

Research-Based Curricula

Football in the UK: An Introduction to Heritage Studies

Key Stage 5
Heritage Studies

Statue of the "United Trinity" - George Best, Denis Law and Bobby Charlton - outside Old Trafford (Open Access Image; Canva).

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About this Pack

Who is this pack for?



- This pack was created for all students, regardless if this is your best subject or your worst.
- It's not graded or marked by your teacher. It's a chance to explore the subject and learn in a new way that's different to the classroom.
- Each pack is written by a student at the University of Cambridge who is researching this topic and has special knowledge on the subject. When they were your age they knew nothing about it either!
- By completing their mini-course, you will find out why it's interesting and you will build your skills that help you improve at school.

So... why complete this pack?



- Learn new cool areas of a subject that you won't cover in the classroom
- Sharpen your academic skills, like short essay writing and interpreting data
- Experience what it's like to explore a subject freely
- Better understand what you enjoy and don't – it will help you make decisions about your future studies and career choices!

What's in this booklet?



Your RBC booklet is a pack of resources containing:

- ✓ More about how and why study this subject
- ✓ Six 'resources' each as a lesson with activities
- ✓ A final assignment to gauge learning
- ✓ Extra guidance throughout about the university skills you are building
- ✓ End notes on extra resources and where to find more information

Meet the Author



Name Josh Bland

Area of Study and Degree PhD in Heritage Studies

University University of Cambridge

My background

As you may have guessed from the title of my resource pack, football has been a seminal part of my life from a young age. I've been following my team – West Bromwich Albion – around the country since I was 8, I've worked as a football writer since the age of 15 and I'm now combining my passion for and belief in the cultural importance of football with my career as an academic researcher!

My research

After studying history at A-Level and as an undergraduate, I realised that my interests lay less in the study of history in and of itself, and more in how people use interpretations of the past as a tool in the present. This led to me starting my research career at the Cambridge Heritage Research Centre (CHRC), a premier institute for the study of cultural heritage, bringing together world-class researchers from various departments within the university and beyond.

Over the course of undertaking my MPhil, I became fascinated by industrial heritage, which I related strongly to because of my upbringing in the Midlands and specialisation in British urban history during my undergraduate degree. I became particularly interested in how working-class people relate to and use industrial heritage to construct their own identities and started to see strong similarities between this and my own experiences as part of a football supporting community. This has resulted in my current PhD project, which examines football clubs as heritage institutions and their cultural importance in regions of the UK which have experienced deindustrialisation.

A Level Subjects

English Literature, History, Law, Religious Studies, E.P.Q.

Undergraduate

BA (Hons) History, University of Bristol

Postgraduate

MPhil Heritage Studies, Selwyn College, University of Cambridge
PhD in Heritage Studies, Selwyn College, University of Cambridge

Building Your Skills

Research-Based Curricula packs challenge you to build your skills in this subject but also to be used across any of your schoolwork.



Any time you see a badge, look out for a skill you'll be building!

These skills are the type of skills that teachers and universities look for as you progress, so see how many you know below.

Skills you may see and use in this pack

Research *your ability to work on your own and find answers online or in other books*

Creativity *your ability to create something original and express your ideas*

Problem solving *your ability to apply what you know to new problems*

Source analysis *your ability to evaluate sources (e.g. for bias, origin, purpose)*

Data analysis *your ability to discuss the implications of what the numbers show*

Active reading *your ability to engage with what you are reading by highlighting and annotating*

