Revision Presentation G453

Historical Studies

Historical Studies

PEfocus

| Pre-Industrial C18th | Post-Industrial C19th | C20th | Today |

1700 — 1800 — 1900 — 2000

Popular Recreation

Public Schools

Bathing & swimming
Athletics
Football
Cricket
Tennis

Rational Recreation

State Schools
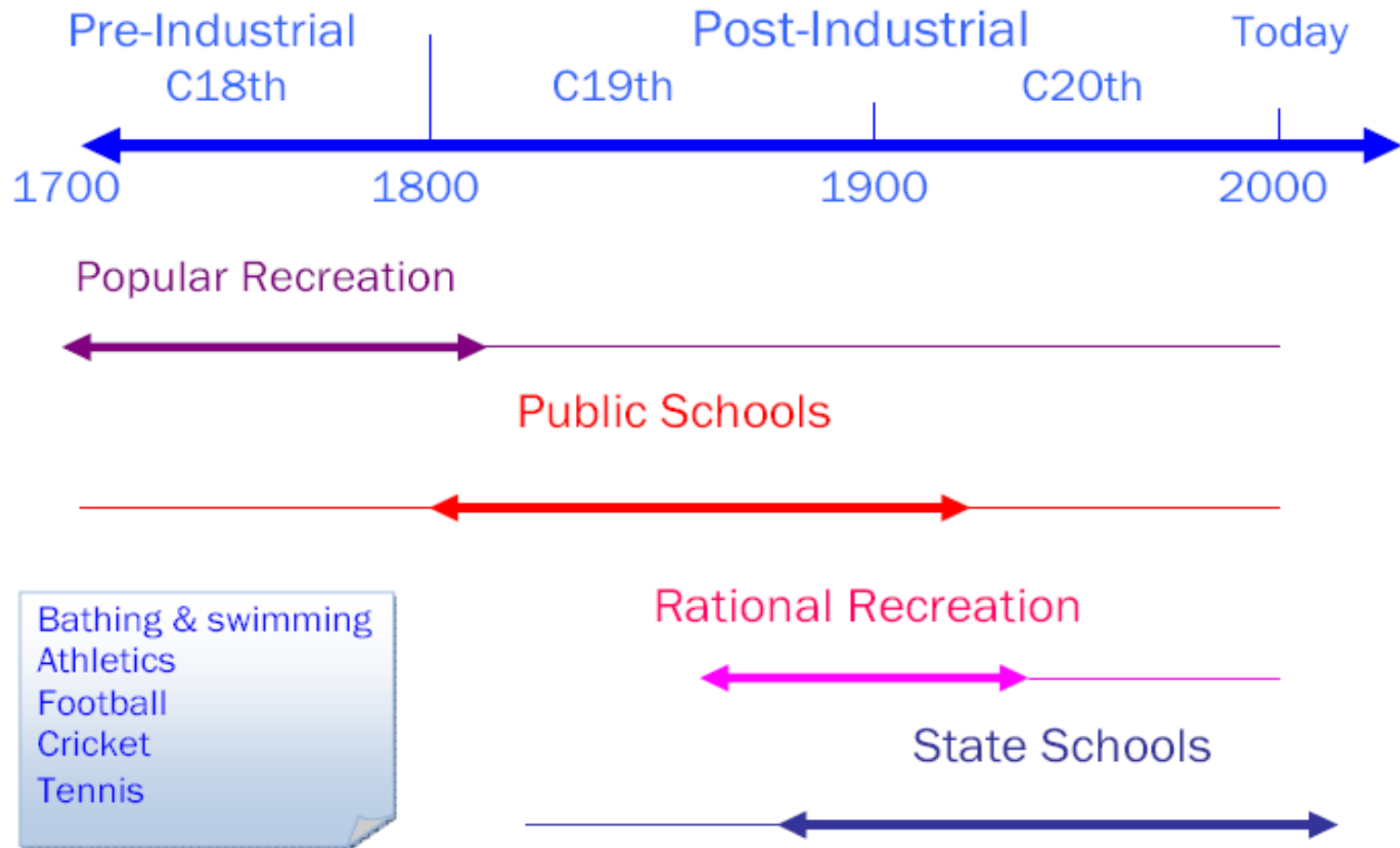
1 Popular recreation in pre-industrial Britain

Characteristics

- **N**atural/simple
- **L**ocal
- **S**imple, **U**nwritten rules
- **C**ruel/violent
- **O**ccasional
- **C**ourtly/**p**opular
- **R**ural
- **O**ccupational
- **W**agering

PLUCI   CROW

Social and cultural factors

- Simple/natural facilities
- Limited transport and communications
- Widespread illiteracy
- A harsh society
- Feast days and holy days
- Two-class society
- Pre-industrial
- Rags-to-riches and early professionalism
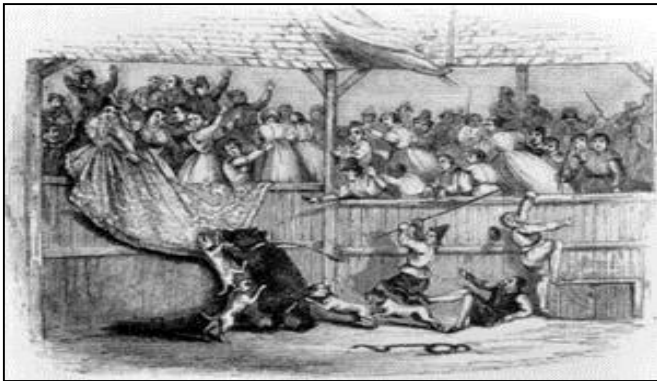
Opportunities for participation

Factors affecting participation:

- class
- gender
- esteem
- provision
- opportunity.

The impact of popular recreations on the physical competence and health of participants		
	Upper class	**Lower class**
Bathing and swimming	Likely to increase skill and health	As for upper class – key functional role for hygiene
Athletics	Pedestrianism required skill and would need and increase physical fitness and thus health	Pedestrianism – as for upper class Rural sports – predominantly for recreation
Football	Involvement unlikely so no impact	Mob football was forceful rather than skilful; could be harmful with severe injuries and even fatalities
Cricket	Outside and active during summer months so a skilful game with potential to increase health	As for upper class
Real tennis	A skilful, potentially health-enhancing game for the elite	Not available to lower class, who played simple hand and ball games (perhaps skilfully) for recreation

Links to today

You need to consider the impact of popular recreation on participation and performance in physical activity today.

The impact or link can be either:

- Direct – something such as a pre-industrial festival that still occurs today.
- Indirect (developmental) – via a previous stage.

Try to think of some examples of each!

Glossary of Key terms

- **Popular recreation**

  Pre-industrial sports and pastimes mainly associated with the peasant/lower class. This term could also refer to the most popular pastimes at that time.

- **English Civil War**

  War between the weakly-led Royalists or Cavaliers, under King Charles I, who tended to be gentry, rural and High Church, and the Roundheads (supporters of Parliament), who were largely merchant class, urban and Low Church. The roundheads were strongly led by Oliver Cromwell. The climax of the English Civil War in 1649 was the trial and execution of Charles I. England was declared a republic and a Puritan lifestyle was imposed. This was a very bleak time for sports and games.

- **Restoration**

  In 1660 the army asked Charles I's son, Charles II, to take the throne, in this way restoring the monarchy to power. Puritanism was in decline and Church support for sports and recreations increased.

- **Game laws**

  These eighteenth- and nineteenth-century laws gave sole right to kill game to the upper class and caused deep and lasting hostility in many rural areas.

- **British Empire**

  The spread of British forms of government, religion and culture to nations considered to be less advanced or civilised. On the positive side this included the building of roads, schools and hospitals, but usually at a loss of inherent traditions and culture.

