that relates to that sport.



Which sport?

.....
Draw something in the space below that you can see at the park that relates to that sport.



Which sport?

.....
Draw something in the space below that you can see at the park that relates to that sport.





MY SPORT AND ME:

Sports are a great way to have fun, get active and feel awesome! Sometimes they can also push us out of our comfort zone, and that's okay, too.

Pick your favourite sport in the park and think about how it makes YOU feel – the great, the good and maybe not so good.

- **CHOOSE YOUR SPOT:** Individually, or in pairs, choose your favourite sport played at the park. Go to the area where it is played.
- **IMAGINE:** You have just played a game there.
- **FEEL:** Look around you and think about how you played, who was watching you, what the weather was like, who you were playing with (or against) and anything else that you can think of about it.
- **CREATE:** Write a short story describing your experience.

The sport I imagined playing at Ynysangharad War Memorial Park was:

Your story:

WORDSEARCH

Find the words that relate to sports played at the park.

- Draw a line through the words as you find them.
- Words can be found in any direction (including diagonal) and can overlap each other.

p r e r t b o w l s
i u l a i r i t n o
t l q c x f p r r c
c l t k f a n u o r
h a e e b a t o p i
m b n t l b y c k c
r t n o l n q i i k
i o i b a b t d u e
b o s i b c l x m t
i f j g u o e v a o

- ☐ ball
- ☐ football
- ☐ bat
- ☐ kit
- ☐ bowls
- ☐ pitch
- ☐ court
- ☐ racket
- ☐ cricket
- ☐ tennis
- ☐ fan