

# Walter Tull

## *Sport, War & Challenging Adversity*

Dan Lyndon

Teachers Resource Book  
Key Stage 3



NORTHAMPTONSHIRE  
**Black History**  
ASSOCIATION



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**TEACHERS  
RESOURCE BOOK**  
**Key Stage 3**

**Dan Lyndon**

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## National Curriculum Subject Links And Lesson Objectives – Key Stage 3

| LESSON TITLE   | LESSON OBJECTIVES  | RESOURCES  |
|--|--|--|
| Who was Walter Tull?   | <ul style="list-style-type: none"> <li>■ Pupils should be able to learn about the significance of Walter Tull's family and background (Key concept 1.5a)</li> <li>■ Pupils should be able to develop their historical investigative enquiry skills (Key process 21.a)</li> <li>■ Pupils should be able to generate questions about Walter Tull ( key concept 2.1b)</li> </ul>            | <p><b>Worksheet</b> – Walter Tull – an Officer, a Footballer and a Gentleman</p> <p><i>Document 1</i> – Birth Certificate</p> <p><i>Document 2</i> – Death Certificate of Mother</p> <p><i>Document 3</i> – The Tull Family Tree</p>         |
| How can we find out about Walter Tull's early life?                              | <ul style="list-style-type: none"> <li>■ Pupils should be able to extract data from primary source material ( key processes 2.2a and 2.2b)</li> <li>■ Pupils should be able develop extended writing skills (key process 2.3a)</li> <li>■ Pupils should be able to use peer assessment to evaluate written work</li> </ul>   | <p><b>Worksheet</b> – How can we find out about Walter Tull's early life?</p> <p><b>Writing frame for letter</b></p> <p><i>Document 4</i> – Census 1891</p> <p><i>Document 5</i> – Census 1901</p>   |
| Why is Walter Tull important in the history of modern football?                  | <ul style="list-style-type: none"> <li>■ Pupils will be able to compare images from contemporary times with the early 20th century 9(key concept 1.3)</li> <li>■ Pupils should be able to select appropriate material from sources ( key process 2.2b)</li> <li>■ Pupils should be able to consider the historical significance of Tull's football career ( Key concept 1.5a)</li> </ul> | <p><b>Worksheet</b> – Why is Walter Tull important in the history of modern football?</p> <p><i>Document 6 a-b</i> – Walter Tull playing for Tottenham Hotspurs</p> <p><i>Document 7</i> – Walter Tull playing for Northampton Town</p>      |
| What does the Bristol Scandal tell us about race relations in Edwardian England? | <ul style="list-style-type: none"> <li>■ Pupils will be able to use ICT</li> <li>■ Pupils will be able to write for a specific purpose ( key process 2.3a)</li> <li>■ Pupils should be able to develop their peer assessment skills</li> </ul>   | <p><b>Worksheet</b> – What does the Bristol Scandal tell us about race relations in Edwardian England?</p>   |
| What is the significance of Walter Tull's experience in the British Army?        | <ul style="list-style-type: none"> <li>■ Pupils will be able to extract evidence from a variety of sources (key process 2.2a)</li> <li>■ Pupils will be able to develop their empathetic writing ( key concept 1.2)</li> <li>■ Pupils will be able to show their understanding of the significance of Tull's promotion ( key concepts 1.2 and 1.5a)</li> </ul>                           | <p><b>Worksheet</b> – What is the significance of Walter Tull's experience in the British Army?</p> <p><i>Document 8</i> – Walter Tull's Short Service Document</p> <p><i>Document 9</i> sources A - C – Selection of Newspaper Cuttings</p> |
| How should the death of Walter Tull be remembered?                               | <ul style="list-style-type: none"> <li>■ Pupils should be able to extract appropriate information from a variety of sources ((key process 2.2a)</li> <li>■ Pupils should be able to create a storyboard of Tull's experiences (key process 2.3b)</li> <li>■ Pupils should be able to use ICT to commemorate Tull's life (key process 2.3b)</li> </ul>                                    | <p><b>Worksheet</b> – The death of Walter Tull (lower)</p> <p><b>Worksheet</b> – The death of Walter Tull (higher)</p> <p>Sources A - I (four pages)</p>   |

## Walter Tull – An Officer, a Footballer and a Gentleman

### Introduction

Walter Tull has been ‘hidden from history’ for too long. A pioneer in two areas of significant social, political and cultural history, he was one of the first Black professional footballers and the first Black Infantry Officer in the British Army (1916). His story covers the period leading up to and including the First World War and sheds light on changing times that he faced both on the football field and the field of conflict. His untimely death leading his men in battle in March 1918 meant that his feats lay unrecognised for many years. However due in large part to the work of Phil Vasili, Northampton Town Football Club and the Northamptonshire Black History Association (NBHA), Walter Tull is finally getting the recognition he deserves.