Glossary Of Terms

- **Patron**

  A member of the gentry who looked after a lower-class performer, such as runner (pedestrian) or (prize) fighter. He would arrange the contest, put up stake or wager money, and give board and lodging to the performer. He did it for prestige and because of the contemporary popularity of such contests. Today a patron is called an agent or sponsor.
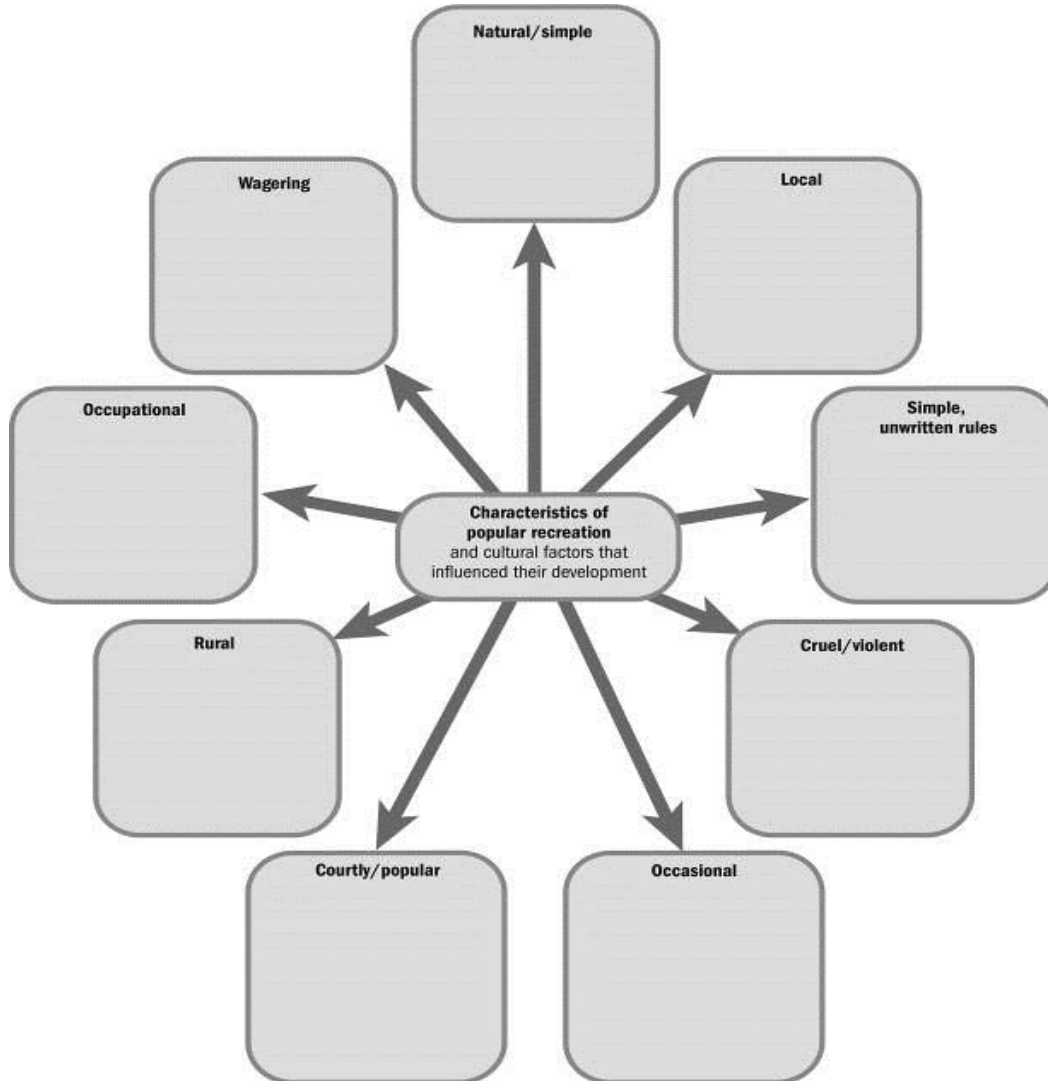
- **The Reformation**

  A religious movement that started in sixteenth-century Germany which called for the reform of the Roman Catholic Church. The Reformation led to new types of Christian religion known as Protestantism and Puritanism, and an attack on the sports and pastimes of common people.
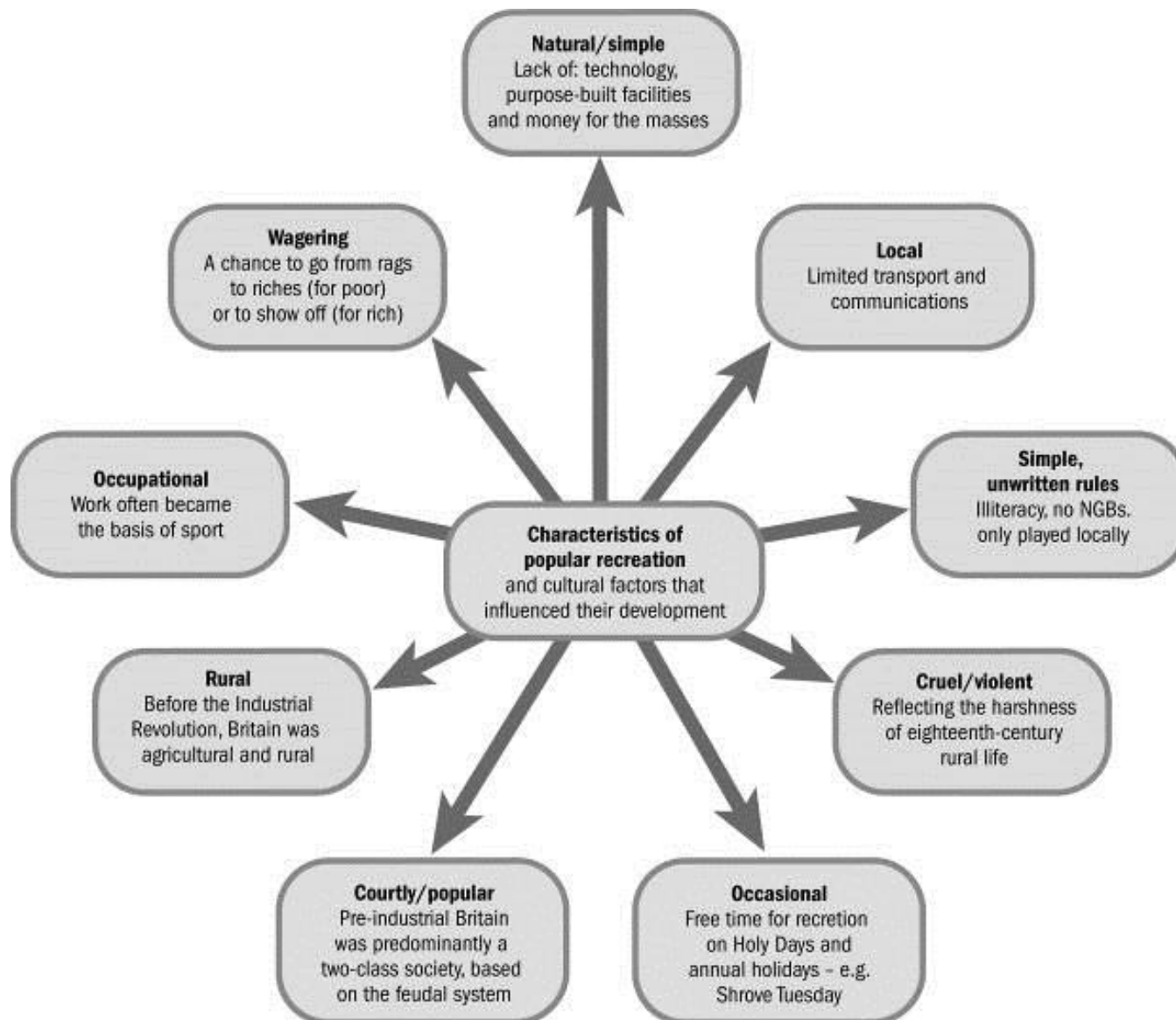
- **Puritanism**

  Puritans believed that idleness and playfulness were sinful and that salvation could only be earned through a life of prayer, self-discipline and moderation.

