**Emergence and Evolution of Modern Sport**

**Pre- and Post-Industrial Britain**

**Key Dates**

**Pre-1820 –** Pre-Industrial Britain

**1820 -1840 –** Industrial Revolution

**1829** – Metropolitan Police Act

**1845 –** Rugby School wrote down rules of ‘football’

**1849 –** Eton School wrote down the rules of ‘football’

**1850 – 1899 –** Post Industrial Britain

**1861 -** The Newcastle Report – Made provision for schools for the masses

**1861** – First Golf Open Championship

**1863 –** Football Rules decided and FA formed

**1864 -** The Clarendon Report - Focused on 9 ‘great’ public school and led to the 1868 Public School Act.

**1866 –** Amateur Athletics Club formed

**1868 -** Taunton Royal Commission Report on Secondary Education – Limitations of schooling for women.

**1869 -** The Endowed Schools Act – Separate institutions for the middle class

**1870 -** The Education Act - ‘Forester Act’ – Beginning of Modern Education in England and gave a rise to a national system of state education

**1871 –** Rugby Football Union formed

**1886 –** Dial Square FC was formed by workers at the Royal Arsenal in Woolwich, went on to become Arsenal FC

**1888 –** Lawn Tennis Association formed

**1891 -** Education Act – Elementary Education became free

**1895 –** West Ham FC was formed by the workforce at Thames Iron Works

**Key Terms**

* **Amateur –** A person who competes in sports activities but does not receive monetary reward for participating
* **Athleticism –** A combination of physical endeavour, or trying hard, and moral integrity, or being honourable, truthful and showing good sportsmanship
* **Pedestrianism –** A form of nineteenth-century competitive walking
* **Professional –** A person who competes in sports activities and earns an income by participating
* **Public School –** A place of education of old standing which the sons of gentlemen traditionally attended in large number and continue to attend from 8 - 18 years of age.
* **Social Class –** A group defined by their status within a community or population. The class that a person may belong to is defined by economic success, as well as family background, who your friends are and education levels. Social class, in Britain, is typically made up of: upper class, middle class and lower class.
* **Social Mobility –** The changes in wealth, education and occupation over a person’s lifetime
* **Socio-economic –** Relating to or concerned with the interaction of social and economic factors. Economic circumstances can affect social experiences, and vice versa.

**Social Factors**

**C**

**G**

**L**

**E**

**T**

**M**

**T**

**Gender**

**Lower Class Sports Played** **Upper Class Sports Played**

**Pre – Industrial Britain**

**Law and Order**

**Social Class and amateurism Vs Professionalism**

**Type and Availability of Transport**

**Availability of Time and Money**

**Education and Literacy**

**Background**

**Education and Literacy**

**Gender and the Changing Status of Women**

**Law and Order**

**Social Class and Amateurism Vs Professionalism**

**Availability of Time and Money**

**Sports**

**Post – Industrial Britain**

**Type and Availability of Transport**

**The Influence of Public Schools**

**Rugby School**

**Head Teacher:**

**Background:**

**The Spread and Export of Games**

**The Promotion and Organisation of Sports and Games**

**The Promotion of Ethics through Sports and Games**

**The Formation of National Governing Bodies and Rules**

**A Timeline of the Development of Association Football**

Complete the timeline with key developments of football from pre-industrial Britain through to post-industrial Britain

1849

1863

1845

Pre 1800

**Past Paper Exam Questions**

1. Explain social and cultural factors that influenced the nature of mob football in pre-industrial Britain. Explain the impact of improved transport on the development of association football as a rational game between 1850 and 1900 (5 marks)
2. How did each of the following factors influence the characteristics of mob football:

* A harsh lifestyle
* Widespread illiteracy
* Limited transport and communications?

Describe two changes in the nature of ‘free time’ from the eighteenth to the nineteenth century (5marks)

3. Pedestrianism was a popular pre-industrial activity. This was followed by the emergence of different forms of athletics in 19th century public schools. Outline the nature and development of pedestrianism. (5marks)

4. Discuss how different socio-cultural factors impacted on the growth and development of Association Football from 1850 to today (10marks)

5. Outline difference types of activities associated with rural pre-industrial community sports festivals. State one pre-industrial activity that was taken into the public schools and adapted to a named athletics event (5marks)

6. Describe five social factors that affected the characteristics of pre-industrial Britain (5marks)

7. Using examples, describe two ways in which social class influenced the characteristics of sports and past-times in pre-industrial Britain (4marks)

8. Explain how Public Schools influenced sports in post-1850 industrial Britain (5marks)

9. Explain how the ‘cult of athleticism’ in 19th Century Public Schools impacted on the development of sport (6marks)

10. Explain how the industrial revolution initially restricted opportunities for the lower class to take part in pre-industrial sports and pastimes. For a specific sporting activity, explain one way in which opportunities for working class participation had increased by the end of the nineteenth century. (5marks)

11. Describe the impact of Dr Thomas Arnold’s reforms on Rugby School. Describe one way in which Arnold’s influence continues in some schools today (5marks)

12. How did Public Schools help to promote and organise sports and games in the nineteenth century (5marks)

13. Describe two ways in which levels of education and literacy affected participation in sport in pre-industrial Britain (2marks)

14. Describe how the Industrial Revolution affected working class participation in sport in post 1850 Britain (5marks)

15. Using practical examples, explain how transport and education affected the opportunities to participate in sport in pre-industrial Britain (5marks)

16. Identify one way in which transport improved opportunities to participate in sport in post 1850 industrial Britain (1mark)