



Word	Definition
Industrial Revolution	The Industrial Revolution was the transition from creating goods by hand to using machines where major changes occurred to our society and sport relating to society, living, transport, jobs, education, sport
Urbanisation	Urbanisation is the increase in the proportion of people living in towns and cities. Urbanisation occurs because people move from rural areas (countryside) to urban areas (towns and cities). This usually occurs when a country is still developing.
The British Empire	The British Empire was composed of the dominions, colonies, protectorates, mandates, and other territories ruled or administered by the United Kingdom
Three-tier class system	Upper class – aristocracy / gentry – landowners Real tennis, fox hunting Sophisticated, had complex rules, required money. Upper class had money, education, transport Lower class – peasants – worked manually on the land Mob football, dog fighting, prize fighting Simple, violent, few rules Lower classes were illiterate, few morals – every man for himself
NGB	
Amateur	play for fun / enjoyment – not paid
Professional	paid to play

Why was there a development of NGB's?

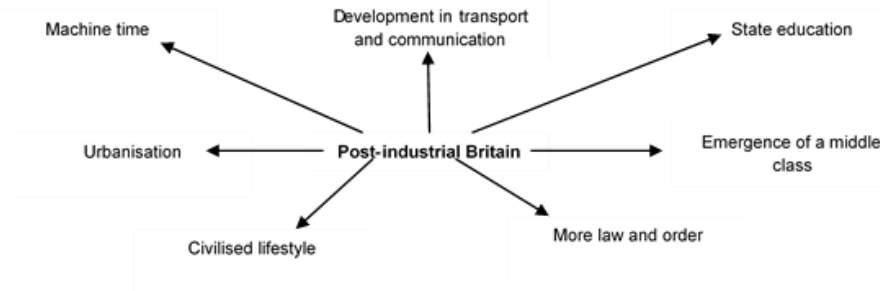
- Sport increasing in popularity
- More teams and clubs being formed
- Leagues and competitions required for these teams to compete in
- More national and international fixtures
- Nationally agreed rules and codification
- Maintenance of the 'amateur ideal' to deal with professionalism and early commercialisation of sport and the desire to maintain control of sport

Characteristics of rational recreation

Rational recreation involves the post industrial development of sport for the masses. This was characterised by features such as:

- o Respectability: It was non-violent in nature and the emphasis was on fair play.
- o Regionally/nationally/regularly played: Competitions were played regionally, nationally and internationally. Watching Saturday-afternoon football for the masses was particularly popular in their time off work.
- o Stringent administration and codification: Strict and complex written rules were set down by national governing bodies (NGBs) for the conduct of a sport.
- o Referees/officials: They were present to enforce the newly developed rules in sporting contests.
- o Purpose-built facilities: Sport took place in specially constructed grounds, pitches or tracks, often set around urban areas with large populations to draw on for spectators (as there was less space available in urban areas.
- o Skills/tactics based: Players had positional roles they became 'specialist in; performers trained to improve their techniques and fitness levels to increase their chances of winning.

Box 4: Header (HIGHER ONLY)



Development of sport in Britain and its spread through the British Empire

The ways in which nineteenth-century public school boys and university old boys influenced the development of sport in Britain and its spread through the British Empire are listed below.

- o As teachers: They developed teams and taught traditional sporting values in schools throughout the Empire.
- o As industrialists/factory owners: They set up teams and gave workers time off to play competitive sport nationally and internationally.
- o As clergy: They developed church teams or became missionaries and took sport abroad (good for social control/morality, etc.).
- o As officers in the British army: They used sport with the armed services and spread sport throughout the Empire.
- o As diplomats: They travelled the world and took sport with them (e.g. rugby and cricket).
- o They formed the national governing bodies of sport (e.g. RFU) which codified sports and established leagues and competitions which eventually spread internationally as well as nationally.

Why were popular recreations eventually banned in the 18th century?

- Violent and unruly in nature
- Led to injury and sometimes death
- Led to property damage
- Linked to alcohol consumption and drunken behaviour
- Involved gambling/wagering



What are the 5 R's of rational recreation?

- Regionally (+ nationally and internationally)
- Respectable (fair play)
- Regular
- Rule-based (codification)
- Religion

Box 7: Cross curricular links