This teaching pack can be used in a variety of ways; as a depth study at Key Stage Three, the unit fits in very well with the study of the First World War. The seven lessons can be taught chronologically, with a summative task to round off the work (students write an obituary of Walter Tull). However it is also possible to shorten the unit with a focus on the two key areas of Walter’s Football and Army careers (Worksheets 1, 3 and 5). Every section of the pack provides students with a series of fantastic source materials from the archive at NBHA, allowing them to handle primary sources in a way that is engaging and challenging. All of the teaching materials have been used in my classroom and have been very successful in motivating Year 9 inner city students.

There are also online resources available to support the teaching about Walter Tull at [www.comptonhistory.com/tull/index.htm](http://www.comptonhistory.com/tull/index.htm)

I would like to thank Joanna Caroussis, Andy Merriman and everyone at Northamptonshire Black History Association for their support in making this education pack

Dan Lyndon AST  
Henry Compton School

## Walter Tull Teacher Support

This teaching pack covers the life of Walter Tull, a true pioneer, who was the second Black professional footballer and the first Black Infantry Officer in the British Army during the First World War. Students will be guided through a sequence of lessons with a variety of engaging and challenging tasks that will reveal the character and importance of Walter Tull. Most lessons will allow students to handle and interrogate some fantastic primary source material from the Northamptonshire Black History Association Archive. The use of ICT is encouraged throughout the pack, and students can work independently as well as in small groups. The final summative task, an obituary of Walter Tull can be assessed using National Curriculum Levels if so desired.

The unit can be taught as a depth study, or can be broken into smaller units with a focus on Walter's early life, his football and army careers (lessons 1, 3, and 5). This teaching pack should be fully integrated into the Year Nine scheme of work on the First World War and teachers should be dissuaded from looking at Tull's story in isolation. Black and Asian British history should form part of the mainstream history curriculum and this allows an important opportunity to provide positive examples of how Black and Asian Britons have contributed to our society.

## Walter Tull Teacher Guide

The teaching pack on Walter Tull covers the period from his birth in 1888; through his experiences at the Bonner Road Orphanage; his career as a professional footballer for Tottenham Hotspurs and Northampton Town; and as a soldier and Officer in the Middlesex Regiment during World War One. Most lessons include primary source material from the Northampton Black History Association archive. If there is an Interactive Whiteboard in your classroom it is recommended that you put some of the material on your board to allow deeper investigation of the sources, although this is not necessary to be able to teach the unit. There are also references to the [www.comptonhistory.com](http://www.comptonhistory.com) website where you can find additional resources particularly for the lesson on 'The Bristol Scandal'.

Each lesson can be taught as a discrete unit and the entire pack covers seven lessons of approximately 50 minutes. However if teachers prefer to 'cherry pick' certain units I would recommend the following: lesson 1, lesson 3 / 4 and lesson 5 which will give an overview of his experiences growing up, as a footballer and in the First World War.

The Teacher guide follows the same format throughout:

- Lesson Title
- Lesson Objectives
- Starter activity
- Main activity
- Plenary
- Additional information

## Lesson One

### Who was Walter Tull?

#### Lesson Objectives

- Pupils should be able to learn about Walter Tull's family and background
- Pupils should be able to develop their historical enquiry skills
- Pupils should be able to generate questions about Walter Tull

**Starter** - The Initial Stimulus Material that you should use for the start of the lesson is the image of Walter Tull, in Officer's dress, his brother Edward, sister Cecilia and Edward's adoptive mother, Mrs Warnock. Students should be encouraged to interrogate the image and using a mindmap / brainstorm write down what the source tells us about Britain during WW1.