- **Coursing**

  The chasing of hares by trained dogs for a wager (bet).

Natural/simple

Wagering

Local

Occupational

Simple, unwritten rules

Characteristics of popular recreation
and cultural factors that influenced their development

Cruel/violent

Rural

Courtly/popular

Occasional

Natural/simple
Lack of: technology, purpose-built facilities and money for the masses

Wagering
A chance to go from rags to riches (for poor) or to show off (for rich)

Local
Limited transport and communications

Occupational
Work often became the basis of sport

Characteristics of popular recreation and cultural factors that influenced their development

Simple, unwritten rules
Illiteracy, no NGBs. only played locally

Rural
Before the Industrial Revolution, Britain was agricultural and rural

Cruel/violent
Reflecting the harshness of eighteenth-century rural life

Courtly/popular
Pre-industrial Britain was predominantly a two-class society, based on the feudal system

Occasional
Free time for recretion on Holy Days and annual holidays – e.g. Shrove Tuesday

Exam Question

Describe the types of recreational activities associated with community events in pre-industrial Britain and explain links between these activities and events that still occur today. [5]

Answer

Types of activities associated with community events: [5 marks]

At the village fair/parish feast/Christmas celebrations/hiring fairs/village wakes and the weekly market, the following might have occurred:

- blood sports
- donkey races
- occupational sports such as rowing or pedestrianism
- simple cheap or natural activities such as jumping/wrestling/shin-kicking/single-sticks
- tests of strength and/or speed such as smock races or running races/sack races/obstacle races

- folk sports/catching greasy pigs/whistling matches/grinning or gurning contests
- eating and drinking contests such as drinking hot tea quickly for a prize
- mob games.

Links to today:

- church fetes/tea parties
- village fairs and country fairs
- sports days in (junior) schools.

2 Rational recreation in post-industrial Britain

Characteristics

- **R**egional/national/international
- **C**odified
- **R**espectable
- **R**egular
- **E**xclusive/Elitist
- **U**rban/suburban
- **C**ontrol of gambling
- **A**mateurism/professionalism
- **F**air play
- **P**urpose-built facilities

P U R E

F A R C E

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Social and cultural factors

- Improved transport
- Business and administration skills
- Middle class influence
- Increased free time
- Social class and gender discrimination
- The 'Revolutions'
- Increased law and order
- Class structure/spectatorism
- Public school influence
- Technological advancement
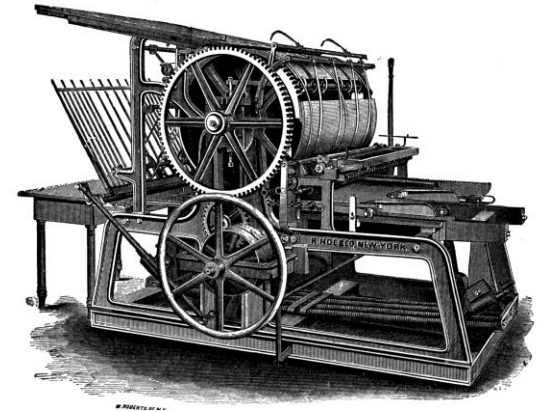
Impact on participation and performance

- Consider the five case study activities.
- To what extent did each of them impact on participation and performance at the time?
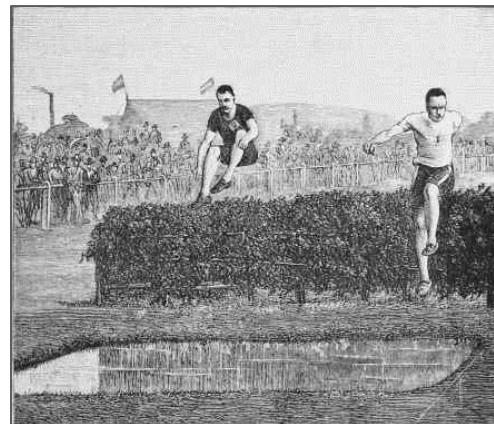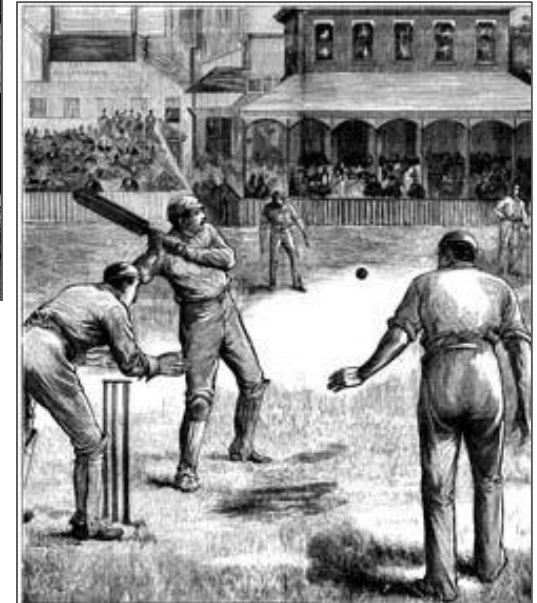
The impact of rational recreations on the physical competence and health of participants		
	Upper and middle classes	**Working class**
Bathing and swimming	Increased skill and health for middle classes as they took to and developed rational swimming	Initially functional to combat urban disease – 'penny baths'
Athletics	Opportunities to increase skill and health for both classes as their respective governing bodies were formed Note the ongoing existence of some early rural sports and the beginnings of urban athletics meetings for both classes, which would impact on health and skill	
Football	Amateur involvement often in exclusive teams such as the Corinthian Casuals	Mainly as spectators so no physical health or skill development Opportunities for a few very skilful players to become professional
Cricket	Skilful with potential to increase health as a summer outdoor active game	
Lawn tennis	Skilful and potentially health-enhancing for middle class; new opportunities for women	Limited access for lower class until club and park provision developed

Links to today

You need to consider the impact of rational recreation on participation and performance in physical activity today.

Remember the impact or link can be either:

- Direct – something that still occurs today.
- Indirect (developmental) – via another stage.

For rational recreation the links are likely to be direct.

Glossary of Terms

- **Cholera**

  Water-borne disease which causes severe diarrhoea. Unless treatment is given, cholera can cause rapid dehydration and death.

- **Industrial patronage**

  The provision of social, recreational and sporting opportunities by wealthy industrialists for their workers.

- **Oxbridge**

  The prestigious Oxford and Cambridge universities, where many ex-public school boys completed their Degree study.

- **Proprietary college**

  Newly-established middle-class schools, such as Marlborough or Malvern, that modelled themselves on the traditional public schools such as Winchester or Rugby.