Critical thinking *your ability to think logically to build an argument clearly*

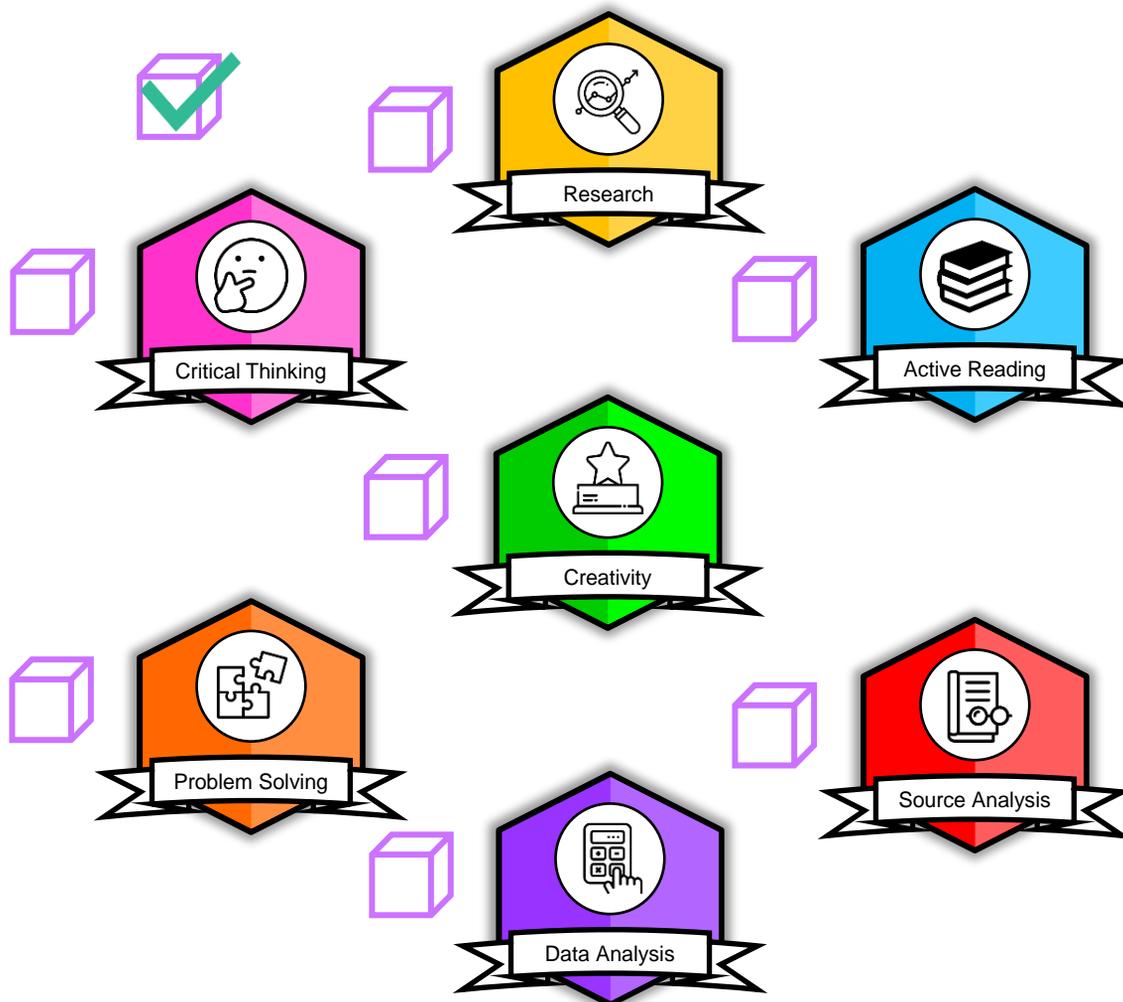


Psst! You can learn more about these skills in the Academic Study Skills section.

Your Skills Badges

As you work through this booklet, you'll have the chance to build the skills you have read on the previous page.

Make sure to revisit this page once you have mastered each skill. Tick off each skills badge below once completed!



Look out for these badges in the Data Source, Activities and Further Reading sections of each Resource. If you complete a skill more than once, write the number of times you completed it next to the badge.

When you've earned all seven skills badges, you can discuss with your teacher how to further build your skills!

Vocabulary

Be sure to use this section as you go through your booklet. If you see an emboldened word, you can find the definition here. If you are still unsure about the meaning or use of the word, we encourage you to use a dictionary or ask a teacher. See page 10 to add your own words.