**Main activity** - This activity focuses on the primary source material about Walter's early life – Document One is Walter's Birth Certificate, Document Two his mother's Death Certificate and Document Three the Tull Family Tree. Students should be given all three documents in pairs or small groups to study on their tables. The activities ask the students to extract appropriate material from the sources to build up a picture of his family. Some of the areas to highlight include that his father was born in Barbados, and that after his first wife Alice (Walter's mother) died, Daniel Tull remarried Alice's niece Clara. The final questions ask students to speculate what happened to Walter and Edward after both their parents had died by 1897 (they were sent to the Bonner Road Orphanage in Bethnal Green). The extension activity asks students to evaluate the most valuable source for someone studying about Walter Tull.

**Plenary** – hand out post it notes to every student and ask them to write down one or two questions that they have about Walter Tull. Ask them to stick them on the board and then read them out and explain which will be covered during the unit.

**Additional information** – Walter Tull was born on April 28 1888 to Daniel Tull of Barbados and Alice Palmer of Folkestone, Kent. His mother died in 1895 when he was seven and his father remarried his wife's niece Clara. Walter's father died in 1897 and as a consequence Walter and his brother, Edward, had to move to the Bonner Road Orphanage in Bethnal Green, East London. After a few years in the orphanage Edward Tull was adopted by Mr and Mrs Warnock of Glasgow (Mrs Warnock is shown in the photo) and Walter remained in the orphanage. Edward went on to become a very successful Dentist in Glasgow, whilst Walter completed an apprenticeship as a printer at the same time as he was playing football for Clapton.

## Lesson Two

### How can we find out about Walter's early life?

#### Lesson Objectives:

- Pupils should be able to extract data from primary source material
- Pupils should be able develop extended writing skills
- Pupils should be able to use peer assessment to evaluate written work

**Starter** – Brainstorm / Mindmap on the board the different areas of life that the government is involved in eg health, education, transport etc. Then ask the students how can the government find out the correct information about these areas? What does it need to do? Explain that the census evolved to help the government to make decisions based on the data about schools, health care etc. Put up a copy of Document Four as an example of the census from 1891. Ask the students to identify the kind of questions that were asked and work out why they needed that information. Finally ask the students to find the entry for the Tull family.

**Main activity** - Students should look at Documents Four and Five and complete the comprehension tasks. Students should be able to highlight the fact that Daniel Tull is shown on the Census as being born in Barbados. They should also work out that by 1901 Walter was living in an orphanage. The extended writing activity asks the students to write a letter from Walter to his step mother Clara about his experiences at Bonner Road. There is a writing frame available for lower ability students. You may be able to use extracts from the play 'Tull' to enhance pupil understanding of what it may have been like at Bonner Road. There is also a research activity that students can complete about the Fashanu brothers who were Barnado Children as well as professional footballers.

**Plenary** – Ask a few students to read through the work that they have completed so far and then ask for constructive feedback from the rest of the class. Ask the students whether they thought that the letter writing was a useful activity? Why? How can it be used in other lessons? What new information have they learned about Walter Tull? What skills have they developed by completing this activity?

**Additional information** – Walter and his brother, Edward moved to the Bonner Road Orphanage in Bethnal Green after the death of their father in December 1897. Walter's sister Cecilia, who was four years older, did not go to the Orphanage and worked as a domestic servant, eventually moving to Glasgow to live with Edward.

## Lesson Three

### The Football Years

#### Lesson Objectives

- Pupils will be able to compare images from contemporary times with the early 20th century
- Pupils should be able to select appropriate material from sources
- Pupils should be able to consider the historical significance of Tull's football career

**Starter** – Put two pictures up on an OHP or whiteboard showing a contemporary football team (of your choice, so long as there is some diversity in the team) and the picture of Walter in either the Tottenham or Northampton team photos. As the class to write down 3 differences between the images and try to draw out the diversity in football today.

**Main activity** - The students should use the sources as references to complete the written task in which they complete an entry for the Rothmans Footballers Yearbook 1914. This is an annual book that compiles bibliographies of footballers, examples of a similar type can be found here: <http://www.biogs.com/biogsdirectory/footballers.html>. There is also a writing frame that can be used for pupils with weaker literacy skills.

**Plenary** – Tell the students that Walter has been recommended to go into the Footballers 'Hall of Fame', ask them to imagine that they were Walter and that they have to give an empathetic response in no more than a sentence. Go around the class.