- **Muscular Christianity**

  The combination of godliness and manliness – the belief in having a strong and fit body to match a robust and healthy soul.
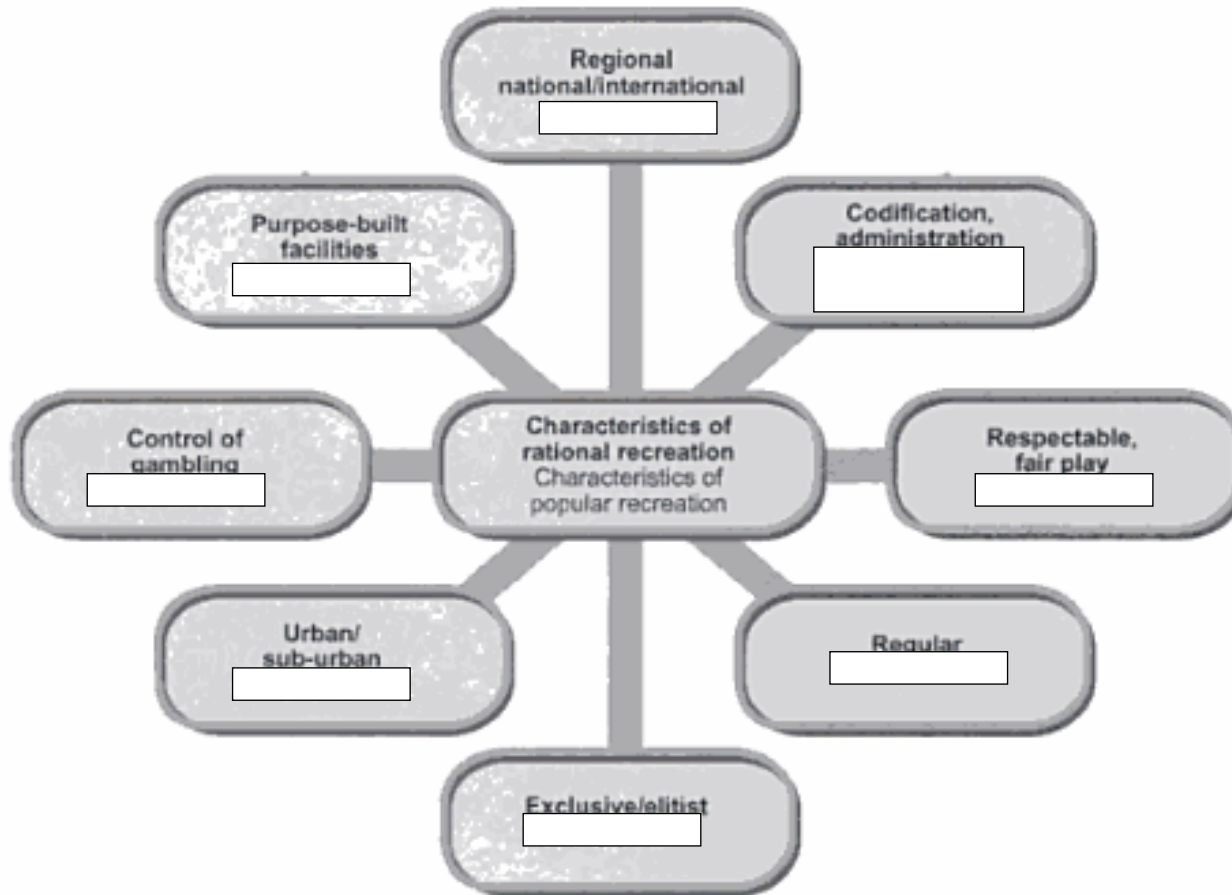
Compare the characteristics of pop v rat rec

Fig. 1.33 Comparison of characteristics: rational recreation and popular recreation.

Rational Recreation and impact on today

Factors that helped to develop rational recreation	The impact of this factor on contemporary participation and performance today
Improved transport, especially the railways	Yes, still hugely significant
Increased free time	Impact of either overwork or unemployment significant
The place and status of women	In spite of trends to outlaw gender discrimination/inequality, some would argue it is still a factor.
Working conditions	Arguably less of a factor today than in the nineteenth century
Emergence of the middle class	Changes in attitudes, manners, tastes and expectations are still relevant today.
Amateurism and professionalism	Still an impacting factor today, on both participation and performance
Changing views of the Church	Of limited relevance today

Rational Recreation Exam Style Question

Compare the socio-cultural factors that influenced the nature and development of both popular recreation and rational recreation. Explain one factor linked with rational recreation that continues to impact on participation in physical activity today. [6]

OCR
Physical Education

A2

Answers

Socio-cultural factors influencing popular recreation	Socio-cultural factors influencing rational recreation	Explanation of factors that continue to impact on participation in physical activity today
Limited transport and communications	Improved transport and communications	Provision or ownership of transport is still a key factor impacting on participation, for example … (accept any suitable example)
Widespread illiteracy	Improved literacy	Literacy linked to income and social deprivation is a key factor impacting on participation, for example … (accept any suitable example)
Two-class society	Emergence of middle class	Class linked to income is still a key factor impacting on participation, for example … (accept any suitable example)
Seasonal time	Machine time	Availability of spare time is still a key factor impacting on participation, for example … (accept any suitable example)
Harsh society	More civilised society	Sportsmanship associated with rational recreation (and more civilised society) is still associated with modern day participation.
Pre-industrial	Post-industrial	Provision of and access to community facilities is still a key factor impacting on participation (or other suitable/relevant example).
Limited law and order	Improved law and order	Reference to police and security presence in modern day sport (or other suitable/relevant example).

Revision Sessions

Subject	Teacher	Day/Date	Period	Cover Requirements
Exercise and Sports Physiology	RW	Wednesday 9th June	4 & 5	NBy to cover 9aPE3 P4
Historical Studies	MMy	Monday 14th June	4 & 5	None Required
Sports Psychology	NBy	Friday 18th June	1 & 2	None Required
Final exam Prep	MMy	Tuesday 22nd June	4	None Required

Exam Code	Title	Time	Date
G453(A2)	Principles and Concepts of Physical Education	2 h 30 min	Wed 23 June am

3 Nineteenth-century public schools

Characteristics

What was the impact of these schools on the development of sports and games?

- **G**entry
- **B**oarding
- **B**oys
- **F**ee paying
- **E**xpanding
- **N**on-local
- **C**ontrolled by trustees
- **E**ndowed
- **S**partan

G B F E N C E S

The three stages of development

- Stage one: boy culture, bullying, brutality
- Stage two: Dr Arnold and social control
- Stage three: the 'cult' of athleticism

Stage one: boy culture, bullying and brutality

- Hooligan behaviour
- Recreations organised by and for the boys
- Activities adopted and adapted from home
- First 'melting pot'
- Natural facilities
- No master involvement or encouragement

Stage two: Dr Arnold and social control

- Dr Arnold – the reformer
  - aims
  - strategies
  - influence
  - impact
- Muscular Christianity
- House system

Stage three: the 'cult' of athleticism

- Physical endeavour and moral integrity
- University 'melting pot'
- Obsession
- Standardisation of rules
- Assistant masters – Oxbridge graduates
- Games ethic
- Clarendon schools
- Character building
- Sportsmanship and other values

Ex-Public Schoolboys Influence

Among other things, ex-public schoolboys became:

- **Teachers** – often in the school they had attended as boys
- **Industrialists** – keen to spread the values of athleticism to their workforce
- **Parents** – influencing their own children, often sending them to their old school
- **Community leaders/politicians** – perhaps in local government and/or donating money to the town
- **Community members** – establishing, running and playing for and running sports clubs
- **Army officers** – increasing the morale and fitness of their soldiers, taking British games abroad
- **Vicars/priests** – supporting their parishioners in the formation of youth clubs and parish teams.

Glossary of Terms

- **Trustees**
  Influential people responsible for managing and promoting an organisation or asset, such as a school.

- **House system**
  System whereby boys lived in individual houses while away at boarding school. For example, Charterhouse had four boarding houses when it was first founded in 1611 and has eleven boarding houses today. The house became the centre of social and sporting life.

- **Clarendon Report**
  The account of public school life written by the Earl of Clarendon and his team of commissioners (officials) in 1864.

- **Civilising process**
  Improvements relating to more refined or sophisticated behaviour and in social organisation and relationships.

- **Technical developments**
  Developments related to rule structure, equipment, facilities, spectatorism, level of skilfulness and so on.

- **Social relationships**
  Influences of societal change, for example improved transport and communications, and changing social relationships within the schools such as level of bullying, Headmasters' attitudes, interaction between boys, masters and local residents.

Glossary of Terms

- **Values**
  Benefits, ethics and morals that build character and become guidelines for living, such as teamwork, manliness, loyalty, honour and respect for opponents.

- **Regency period**
  A time of high fashion during the late-eighteenth and early-nineteenth centuries, associated with the Prince Regent (the son of George III who ruled during his father's illness).

- **Preparatory or 'prep' schools**
  Junior schools for younger boys, who would then advance to the public schools.

- **Melting pot**
  To combine different things to produce a new outcome; with respect to stage one, the mixing of games and traditions from a variety of areas or sources resulting in a standardised game or system of play.

- **Social control**
  The establishment of order, stability and good behaviour.

- **Cloisters**
  Covered walkways or corridors with a courtyard in the middle (see fig 4.16 p 68 illustration of the cloisters at Charterhouse)

Glossary of Terms

- **Codify**

  To collect together and organise rules and procedures.