Term	Definition
Blue-Collar – White-Collar	Blue collar workers are working-class workers who perform manual labour. White collar workers perform professional, service, or administrative based work. In the post-war period, Britain transitioned from an economy supported mostly by blue-collar work, to white collar work.
Community	A community is a group of people bound together by shared characteristics. This may include people who live in or are from the same place, share a historically formed identity, have similar political or social attitudes, or have interests in common.
Conservation	Conservation is the process of maintaining or managing a heritage site, asset or phenomenon in a way that sustains or even enhances its values. Usually performed by a government or heritage management organisation such as the National Trust.
Interdisciplinary	A subject which relates to more than one branch of knowledge or scholarly tradition. Heritage is an example of an interdisciplinary subject, as it draws on archaeology, anthropology, history, law and other social science disciplines.
Instrumental Value	An instrumentalist view on heritage value is less concerned with what heritage is, but whether heritage can be used for something – in other words, as an instrument. The potential for heritage to be used to foster tourism, economic growth, increase mental health, wellbeing and educate individuals would all be classified as instrumental values of heritage.
Neoliberal(ism)	A political ideology, championed by Margaret Thatcher's Conservative government in the 1980s. Neoliberalism sees competitions as the defining characteristic of human relations and seeks to limit government intervention into economic markets, destroy the organisation of labour and minimise tax.

Vocabulary

Term	Definition
Industrialisation	The development of industries in a country, region or on a wide scale. This word describes the process started by the Industrial Revolution in Britain.
Intangible Cultural Heritage	Non-physical elements of a society's historical inheritance which have cultural significance. This can include practices, traditions, representations, expressions of knowledge, skills, recipes, behavioural habits, or languages.
Nomenclature	An object's nomenclature is the selection of various names it is given. For example, Manchester United, Man United, United, the Red Devils and Man U collectively form the nomenclature of Manchester United F.C.
Symbolic Community	A theory developed by social Anthropologist Anthony Cohen. Cohen argued that communities were bound together by a series of non-physical symbols – rituals, social values, customs, behavioural habits - which are shared by members of the group.
Deindustrialisation	The reduction of industrial activity or capacity in a particular region or economy.
Evidentiary Value	If a heritage phenomenon has evidentiary value, it provides evidence to support a particular point of view, argument, or identity.
Heritage	The ways in which the past is used in the present. It is a process by which elements of our historical inheritance are selected to be preserved into the future based on present need.
Iconography	The study of visual symbols and images, or the interpretation of these to decipher their meaning.

Vocabulary

Term	Definition
Significance	The significance of a heritage phenomenon is the sum of its values and is usually the basis for preserving it.
Tangible Cultural Heritage	It refers to physical artefacts – such as artistic creations, statues, and buildings – which are part of a society’s historical inheritance which have cultural significance.
Topophilia	Literally translating as “ <i>love of place</i> ”, topophilia refers to a person’s positive emotional and mental connection to a particular location.
Urbanisation	An increase in the proportion of people living in towns and cities, usually occurring when large amounts of people move from the countryside to the cities.
Value	A quality which means something is desirable or useful. In other words – if a group attaches value to heritage, they believe that it is important and worthwhile.
Social Cohesion	The extent of connectedness, solidarity, and equality between different groups in a society.
Social Value	Social value centres on the ways in which heritage, or participation in heritage, can create social relationships.
Identity	Who or what somebody is, or the sum of the characteristics which make them individual.

Vocabulary

When you find words, you don't recognise in a lesson, be sure to look up their definition. Use this page to write them down and make a note of their definition!

Term	Definition

Introduction to Subject

Heritage Studies

The topics within this pack will include:

What is cultural heritage?

Why does heritage matter?

The historical development of football in the UK

Instrumental value - Tourism, economy, and wellbeing through football

Evidentiary value - Football and identity

Social value - Football and social cohesion

Studying Heritage at university

Whereas history is the study of the past, **Heritage** examines the *various ways we use the past in the present*. Excitingly, heritage is an **Interdisciplinary** field. This means it draws on and uses research techniques from a wide range of related subjects. These include History, Sociology, Anthropology, Politics, Art History and Archaeology. Whilst this makes heritage a challenging area to work in, it also makes it a vibrant, varied, and energising discipline which gives researchers the opportunity to pursue and explore topics, geographical areas and specific heritage sites they find interesting or meaningful.

The most common path to studying heritage at university level is to undertake a heritage-related master's course - usually either heritage management or heritage studies - after taking an undergraduate degree based in either the social sciences or humanities. Though few universities offer a bespoke heritage studies undergraduate course, you are likely to be given the opportunity to explore the topic as part of a more general history, anthropology, or archaeology degree. These disciplines will not only allow you to engage meaningfully with the past and its various interpretations, but will provide training in the philosophical background, critical thinking, and deep reading skills necessary for any post-graduate level heritage research.