**Additional information** - Walter started his football career as an amateur playing for Clapton (who later became Leyton Orient) and was signed as a professional for Tottenham in 1909, after he had completed his apprenticeship as a printer. After the disgraceful episode at Bristol City where Walter was racially abused by the crowd (Lesson Four), he was transferred to Northampton Town, where he played for the rest of his career. It is believed that after the war it was probable that Walter would have moved to Glasgow Rangers to join up with his brother Edward and sister Cecillia who were living there. The focus of this lesson is to understand the significance of Walter's appearance as the first outfield Black professional footballer – the first was Arthur Warton who played in goal for Darlington and Preston North End (as an amateur) and Rotherham and Sheffield Utd (as a professional).

## Lesson Four

# The Bristol Scandal

### Lesson Objectives:

- Pupils will be able to use ICT
- Pupils will be able to write for a specific purpose
- Pupils should be able to develop their peer assessment skills

**Starter activity** – DO NOT GIVE THE STUDENTS ANY PRIOR INFORMATION ABOUT WHAT HAPPENED TO WALTER AT BRISTOL. The starter uses a contemporary example of racist abuse from Spanish supporters against the Black English players Ashley Cole and Sean Wright Phillips in a friendly in November 2004 (<http://news.bbc.co.uk/sport1/hi/football/internationals/4022489.htm>). Use the first 25 seconds from the clip on <http://www.comptonhistory.com/tull/index.htm> and then ask the students to make a connection between what happened in Spain and what may have happened to Walter when he was playing. Draw out the comparisons and then read the handout.

**Main activity** - The task is for students to work in pairs or on their own to create an end of match report about the Bristol-Tottenham match. You can hear examples here <http://www.bbc.co.uk/fivelive/sport/football/> If you have a microphone attached to a PC then you can use a piece of free software called Audacity to make a digital recording (you can download Audacity at <http://audacity.sourceforge.net/>) and then play back to the class. You can hear examples of the recordings made by students on the same page as you found the video clip for the starter activity. Alternatively if you have windows XP then you can use the sound recorder that is preinstalled (programs – accessories – entertainment – sound recorder). If you don't have either of these then you can use a tape recorder/ mobile phone.

**Plenary** - listen to the work that has been completed and ask for constructive feedback. Use this opportunity for some peer assessment, grading the reports with criteria such as historical accuracy, entertainment value, teamwork and effort.

**Additional information** - This lesson focuses on one event that was to have a significant impact on Walter Tull – Tottenham were playing away at Bristol City in October 1909 and Walter was racially abused by the home crowd 'in language lower than Billingsgate'. Subsequently Walter was dropped from the first team and two years later transferred to Northampton Town.

## Lesson Five

### The army years

#### Lesson Objectives

- Pupils will be able to extract evidence from a variety of sources
- Pupils will be able to develop their empathetic writing
- Pupils will be able to show their understanding of the significance of Tull's promotion

**Starter** – Put the quote ‘your gallantry and coolness’ (from Source C on Document Nine) on an OHP or whiteboard. If you are using an IWB then you can put the whole source up but using the spotlight feature highlight this section from the newspaper report. Clarify that the students understand the key words. The aim of the starter is to encourage the students to make a link to the previous lessons on football – they should be encouraged to think that this is a description of his performances on the football pitch – however this should then be revealed to show Walter's character as a soldier / officer.

**Main activity** - Read the Handout which explains how Walter joined the Football Battalion of the Middlesex regiment (this could lead to a discussion of whether this would happen today, and a link to the ‘Pal's Battalions’ <http://www.spartacus.schoolnet.co.uk/FWWpals.htm>). Students should then study Documents Eight and Nine which look at Walter's signing up papers and newspaper reports about his exploits in the war. They should then complete the first task extracting relevant information from the sources before completing the second task which is a piece of extended writing. Students can use the postcard template to write a letter to Edward after Walter's promotion to Officer.

**Plenary** – Ask the students to make a list of pioneers, eg Mandela as the first Black Prime Minister of South Africa, Elizabeth Garrett Anderson as the first female doctor in Britain. Ask them to explain why it is important to study key individuals in history. Now add Tull to the list and ask the students to explain why he was a figure of historical significance.

**Additional information** – Walter Tull joined the 17th (Football) Battalion of the Middlesex Regiment in December 1914. This was a unit made up of only professional and amateur footballers. Tull served in France and Italy and survived the first battle of the Somme in 1916. In the same year he was asked to go to the Officer's Training school in Scotland. As a consequence Tull became the first Black Infantry Officer in the British Army (there were two other Black Officers in the Medical Corps) having broken the Colour Bar which stated that ‘Negroes’ were specifically excluded from exercising ‘actual command’.