- **Hare and hounds**

  An adaptation of fox hunting whereby one boy runs ahead of the pack dropping a trail of paper as 'scent,' which is then followed by the chasing crowd.

- **Fives**

  A hand and ball, or bat and ball game against a suitable wall or (later) in a purpose-built court. Similar to squash, the game was called fives because of the five digits on one hand.

- **Penny post**

  New technology and printing machinery for producing postage stamps transformed the postal service in 1840. For the first time the person sending a letter paid the postage instead of the person receiving it! The new system was cheaper, faster and more reliable, and greatly improved communications throughout the country. Compare this to the speed and convenience of texting and emailing today.

- **Cult**

  A craze or obsession.

- **Athleticism**

  The combination of physical endeavour (or trying hard) with moral integrity (a mix of honour, truthfulness and sportsmanship).

Glossary of Terms

Clifton

Public school in Bristol, founded in 1862, built as a copy of Rugby.

Uppingham

Grammar School reformed under Edward Thring (1853–87), where games became central to school life. Thring played in the school teams.

Assistant master

Junior master without the responsibility of a house who taught an academic subject and was fully involved in the games programme.

Games ethic

A belief in the value of team games for the development of character. Clifton, Malvern and Cheltenham are examples of middle-class copies of Clarendon schools that took on the games ethic and had outstanding facilities.

Fags

Younger boys were expected to carry out tasks for the older boys in the school. 'Fagging' was common throughout the English public schools, although the system was subject to much abuse.

20 point exam question

d. Evaluate the influence of the characteristics of the public schools and the three developmental stages of athleticism on the physical activities of public schoolboys during the nineteenth century. What aspects of public school life continue to impact on the physical activities of young people in schools today? [20]

Evaluate:

Determine the value of, assess the value of and say why.

Characteristics

Remember to start of by introducing your K and A relating to the characteristics of Public Schools.
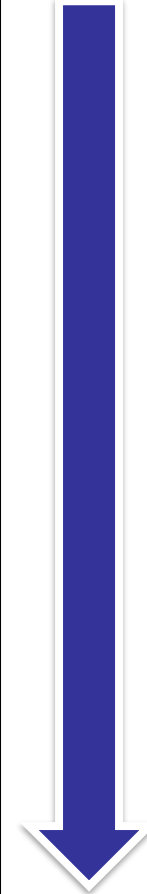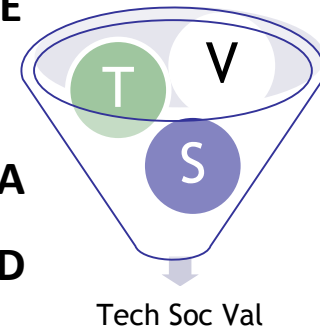
GB (B) F E N C E S

Characteristics	Impact on physical activity of public schoolboys
Boarding	Time available to play games.
Expanding	Houses formed which were used as competitive bases.
Non-local	Melting pot of activities from different areas/variety.
Controlled by trustees	Backed by influential people who could make things happen, e.g. facility building.
Endowed/fee paying	Funding for facilities and/or professional coaching, e.g. in cricket.
Gentry	Gentry sports brought in and adopted, e.g. cricket, or adapted, e.g. hare and hounds.
Boys	Energy to be channelled into games.

More detail on the 3-stages

Feature of stage(s)	Impact on physical activity of public schoolboys
Formal or informal	Impact informal and unofficial rather than structured or planned.
Time/no master involvement	Boys roamed the countryside looking for fun/trespass/poaching in their free time outside of lesson time, both in the school grounds and the surrounding countryside.
No status for sport/ informal	Activities invented to suit natural facilities in the school, e.g. Eton wall game/limited 'local' rules.
Bullying/spartan	Violent mob games/fighting/'every man for himself'/survival of the fittest/no values linked to games.
Boy culture	Activities organised by and for the boys/unplanned, informal or limited level of organisation for most activities/simple equipment.
Upper-class boys	Cricket brought in/hare and hounds adapted from fox hunting.
Dr Arnold and social control/increased master involvement/ the civilising process/ increased funding	Sports and pastimes became more controlled and less violent: • played more regularly • more organised • stayed in school grounds/trespass etc. reduced • inter-house games • from popular to rational recreations • specialist kit, equipment and facilities
Improved transport in society and for schools	Organisation, codification and regular fixtures including establishment of inter-school fixtures, leagues, cups and competitions such as public school championships.
H.M. encouragement	More regularity/compulsion.
Time, space available	Regularity/improved standards.
Expertise available	Improved standards.

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Impact on Physical Activity Today

Aspects of public school life that continue to impact on the physical activities of young people in schools today include:

- sports days
- leagues/cups and competitions
- participation for character building
- importance of experiencing competition in a competitive society
- fair play/sportsmanship
- inter-house and inter-school competitions
- (in some schools) prestige and status for the successful
- (in some schools, including many independent schools) involvement by non-Physical Education staff in sports and games
- schools such as Eton or Winchester still have their traditional games
- some of the old established (public school) competitions still exist
- participation in physical activities considered important for a healthy, balanced lifestyle.

Accept other suitable, relevant examples of aspects of public school life that continue to impact on the physical activities of young people in schools today.

Chapter 4 Case Studies of Sport – Tracing the Developments

Bathing and Swimming

- **Chivalric code**

  The courteous, gallant and gentlemanly behaviour associated with the upper class.

- **Water cure**

  A belief in the therapeutic effects of immersion in water.

- **Gentry**

  The lesser nobility, who owned land.

Athletics

- **Paganism**

  Religious practices that preceded Christianity in Britain. Different pagan communities worshipped different elements, whether certain gods, nature, Celtic traditions or witchcraft.

Football

- **Broken time payments**

  Payments made to working-class players to compensate for loss of earnings. It led to professionalism and was looked down on by gentleman amateurs.

- **'Respect' campaign**

  The FA's initiative aimed at improving behaviour and stamping out dissent towards officials at all levels of the game but notably at grass roots level, where one match in three is currently played without a referee due to likely abuse.

Case Study 1 Bathing and swimming

As a popular recreation

In the Middle Ages (c. 1200-1500), towns were built at defensive sites and river crossing points. Bathing for pleasure was common, especially on hot summer days. As well as a natural playground, the river provided a ready supply of food, a means of transport and a place to wash. It was the commercial centre of the area. With work, play and the river so inter-related, learning to swim for safety also became a necessity. In the natural environment, it was as important to swim as to run!

Charles II (1660-1685) established a series of fashionable swimming contests on the Thames and the first open-air swimming bath was built in London in 1784.

In the public schools

At the beginning of the nineteenth century, bathing in public schools was spontaneous, unorganised and centred around natural facilities such as local rivers or ponds. Boys swam in their free time and with no master input or supervision. The river was a place to wash and have fun. As the century progressed and athleticism developed, swimming became more structured and regulated with natural facilities being transformed (often thanks to old boys' donations) into major bathing facilities with changing huts, diving boards, swimming instructors and competitions.

In terms of values and status, headmasters increasingly regarded swimming as a necessary athletic, as well as a safe and hygienic pursuit, and they followed contemporary fashion in believing water immersion to be therapeutic. No doubt the boys also enjoyed the excitement and relative freedom of swimming, especially once organised lessons and regular competitions were established.

Bathing and swimming

As a rational recreation

Eighteenth- and nineteenth-century industrialisation and urbanisation led to overcrowding and disease. Two major outbreaks of cholera rampaged through the country in 1832 and 1849. The first Public Health Act (1848) sought to reduce such problems.