Introduction to Subject

Heritage Studies

Graduating with a degree in Heritage, or a heritage adjacent subject such as Anthropology, Archaeology or History can lead to many career paths. Many, like myself, find heritage research so engaging that they choose to continue their studies onto more specialised heritage master's courses and PhDs with the intention of becoming university lecturers or professional heritage practitioners. Others seek careers within the central government, non-profit organisations, the media, the charity sector, to name but a few. If you care about the ways in which the past is used to affect the world around us, heritage studies is a fantastic route to take!

Background to the research

The last decade has seen a rise in discussion around the various ways we use the past in the present. These have ranged from specific, well-publicised controversies such as the toppling of the Colston Statue in Bristol, to more long running political debates surrounding what and how we teach children about our national past in school. Increasingly then, heritage plays a huge role in political, academic, and popular cultural debates. It can help individuals, communities, political movements, and institutions create their own identities or realise their political and economic strategies. In response to this, the discipline of Heritage Studies has exploded over the past 40 years, originating in the archaeological tradition, morphing into a specialist, flexible, interdisciplinary field of study which considers all types of heritage – from physical monuments, museums, and artefacts to wider intangible ways of life.

Meanwhile, football has not been traditionally considered to be very 'academic'. This is primarily because it has been seen to be something for working class people, and supporters have often been demonised by the media. This is especially true within Heritage Studies, where there has been little serious or rigorous work in considering football, or sports more generally as culturally important aspects of our historical inheritance, at a local or national level.

Introduction to Subject

Heritage Studies

While scholars have been quick to side-line studies about the beautiful game, the sport's generally working-class communities have taken up the baton and pressurised the government to consider the nation's football club as part of its wider heritage. This culminated in 2020, with the Department for Digital, Culture, Media and Sport's report claiming that clubs were of special cultural and emotional supporters to their communities, advocating the introduction of special measures to protect clubs' heritage items under law. At a time when the crossover between football and heritage studies is reaching the political and social mainstream, it is vital that a critical understanding of the relationship between the two is reached. This is where my research comes in!

By the end of this coursebook, you be able to recognise football not just a sport, but a deep-rooted, historic phenomenon that is deeply embedded in UK's culture, economy, and heritage. Perhaps more importantly using football as a case study will allow you to develop the tools to comprehend, engage with and articulate the debates, definitions and social issues that are central to heritage itself.

Resource One

Overview

Topic What is cultural heritage?

Key Stage 5 Subject Area AQA Geography: Human Geography - Changing places: relationships, connections, meaning and representation)
AQA History: Challenge and transformation: Britain, c1851-1964 / The Making of Modern Britain, 1951-2007

Objectives By completing this resource, you will be able to:

- ✓ Develop a working definition and understanding of what cultural heritage is.
- ✓ Understand heritage as a process – and what this process entails.
- ✓ Recognise the difference between tangible and intangible cultural heritage.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Two



Resource One

Data Source

Section A

Defining heritage

Heritage can be broadly defined as the many ways the past is used in the present.

As outlined by the Heritage Council: “...*our heritage is what we have inherited from the past to value and enjoy in the present, and to preserve and pass on to future generations.*”

Unlike history, which simply involves studying the past, heritage scholars focus on the relationship between the past, the present and the future.

The legacy of the past is all around us, and everything that comes to us through time can be said to be part of our historic inheritance. However, it would be impossible for everything that has arrived in the present from history to be classified as ‘heritage’. In other words, for something to become heritage it must do more than simply travel through time. This is where a particularly important aspect to heritage comes in – choice.

For any aspect of our historical inheritance to become heritage, it must be actively selected for that purpose. It may be selected by individuals, civic bodies, nations, institutions, or political movements. The element of choice and selectivity at the heart of heritage means that any individual or group can select, curate and craft what elements of their historical inheritance count of their ‘heritage’ in a way that suits their own agendas.

Resultantly, heritage is not something that is naturally inherited from the past but is actively constructed in the present. Rather than thinking of heritage as a distinct “*thing*”, it is more accurate to define heritage as a process, through which different interest groups attempt to create a coherent and useful historical story from the manifold elements of their historical inheritance. This story or narrative can then be used by this specific group to realise their goals in the present and the future.



