

A Level PE

SUMMARY

By the end of this topic, you should understand how social class, gender, law and order, education and literacy, availability of time and money, and type and availability of transport shaped sport. You should also understand the role of public schools in shaping sport after 1850, how amateurism and professionalism influenced sport, and how sport changed in the 20th century.

PRE-INDUSTRIAL BRITAIN (PRE-1850)

This refers to Britain before the Industrial Revolution (before around 1750), when society was mainly agricultural and most people worked on the land.

Characteristics of popular recreation: local, rural, occasional, linked to festivals and holy days, simple, unwritten, violent, low in organisation, limited by social class and gender.

Mob football: played between villages, very few rules, extremely violent, large numbers of participants, often linked to celebrations. Sometimes so violent people boarded up their houses. Winning often meant getting the ball to the centre of the opposing village. Early rules often only banned murder or manslaughter.

SOCIAL CLASS IN PRE-INDUSTRIAL BRITAIN

Two main classes:

Upper class (aristocracy/gentry): more money, more leisure time, better education, better transport. Activities included fox hunting, real tennis, horse racing. These sports were expensive, exclusive, and more complex.

Lower class (peasants): less money, long working hours, little education. Activities included mob football, bare-knuckle fighting, animal baiting. These sports were violent, simple, and local.

Activities involving both classes: - Pedestrianism: lower class were competitors; upper class were sponsors/patrons. - Cricket: upper class were "Gentlemen" (amateurs); lower class were "Players" (professionals).

GENDER IN PRE-INDUSTRIAL BRITAIN

Women had fewer rights and opportunities. They were viewed as fragile, weak, and unsuitable for strenuous activity.

Female activities: - Lower class: smock races - Upper class: archery

LAW AND ORDER (PRE-INDUSTRIAL)

Law enforcement was weak. Sports were often violent, with few written rules. Blood sports were common and animal cruelty was accepted.

Examples: bull baiting, cock fighting, bare-knuckle boxing.

EDUCATION AND LITERACY (PRE-INDUSTRIAL)

Upper class were educated and literate. Lower class were uneducated and illiterate.

Effect on sport: upper-class sports had more complicated rules because participants could read and understand them (example: real tennis). Lower-class sports were simpler (example: mob football).

TIME AND MONEY (PRE-INDUSTRIAL)

Lower class: worked long hours, had little leisure time, and were exhausted from work. Sport mainly happened on holy days, at fairs, and around pubs.

Upper class: had more free time, more money, and better access to facilities and equipment (examples: hunting, real tennis).

TRANSPORT (PRE-INDUSTRIAL)

Main transport was walking and horse and cart.

Effects: sports stayed local, different villages had different rules, and travel was limited. Upper class could travel more easily by horse or carriage.

POST-1850 INDUSTRIAL BRITAIN

The Industrial Revolution changed Britain from farming to factory-based work.

Effects: urbanisation, factories, more leisure time, better transport, clearer distinction between work and leisure.

SOCIAL CLASS IN INDUSTRIAL BRITAIN

A new middle class emerged, including factory owners, managers, and professionals.

They became important because they had money, had leisure time, went to public schools, developed rules, and created governing bodies.

AMATEURISM VS PROFESSIONALISM

Amateur: played for enjoyment, not paid, usually upper/middle class.

Professional: paid to play, usually working class.

Examples: - Cricket: separate changing rooms for amateurs and professionals. - Rugby: disagreements over payments led to Rugby Union and Rugby League (1895 split).

GENDER IN INDUSTRIAL BRITAIN

Women were expected to marry, have children, and depend on husbands. Education for women was often seen as unnecessary.

Changes included more educational opportunities, campaigns for equal rights, and more sport participation.

LAW AND ORDER (INDUSTRIAL BRITAIN)

Improved laws led to decline in blood sports, more regulation, safer activities, and written rules. Upper-class sports like fox hunting remained.

EDUCATION AND LITERACY (INDUSTRIAL BRITAIN)

Education Act 1870 (Forster Act) created a national education system.

Effects: more schools, improved literacy, greater understanding of sports rules, increased participation.

TIME AND MONEY (INDUSTRIAL BRITAIN)

Factory owners realised sport helped workers stay healthy, stay loyal, and improve morale. They created workplace teams.

Examples: Arsenal, West Ham, Manchester United.

Working hours changed from up to 72 hours a week to Saturday half-day introduced, creating more leisure time and increasing participation.

TRANSPORT IN INDUSTRIAL BRITAIN

Developments included railways, roads, bicycles, and cars.

Effects: national fixtures, more spectators, more touring teams, development of seaside holidays. Railways were especially important.

PUBLIC SCHOOLS

Characteristics: expensive, exclusive, fee-paying, male-dominated, organised, competitive.

Influence on sport: helped develop rules, organise competitions, promote fair play, create governing bodies, and spread sport nationally.

Thomas Arnold (Rugby School) helped develop team games, house system, leadership, and athleticism.

ATHLETICISM

The belief that sport builds character, discipline, leadership, and morality.

20TH CENTURY SPORT

Features: scientific advances, better technology, improved communication, better transport, more leisure time, more mass participation, more spectatorship.

SOCIAL CLASS (20TH CENTURY)

Sport became more accessible, but class differences remained.

Working class were more likely to spectate. Middle/upper class were more likely to participate in certain sports.

GENDER (20TH CENTURY)

Changes: more female participation, more female teams, greater opportunities.

However, male dominance remained and gender inequality still existed.

EDUCATION (20TH CENTURY)

Education Act 1944 made PE compulsory in schools.

Effects: increased participation, school sport expanded, more organised PE.

TIME, MONEY AND SPACE (20TH CENTURY)

More leisure time, disposable income, and facilities.

Examples: sports clubs, public leisure centres, pubs.

TRANSPORT (20TH CENTURY)

Modern transport included cars, trains, buses, and planes.

Effects: easier travel, more spectators, international competition, greater participation.

QUICK COMPARISON

Pre-1850 vs Post-1850: - Rules: unwritten vs written - Organisation: low vs high - Violence: high vs reduced - Participation: limited vs increased - Transport: poor vs improved - Education: limited vs expanded

KEY REVISION TIP

Pre-Industrial = Simple, local, violent Industrial = Organised, regulated, expanding 20th Century = Mass participation and global sport