## Lesson Six

# The death of Walter Tull pt 1

### Lesson Objectives

- Pupils should be able to extract appropriate information from a variety of sources
- Pupils should be able to create a storyboard of Tull's experiences
- Pupils should be able to use ICT to commemorate Tull's life

**Starter activity** – Listen to the extract from the play 'Tull' to convey the tragedy of Tull's death in March 1918, or put the Telegram informing Edward Tull of his brothers death (Source C) on an OHP or whiteboard. Ask the students how they feel about the death of Tull.

**Main activity** - There are a large number of sources that the students need to use for these lessons (9) and the focus for the first lesson should be on extracting appropriate information from the sources to enable the students to write an epitaph for Walter Tull (question 3). There is a worksheet for lower ability students which reduces the number of sources needed.

**Plenary** – listen to the epitaphs that the students have produced and ask them to vote for the best three examples. Ask the students to give reasons for their choice.

## Lesson Seven

### The death of Walter Tull pt 2

#### Lesson Objectives

- Pupils should be able to extract appropriate information from a variety of sources
- Pupils should be able to create a storyboard of Tull's experiences
- Pupils should be able to use ICT to commemorate Tull's life

*Starter activity* – recap previous lesson by recalling epitaphs

*Main activity* - The final activity of the unit is a summative piece, where the students have a choice of writing an obituary for Walter Tull or designing a storyboard about his life. The storyboard activity allows pupils to be more creative in looking at Tull's experiences. The activity should be completed in two stages. The first is a paper version which will act as a draft. The students should use an A3 sheet of paper which they divide in 3 columns under the heading – Text, Images, Sound. They should then tell the story of Walter Tull in approx 6 stages (clips). The text will represent the voiceover that will be heard in the film, the images can be from the documents that have been used throughout the unit or can be sketched out, and the sound is the incidental, background sound to accompany the clip. Once the draft has been completed the students should complete an electronic version using either Windows Moviemaker or Windows Photostory3 (a free download for XP users from <http://www.microsoft.com/windowsxp/using/digitalphotography/photostory/default.mspx>). They should be able to use resources from the internet to provide them with images for their storyboards.

*Plenary* – Ask students to present their work back to the class and ask for constructive feedback. Use this opportunity for some peer assessment, grading the reports with criteria such as historical accuracy, entertainment value, teamwork and effort.

*Additional information* - The second lesson focuses on Interpretations of Walter Tull, comparing primary accounts of his death, in which his colour is not mentioned at all, with contemporary accounts from researchers (Phil Vasili is the eminent historian on Black Footballers and has written the book *Colouring Over the White Line. The History of Black Footballers in Britain*, Mainstream Publishing, 2000) and writers (Andy Merriman wrote the play 'Tull' performed on Radio Four, October 2003). Encourage pupils to think about why there was a difference in emphasis between the accounts and there is scope for a discussion about the importance of celebrating the contributions that people of colour have made to this country.

## Additional Resources

### Books

Vasili, Phil (2000) *Colouring Over the White Line. The History of Black Footballers in Britain*, Mainstream Publishing

Wickens, Rod (2003) *From Claret to Khaki. Walter Tull: Pioneering Black Footballer and Soldier* Woodford Books

Claire, Hilary (2007) *The story of Walter Tull. Professional Black Footballer and First Black officer in the British Army Northamptonshire* Black History Association

### Internet

<http://www.comptonhistory.com/tull/index.htm>

<http://www.spartacus.schoolnet.co.uk/FWWtull.htm>

<http://www.spartacus.schoolnet.co.uk/FWWfootball.htm>

[http://www.100greatblackbritons.com/bios/walter\\_tull.html](http://www.100greatblackbritons.com/bios/walter_tull.html)

<http://www.waltertull.originationinsite.com/>

<http://web.ukonline.co.uk/ntfc/tull.htm>

<http://web.ukonline.co.uk/ntfc/tull2.htm>

<http://www.furd.org/default.asp?intPageID=30>

[http://en.wikipedia.org/wiki/Walter\\_Tull](http://en.wikipedia.org/wiki/Walter_Tull)

[http://www.wewerethere.mod.uk/ww1/w\\_tull.html](http://www.wewerethere.mod.uk/ww1/w_tull.html)