Resource One

Data Source

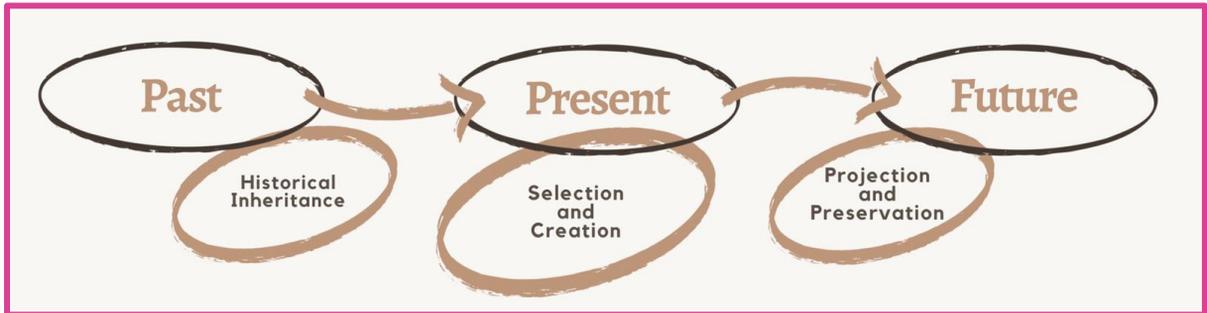


Figure 1

Graphic displaying the heritage process

Understanding heritage as something that is always formed in the present has three key implications:

- Heritage is often used by groups or individuals to help realise their contemporary political or social goals.
- This means heritage can be contested – in other words the source of conflict between groups who are each trying to assert their own historical interpretations over an element of heritage to achieve their goals.
- This also means that heritage is fluid and not fixed. Any heritage can be recreated, reinterpreted, or even destroyed based on contemporary conditions and needs.



We will return to these issues more fully as we work through the workbook.

Section B

Intangible versus tangible heritage

For most of the nineteenth and twentieth century, political and academic discussions regarding heritage were overwhelmingly focussed on what scholars would refer to today as tangible heritage. Tangible heritage refers to things we can physically touch or store – in other words material traces of the past. These can include archaeological sites, historical monuments, artefacts, and objects that may be significant to a **Community**, nation, or humanity at large.

Resource One

Data Source



Figure 2
Tangible cultural heritage

Image description - A Visual Representation. Focussing on a specific location can provide a great insight into the huge variety of **Tangible Cultural Heritage** that may be present in a particular location. This photographic collage summarises the huge variety of material cultural heritage that is present in one of London's most iconic locations – Parliament Square.

However, focussing merely on the material, tangible remnants of the past limits our understanding of what heritage is. In the second half of the twentieth century, progressive political movements (such as feminism) and increasing awareness of non-Western cultures and the development of heritage studies as an academic discipline from the 1980s helped broaden the scope of what could be considered heritage. Ultimately, these developments created an increased concern for elements of our historical inheritance and heritage that were not material, tangible or physical.



Resource One

Data Source

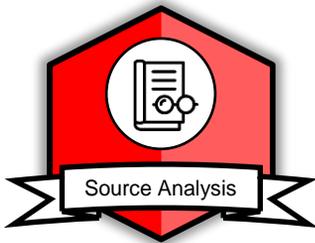


Figure 3

*UNESCO's 2003
Convention for the
Safeguarding of the
Intangible Cultural
Heritage*

As well as physical remnants, cultural heritage was increasingly seen to include the traditions and lifestyles inherited from our ancestors, which can be subsequently passed on to our descendants. These can include, but are not limited to:

- Oral traditions
- Performance arts
- Festive events
- Knowledge concerning nature or the universe
- Ideas or political movements
- Traditional crafts
- Foodstuff or regional produce

These non-physical aspects of heritage are known as **Intangible Cultural Heritage**. The importance of intangible cultural heritage is summarised by this extract from a heritage protection charter by UNESCO – the United Nations body responsible for the protection of heritage:

Heritage, as it is transmitted from generation to generation.
Cultural, as it provides to communities a sense of identity and continuity, as culture does.
Intangible, as it lies essentially in the human spirit, is transmitted by imitation and immersion in a practice, and doesn't necessarily require a specific place or material objects.