As only wealthy people could afford bathrooms at home and rivers became increasingly unsafe to use for washing, central government had to take a stand. Politicians gave loans to town councils to build public baths on the understanding that the lower class would be encouraged to wash. Public baths had first-class facilities for the fashionable middle class and second-class facilities for the working class, who paid 1d (one penny) to wash themselves and their clothes. An elaborate public baths would increase the status of a town

Your specification says:	**Factors that have helped develop bathing and swimming in the UK and the impact of these factors on contemporary participation and performance**
Participation in swimming today:	Recommended and popular since easy on joints as a non-weight-bearing activity and a lifelong physical activity
Factors that have helped develop swimming and the impact of these factors on participation and performance:	• Pool technology including hoists for disabled people and modern teaching and learning aids – likely to increase participation • Improved material technology for clothing, which increases times, breaks records and increases interest in the sport • Leisure pools offering family entertainment with flumes, wave machines, 'splash time', children's swim parties and so on – likely to increase participation • Blue Flag beaches indicating that water is safer/pleasanter for bathing – likely to increase participation • Continued awareness of safety – access to pools for families who holiday abroad • Antenatal and parent and baby/toddler classes, aqua aerobics, etc. – likely to increase participation • Government targets for more pools, upgrade of existing pools and plans for more Olympic and 50m pools • Growth in number of health clubs and spas with good swimming and changing facilities – likely to increase participation • Government initiative for free entry to pools (initially for under 16s and over 60s) likely to increase participation • Success and inspiration of swimmers such as Michael Phelps (USA) and Rebecca Adlington (Team GB) in the Beijing Olympics 2008 and Eleanor Simmonds (Team GB) in the Beijing Paralympics • Increasing popularity and success of triathlon events (see athletics)
Specific factors that might be a barrier to participation in swimming today:	• Nature of activity (individual and in water) – some people may choose alternative activities that are arguably more sociable • Esteem – embarrassment or limited confidence due to poor body image • Limited media coverage, so impact of role models restricted to major world competitions • Cultural factors/ethnicity – e.g. reluctance to take part by some Asian females • Risk and pollution associated with seas and rivers

Case Study 2: Athletics

As a rational recreation

A traditional wake was a great social occasion. Men competed in events such as stick fighting, wrestling and running. They also tried to catch pigs whose tails had been soaped and competed in whistling matches and grinning contests! Not yet restrained by nineteenth-century Victorian ethics, peasant women would also run in smock races

The most obvious ancestor to modern athletics is pedestrianism. From the late seventeenth century the gentry employed footmen as messengers and competitive runners. Pedestrian races attracted wagers of up to 1000 guineas, so a good living could be earned by a small number of professional athletes.

In the 1860s, the great American Indian athlete Deerfoot visited England and helped to inspire early amateur athletes.

In the Public Schools

Eighteenth-century public schoolboys took the sports of their local village wakes and fairs back to school after the holidays. With no stabling or kennels at school, fox hunting could not be adopted. Instead it was adapted to hare and hounds, where the human 'hare' would run ahead and drop 'scent' (paper) for the 'hounds' to follow.

A more refined form of athletics came to public schools from Exeter College, Oxford, in 1850. A group of undergraduates, disappointed by their poor riding in the traditional steeplechase, ran in a 'foot grind' across country.

By the 1870s athletic sports days had become a major social occasion in public schools. They represented an era of technical advancement, more friendly social relationships between boys and masters, and a developing interest in skilfulness over brute force.

Athletics

As Rational Recreation

As urbanisation progressed professional athletics became established in the big industrial cities. The lower class ran for money, even though the winnings were small compared to those of pre-Victorian pedestrianism. Cheating was common, just as it was with pedestrianism.

The 'exclusion clause' was a device used by upper-class administrators to exclude the working class (manual labourers) from sports associations.

The Amateur Athletics Association (AAA) was established in 1880. The exclusion clause was then withdrawn and a professional became someone who ran for money rather than someone from the classes.

Your specification says:	**Factors that have helped develop athletics in the UK and the impact of these factors on contemporary participation and performance**
Participation in athletics today:	• Jogging or running – in this cheap, simple and accessible activity, participation levels seem to be relatively high. It is a popular, fashionable, health-enhancing pastime, despite risks of potential injury from overuse • In the much more specialist track and field athletics, participation rates are much lower • Note success of events such as the London Marathon, Great North Run, Race for Life, Hash House Harriers, etc. • Increasing popularity of triathlon events
Factors that have helped develop athletics and the impact of these factors on participation and performance:	• Technological developments, for example tracks, clothing, titanium for javelins and so on • Sports hall athletics: indoor athletics for young people. Adapted events use scaled-down versions of mainstream athletics and modified equipment. The aim is for young people to enjoy and develop their athletic capabilities and possibly continue into lifelong participation • Playground athletics – similar to the above, with a teacher pack for schools showing how athletics can be done safely without specialist equipment • Adequate media coverage to promote role models and make a difference • Competition organisers and development officers who work for county councils and who in some areas run the sports hall athletics programmes • Passion of individual teachers and club members • In September 2008, former Olympic champion Sally Gunnell launched McCain 'Track and Field', a nationwide campaign aiming to make athletics more accessible • Sponsorship, such as from McCain, who in July 2008 announced a five-year £5-million sponsorship deal with UK Athletics • Lottery funding and prize money have meant that the elite can now be career athletes

Specific factors that might be a barrier to participation in athletics today:	• Many events are specialised and linked with risk, so there is a need for specialist coaches and strict, time-consuming health and safety procedures • Many young people get poached by team sports, which are arguably more sociable with less individual exposure; for example, running an 800m race you are fully exposed, whereas playing at a low level within a hockey team it is easier to remain unnoticed • Teachers' lack of confidence or fear of legal action • Challenges for schools include: restricted time in summer term; impact of poor weather; expense of equipment; difficulty of getting equipment out (such as hurdles or high jump equipment); lack of throwing cages to reduce risk and increase safety, and so on • Lack of access to top-level clubs where access is determined by trials; such clubs are inaccessible to most young people who will not have seen the specialist equipment until Year 7 at earliest • Athletics is not generally considered to be a lifetime sport • Negative image due to drug scandals may deter young people or their parents • Negative image of some field events as not 'cool' or appealing compared to other events • Indoor facilities very selective and mainly restricted to use by high-performance athletes

Case Study 3: Football

As Popular Recreation

Early mob football games were played in city streets. They were little more than massive brawls involving brute force between hordes of young men. The games had simple unwritten rules that were passed on by word of mouth. They were usually festival events held annually on holy days. Mob games were frowned on as they caused damage to property, injury, occasional deaths and social unrest (which might have led to riot or even rebellion). Despite many attempts to stop them, some games still survive today.

In the public schools

From the earliest days of public school history, impromptu, natural, forms of football were played. Boys brought games from home, which developed into school games dependent on the natural facilities available.

During the second stage of public school development, football became the place to settle disputes and to show courage and determination.

By the 1860s transport and communications had greatly improved. School football had also developed and a variety of internal and external contests were organised. Disagreements often occurred in inter-school matches, however, as each school had different rules. Old boys going up to university brought about a 'melting pot' of ideas which led to formal rules.

Football

As a Rational Recreation

Football became popular very quickly, especially in northern industrial towns, because:

• It was simple and fitted the limited space available.

• It fitted perfectly in the newly free Saturday afternoon.

• The working-class population were keen spectators.

• Improved transport and communications made travel to away matches possible.

• For professionals, it offered an improved lifestyle and regular wages.

In rugby football, working-class players could not afford to take unpaid time from work to play,
so they tried to get broken time payments. They failed and so the game split – the Northern Football Union was formed in 1895, and players were paid for loss of working time. Southern clubs effectively excluded manual workers who needed to take time off to train and travel, thus cementing the tradition that their game was only for gentlemen amateurs – a belief that lasted for the next 100 years.