<http://www.footballpoets.org/p.asp?Id=2755>

<http://www.eastlondonhistory.com/tull.htm>

## Teachers Panel

This resource has been co-ordinated by

|              |   |
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The following teachers were participants in a panel set up to advise the development of this resource.

|                   |   |
|-------------------|---|
| Angie Alloway     | Studfall Junior School, Corby, Northants          |
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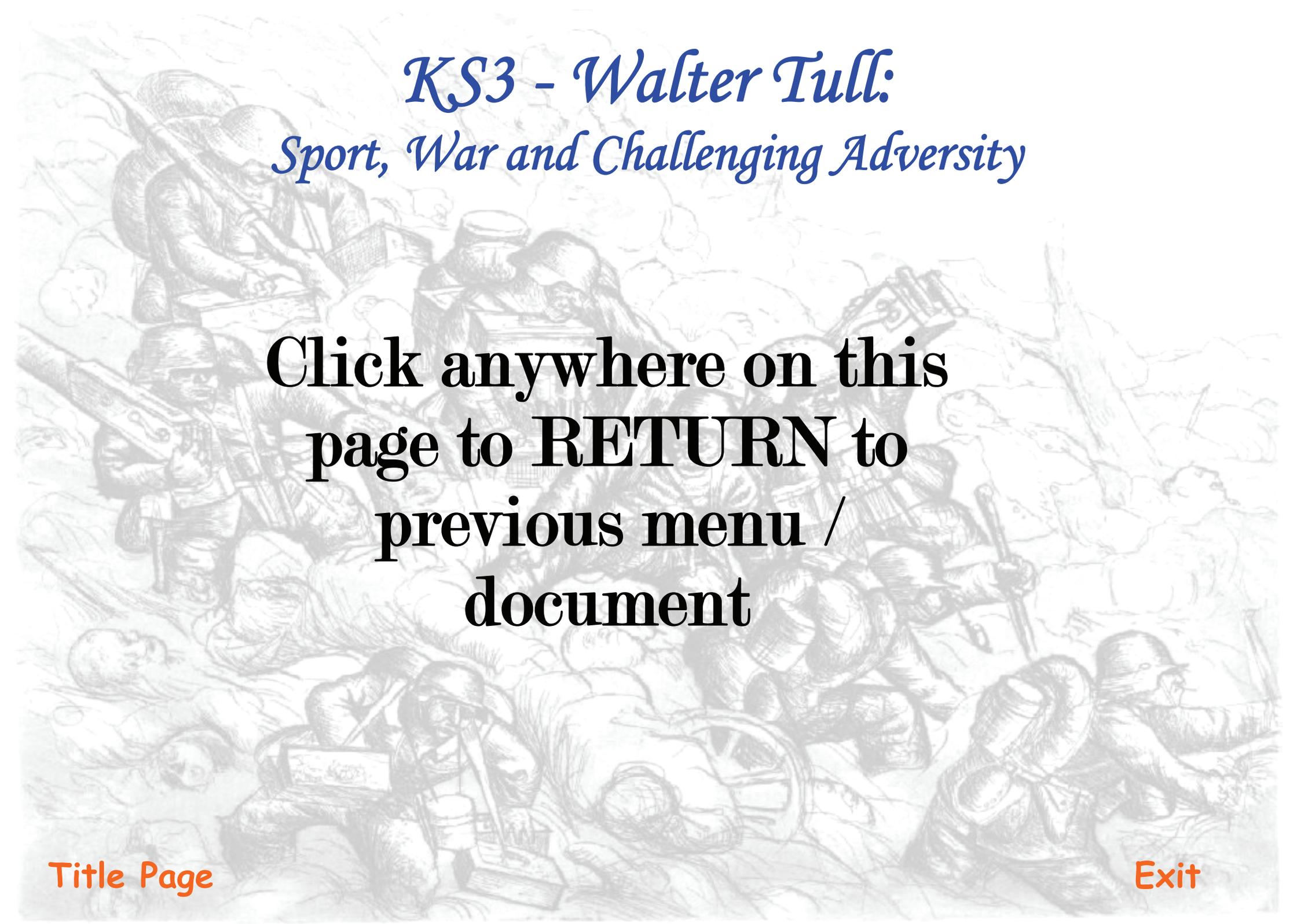
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*KS3 - Walter Tull:  
Sport, War and Challenging Adversity*

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