Intangible cultural heritage exists only in the present. The expressions of the past that are no longer practised are part of cultural history, but are not intangible cultural heritage as defined in the Convention for the Safeguarding of Intangible Cultural Heritage.
Intangible cultural heritage is what communities today recognize as part of their cultural heritage. Therefore, it is often called "living heritage".

Resource One

Data Source



Increasingly – most heritage scholars recognise that most heritage phenomena have tangible AND intangible aspects and attempting to find a distinction between the two can actively obscure the huge variety of functions a particular heritage phenomenon can serve. This is exemplified Figure 4.

Figure 4

Diagram displaying the inseparability of intangible and tangible elements of heritage



Resource One

Activities

- Activity 1** What is the main difference between heritage and history?
- Activity 2** Explain what I mean when I say - heritage is a process.
- Activity 3** Examine Figure 2. Pick another community, country, city, or region in the UK and create an image collage of objects, sites and buildings that exhibits your chosen subject's tangible cultural heritage.
- Activity 4** Read Figure 3. What does this extract tell us about the importance of intangible heritage?
- Activity 5** Explain and evaluate the distinction between tangible and intangible heritage, in relation to Figure 4. Is this distinction important? Why or why not?



Resource One

Further Reading

- Explore** BBC (2002) *In Our Time: Heritage*. BBC Radio 4. 18th July.
Available at:
<https://www.bbc.co.uk/programmes/p00548j4#:~:text=Melvin%20Bragg%20discusses%20the%20interconnections,of%20the%20British%20national%20identity..>
- The Heritage Council (2019) *What is Heritage?* 13th March.
Available at:
https://www.youtube.com/watch?v=nf8DyjCz8UE&ab_channel=TheHeritageCouncil
- Lowenthal, D. (2015) *The Past is a Foreign Country – Revisited*. Cambridge University Press.
- Tedx Talks (2015) *Intangible Heritage – Why Should we care?* | Prof. Máiréad Nic Craith | TEDxHeriotWattUniversity. 16th October. Available at:
https://www.youtube.com/watch?v=d9ZHj4ihTog&t=401s&ab_channel=TEDxTalks.

- References** Cambridge Heritage Research Centre (2021) 'About the Cambridge Heritage Research Centre; Research Themes'. Available at: <https://www.heritage.arch.cam.ac.uk/about>.
- Carman, J. (2002) *Archaeology and Heritage: An Introduction*. Continuum.
- Carman, J. and Sørensen, M.L.S. (2009) 'Heritage Studies: An Outline' in Sørensen, M.L.S. and Carman, J. (eds). 2009. *Heritage Studies*. Routledge.
- Graham, B. and Howard, P. (2008) *The Ashgate Research Companion to Heritage and Identity*. Routledge.
- The Heritage Council (2021) 'What is Heritage?'. Available at: <https://www.heritagecouncil.ie/what-is-heritage>.
- Munjeri, D. (2004) 'Tangible and intangible heritage – from difference to convergence' *Museum*, 56 (1-2), pp. 12-20.

Resource One

Further Reading

Image Sources

- Images from Pixabay.
- Author's own images.
- UNESCO (2003) *Convention for the Safeguarding of the Intangible Cultural Heritage*.

Resource **Two**

Overview

Topic Why does heritage matter?