Your specification says:	Factors that have helped develop football in the UK and the impact of these factors on contemporary participation and performance
Participation in football today:	• Traditionally the national game with a history of high participation • Community participation – 'lads and dads' • Boom sport for women and girls, for example at Cramlington Learning Village in Northumberland over 200 girls play football every Saturday morning • Simple, cheap and accessible game that can be modified and played anywhere • Played in the majority of schools – curricular, extra-curricular and in playgrounds • Women's World Cup
Factors that have helped develop football and the impact of these factors on participation and performance:	• Spectator game has developed as family entertainment with family enclosures and payment incentives as well as safer, larger stadia; these will all increase spectatorism and arguably could impact on participation • Elite performers as 'rags to riches' icons • Technology and fashionable clothing – kit, boots, balls, turf, stadia (including new Wembley stadium) • Impact of sporting celebrities, for example David Beckham • Academies often provide community football camps • The international game with tournaments such as the African Nations Cup, which includes English and Scottish Premier League players and which thereby attracts interest in the UK • The FA's 'Respect' campaign to combat unacceptable behaviour at every level, both on the pitch and from the sidelines
Specific factors that might be a barrier to participation in football today:	• Less 'street football' due to more cars and/or parental concerns regarding safety • Smaller gardens – less suitable for playing games (decking, etc.) • Reputation of poor behaviour by minority • Selling off of school and municipal playing fields, for example for more profitable housing or supermarkets • Argument of decreasing parental involvement due to work commitments

Case Study 4: Cricket

As Popular Recreation

Village cricket was played from the early eighteenth century, especially in Kent, Sussex and Hampshire. From the start the social classes played together, reflecting the feudal structure of the village. Gentry patrons employed estate workers as gardeners and gamekeepers primarily for their cricketing talents. There were also some freelance professionals who played in a servant role to their current employer. Early clubs emerged from these rural village sides.

Interest and patronage by the gentry led to the early standardisation of rules.

Key threads in the story of early cricket are:

•the Bat and Ball Inn in Hambledon, Hampshire

•Marylebone Cricket

In Public Schools

Headmasters were happy to accept cricket as its standardised rules, lack of violence and involvement by the gentry made it respectable. It also occupied boys and kept them out of mischief.

By 'stage three' there was also the belief that cricket developed qualities such as leadership and teamwork.

Cricket

As a Rational Recreation

William Clarke was an enterprising cricketer who helped change cricket from a fragmented local sport to a national success. By the 1840s upper-class patronage of cricket had declined and professionals looked elsewhere for employment. Some went to public schools and universities, while others joined professional touring sides such as the William Clarke XI. These attracted huge crowds and played against teams of up to 22 opponents.

In the 1870s county cricket took over from the touring elevens as a spectator attraction. This rationalised form of the game had a strict class divide.

Amateurs and professionals had their names written differently in programmes, had different eating and travelling arrangements, did not share a changing room and entered the field of play from different doors.

Your specification says:	Factors that have helped develop cricket in the UK and the impact of these factors on contemporary participation and performance
Participation in cricket today:	• In its simplest form, a popular beach game • English Cricket Board (ECB) statistics show a 27 per cent increase in participation rates in the 12 months up to October 2008 and a 45 per cent increase in female participation over the same period • 8,000 cricket clubs in England of which 6,500 are affiliated to ECB and 3,700 have junior sections • Summer game in state schools but many constraints, such as need for time, adequate facilities and specialist coaching • Independent schools often able to provide more cricket opportunities than state schools
Factors that have helped develop cricket and the impact of these factors on participation and performance:	• A sophisticated and structured development programme by ECB with development targeted through clubs rather than through schools; programmes are designed and devised locally with regional support from ECB • Strategies and initiatives include adapted games for people with disabilities (blind, deaf, physically or mentally disabled) • The 'club mark' scheme, whereby clubs gain a kite mark standard and accreditation as healthy, safe places for young people 'Chance to shine' • Technology for bats, bowling machines, protective clothing and so on • Twenty20, one-day matches / Media hype linked with test matches • Commercialisation of the game at top level – top teams visiting different towns to entertain and inspire (as they did in the time of William Clarke) • Asian immigration since 1960s • The England women's victory in the Cricket World Cup in 2009
Specific factors that might be a barrier to participation in cricket today:	• Summer game – limited time available at school level • Kolpak ruling means that less money might be spent on coaching and developing young, home-grown players

Case Study 5: Tennis

As Popular Recreation

Real or **royal** tennis originated in France. It was an exclusive game for **kings** and **nobles** who played on purpose-built, **sophisticated** courts which varied in size and shape. The game also had **complex** rules and required high levels of **skill**.

In Public Schools

Various bat and ball games existed in public schools including fives, racquets and squash. Lawn tennis was not welcomed by boys' public schools for the following reasons:

•The courts took up a comparatively large space for the number of boys occupied.

•it did not have the status of cricket or football.

•It did not require the co-operation or teamwork of major games.

•It had a reputation of being suitable only for girls.

As a Rational Recreation

The game of lawn tennis was invented, patented and made popular by a middle-class army officer in 1874. The game was bought by the most fashionable upper-middle-class families and soon became part of family recreation and an important status symbol.

Lawn tennis played a key part in the emancipation of women. It helped to dispel some stereotypes of earlier Victorian times that to be athletic was medically harmful. The game did not require special dress and could be played in large gardens with high hedges or walls which provided privacy.

Your specification says:	**Factors that have helped develop tennis in the UK and the impact of these factors on contemporary participation and performance**
Participation in tennis today:	• Focused on clubs, with school links important • In spite of initiatives, it could be argued that tennis is still predominantly a middle-class game
Factors that have helped develop tennis and the impact of these factors on participation and performance:	• Technology such as Astroturf, titanium racquets, low-compression balls, ball machines and other coaching aids • LTA and other schemes to increase participation in inner cities • Increasing number of indoor courts – David Lloyd and other tennis centres mean more are able to play thoughout year, as well as provision in public parks • Regionalisation of LTA • Media coverage – Wimbledon on terrestrial television available to all, so widespread exposure of role models, including 2008 junior Wimbledon champion Laura Robson • Retractable roof on the centre court at Wimbledon since 2009 • Free or heavily subsidised use of community courts in parks in some areas
Specific factors that might be a barrier to participation in tennis today:	• Public perception that tennis is a game for wealthy people (the cost of hiring a public tennis court can be as much as £9.00 per hour) • Quality of park/public provision – many community courts are neglected and in disrepair; others have been turned into skateboard parks or playgrounds • Summer game – limited time available at school level • Unpredictable British weather • Other challenges at school level, such as specialist coaches needed and 'expensive' space-wise (just as in the boys' public schools) • Courts converted to car parks at many schools/colleges • A comparatively difficult game • Computer alternatives to the 'real thing' such as Wii sports • Prevailing 'stuffy' attitudes at some private clubs

Chapter 4 Case Studies of Sport – Tracing the Developments

Cricket

- **Chance to shine**

  ECB campaign to regenerate competitive cricket in a third of state schools in England and Wales by 2015, by providing high-quality cricket programmes based upon continuous coaching, skills awards and competition. In addition, there will be coach and teacher training initiatives, the provision of facilities and equipment, as well as school holiday activities.

- **Kolpac ruling**

  A judgment in the European Court of Justice, May 2004. If   a person has a valid UK work permit and is a national of a country which has a trade agreement with the European Union (South Africa, Zimbabwe and some West Indian Islands, for example) then, for the purpose of employment, they must be treated like a citizen of an EU country. This means that if a South African cricketer with a UK work permit is treated as if he were a British (or other European) citizen, he can therefore qualify as a domestic player for Competitive County Cricket.

Tennis

- **Emancipation**

  Liberation linked with new found freedom. For women in late-nineteenth-century Britain, emancipation meant freedom from the restricting limitations society placed on them as women.

- **Patented**

  Protected by a patent. A patent is a licence issued by the government which gives the inventor of a product the sole right to make, use and sell that product for a designated period.

Objectives

Aims or intentions of (in this case) a lesson or syllabus for example physical or military Fitness.

Content

The subject matter or activities Taught in the Lesson.

Eg weapons drill or Games skills.

Education

Methodology

The teaching style used for Delivery eg command-response or problem solving.