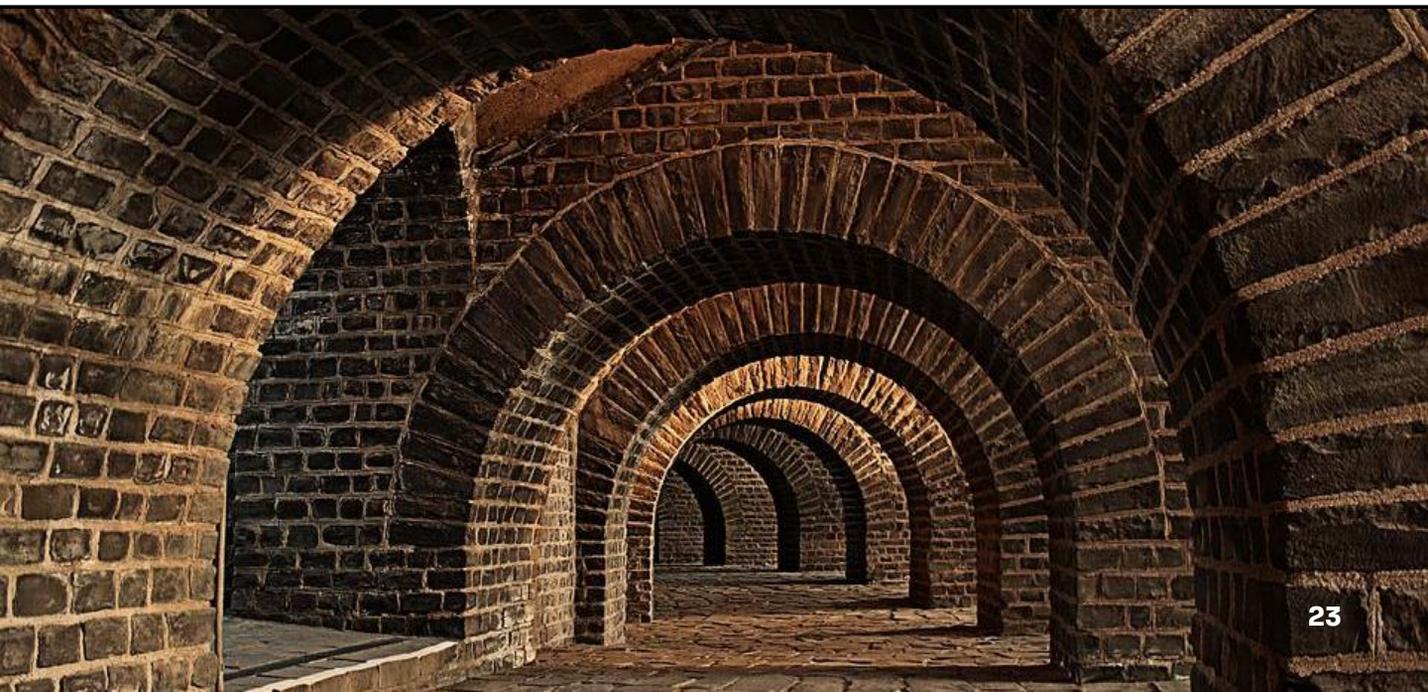
Key Stage 5 Subject Area AQA Geography: Human Geography - Changing places: relationships, connections, meaning and representation)
AQA History: Challenge and transformation: Britain, c1851-1964 / The Making of Modern Britain, 1951-2007

Objectives By completing this resource, you will be able to:

- ✓ Define value in the context of cultural heritage.
- ✓ Identify and exemplify different categories of value in heritage.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Three



Resource **Two**

Data Source

Section A

Value of cultural heritage



In Resource One, we developed a working understanding of what heritage is. We recognised that heritage isn't necessarily a material, tangible thing, but a process whereby elements of our historical inheritance are selected and classified as heritage.

But why does heritage matter?

Heritage is all around us. It exists at all scales – individual, community, civic, national, and even international – and it touches all aspects of our lives. Heritage is a keystone of our culture that plays an important role in our politics, society, business, and world view. It informs, influences, and inspires public debate and policy both directly and indirectly.

However, above all – individuals and communities who engage with heritage do so on the premise that heritage has **Value**.

Section B

Categories of heritage value

In the context of heritage, value is a quality which means something is desirable or useful. In other words – if a group attaches value to heritage, they believe that it is important and worthwhile. Though the value and importance of individual heritage sites or practices are highly variable dependent on context and who is engaging with them, this research pack is going to focus on three specific categories of heritage value which are particularly relevant to football clubs:

1. Instrumental
2. Evidentiary
3. Social

Thinking Point It should be noted that this list of heritage values is not exhaustive. Other categories of heritage value may include aesthetic, political, natural value.

Resource **Two**

Data Source

1. Instrumental value

An instrumentalist view on heritage value is less concerned with what heritage is, but whether heritage can be used for something – in other words, as an instrument. The potential for heritage to be used to foster tourism, economic growth, increase mental health, wellbeing and educate individuals would all be classified as instrumental values of heritage.

Example - The Heritage and Economy Report, 2019.