C O M (E)

5 Drill, physical training and Physical Education in schools

The 1902 Model Course

Objectives:

- Fitness (for military service/war)
- Training in handling of weapons
- Discipline for the working class

Content:

- Military drill/marching
- Static exercises, e.g. arm raises, deep breathing
- Weapon training

Methodology:

- Command-response (e.g. 'Attention', 'Stand at ease', 'Marching, about turn')
- Group response/no individuality
- In ranks

The 1933 Syllabus

Objectives:
- Physical fitness
- Therapeutic benefits
- Good physique
- Good posture
- Development of mind and body (holistic aims)

Content:
- Athletics, gymnastic and games skills
- Group work

Methodology:
- Still direct style for the majority of the lesson/centralised
- Some decentralised parts to the lesson
- Group work/tasks throughout
- Encouragement of special clothing/kit
- Five 20-minute lessons a week recommended, outdoors for health benefits
- Used many schools' newly-built gymnasia
- Some specialist PE teachers
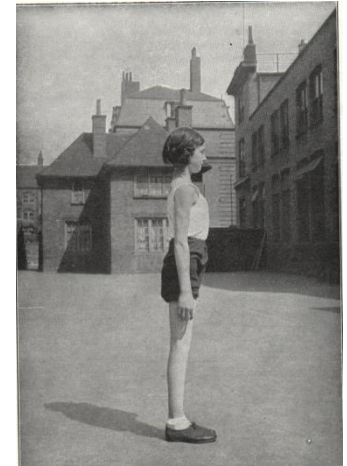
The 1950s – Moving and Growing/Planning the Programme

Objectives:

- Physical, social and cognitive development
- Variety of experiences
- Enjoyment
- Personal satisfaction/sense of achievement
- Increased involvement for all

Content:

- Agility exercises, gymnastics, dance and games skills
- Theme or sequence work; movement to music
- Apparatus work

Methodology:

- Child-centred and enjoyment orientated; progressive
- More specialised PE teachers
- Teacher guidance rather than direction
- Problem-solving/creative/exploratory/discovery
- Individual interpretation of tasks/decentralised
- Using full apparatus (cave, ropes, bars, boxes, mats and so on)

The 1970s and 1980s

Impact of industrial action:

- reduced opportunity and provision
- extra-curricular activities severely restricted or stopped
- participation reduced in schools
- participation shifted to community clubs
- frustration/disappointment for both children and teachers
- negative press for teachers.

Children Playing Marbles, 1970   Image Ref: 10456230
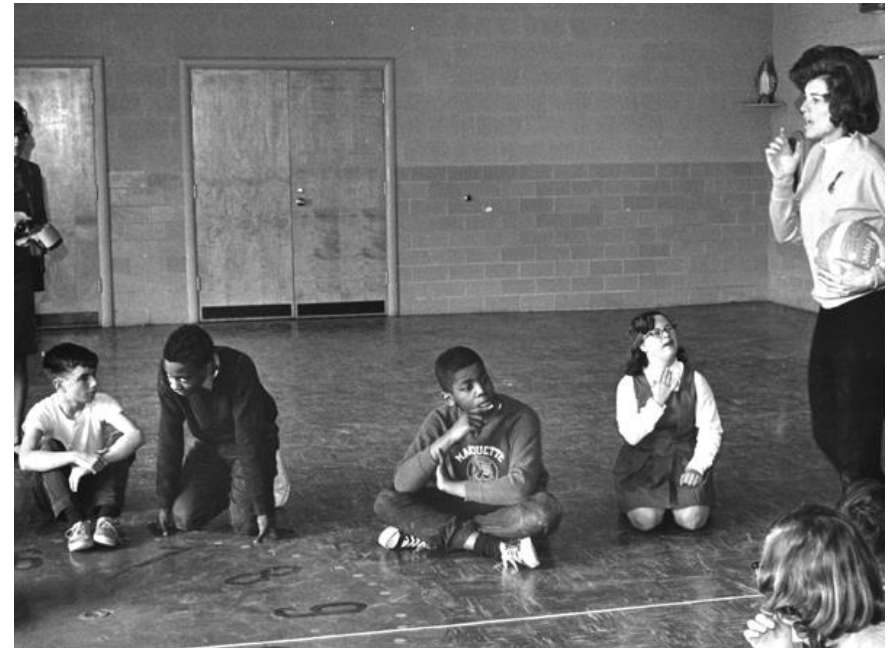
National Curriculum: positives

Include:

- higher standards
- a broad and balanced PE experience for all
- consistent opportunity and content for all
- easy transfer between schools
- increased likelihood of life-long participation
- develops learning, thinking and analytical skills as well as creativity, innovation and enterprise
- develops social skills such as fair play
- helps pupils to manage risk and cope with difficulty
- can develop pupils' integrity and independence.

National Curriculum: negatives

Include:

- administrative overload for teachers
- lack of assessment experience by some teachers
- may reduce creativity of some teachers
- pressure on schools re facilities
- schools can still offer an unbalanced programme
- demanding on teachers.
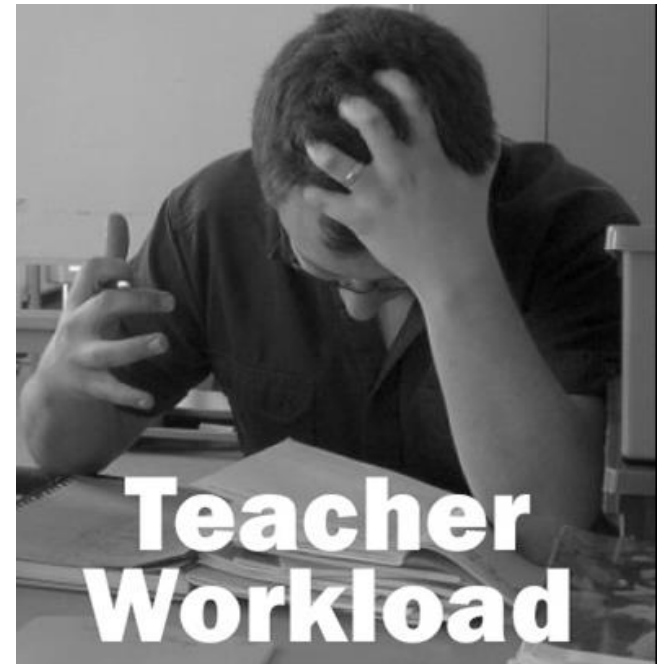
Glossary of Key Terms

- **Objectives**
  Aims or intentions of a lesson or syllabus, for example physical or military fitness.

- **Content**
  The subject matter or activities taught in the lesson, for example weapons drill or games skills.

- **Methodology**
  The teaching style used for delivery, such as command or problem solving.

- **Board schools**
  State schools that opened as a result of the Education Act of 1870.

- **European gymnastic teachers**
  Swedish gymnastics was a system of freestanding exercise created by Ling in the late-nineteenth century that exercised the body systematically, sometimes called 'callisthenics.' In contrast, German gymnastics emphasised the use of apparatus for vaulting and strengthening, and was influenced by military and public school gymnastics.

- **Army non-commissioned officers (NCOs)**
  Low-ranking officers with little interest in, or knowledge of, child development and whose involvement in presenting the Model course lowered the status of the subject.

- **Therapeutic**
  Beneficial or health-giving.

Glossary of Key Terms

- **Boer War**

  War between the British Empire and the Boers of South Africa, 1899–1902. Britain lost prestige due to its poor performance in the war.

- **Colonel Fox**

  A long-serving army officer appointed in 1902 as a result of the Boer War to establish and ensure the adoption of the Model course.

- **Physical training**

  Term used between 1880 and 1950 to describe a form of physical exercise that consisted of Swedish gymnastics and drill.

- **Decentralised/Centralised**

  A decentralised lesson has the teacher as a guide and children can work at their own pace, answering tasks in an individual way. It is in opposition to a centralised lesson, which involves the teacher using an instructive style and the children all answering the same task in unison.

- **Holistic**

  Considering the whole rather than the separate parts. The holistic approach to the physical education of young children would consider not only the physical but also the intellectual, emotional and social development of each individual child.

- **Open tasks**

  Problem-solving tasks that can be solved in many different ways.