In 2019, Historic England, a government sub-department and one of the three major bodies managing heritage sites in England, published an extensive report detailing the impact heritage sites are having on the English economy. The report's key conclusions were:

- The heritage sector is an important source of economic prosperity and growth – adding £31.0bn gross added value to the UK economy every year – equivalent to 2% to the country's entire gross added value.
- Heritage is a key employment sector, with 198,000 direct employees and for every 1 job, 1.34 jobs are supported in the wider economy (e.g., food manufacture for gift shops/ cafes).
- Heritage creates a huge international tourist economy in the UK – with 17.5million international tourists travelling to England in 2018 to visit heritage sites, generating £9.3billion.

By focussing on heritage as an economic resource, generating employment, profit and a tourist economy in England, the report is outlining the **Instrumental Value** of the English heritage sector. The report draws on economic principles to highlight the English heritage sector's use value – in other words, its features which satisfy a useful purpose for the wider English economy as a commodity.



Resource **Two**

Data Source

2. Evidentiary value

For something to be evidential means that it provides evidence or the basis for a particular argument or point of view. This means heritage sites with evidential value can be used to legitimise political movements, historical interpretations or a sense of **Identity** on either an individual or community level.

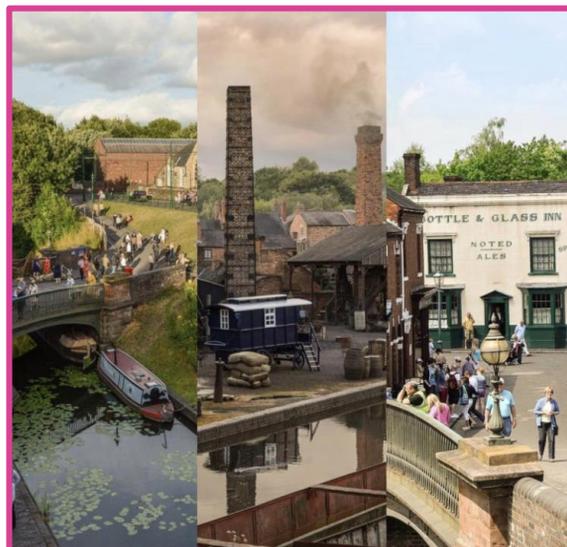
Example - The Black Country Museum.

The Black Country is a region in the West Midlands, located on the northern outskirts of Birmingham. It is renowned for its distinctive dialect and connection to the industrial revolution – the very name Black Country is rooted in the region's status as a centre for coal mining and dark skies, blackened by smog from nearby factories. However, whilst locals claim the Black Country is a distinct region with its own traditions, it is not officially classified as a region or country, it does not have its own civic or regional political authority, and its individuality has largely been overlooked by historians and non-inhabitants who largely see the area as an extension of nearby Birmingham.



Figure 5

The Black Country region



Resource **Two**

Data Source

Established in 1978, the Black Country Living Museum is an open-air museum, which reconstructs and tells the story of the Black Country as a region which changed the world, playing a key role in the development of modern technology and **Industrialisation**. With over 350,000 visitors in 2017, the museum has become Britain's biggest and most important living museum. Some of the museums key exhibits include:

- A high-street reconstructed industrial-era, 1930s Black Country, completed with a period fish and chip shops, bakers, sweet shop, and pub.
- Live demonstrations of industrial techniques such as chain or nail making.
- A cast of locals working in the museum, who exhibit and proudly talk in traditional Black Country accents.



The Black Country Living Museum is strong example of a heritage site with strong evidential value. The museum proudly champions the uniqueness and importance of the Black Country region. In the absence of political or societal recognition, Black Country residents can turn to their heritage, in the form of a nationally recognised museum, not just to provide evidence that the region and its culture not only exist, but is truly unique, vibrant, and historically important on a global scale.

3. Social value

Social Value is concerned with the ways in which heritage – or participation in heritage - can actively create or form the basis of social relationships. This could include the ways in which heritage can actively bind groups together or create cohesion between different social groups.

Resource **Two**

Data Source

Example - Hull as UK City of Culture, 2017.

The UK City of Culture is a competition run by the Department of Digital, Culture, Media, and Sport every four years, with the winner receiving a designation from the government which stokes a major boost in local tourism and investment in local cultural and heritage projects. Hull's 2017 designation involved 2,800 events, exhibitions, and activities, with 9/10 residents in the area getting involved in at least 1 activity that year. 50% of these projects were directly related to Hull's cultural heritage.

Several of the key legacies of the project emphasised the potential social value of Hull's cultural heritage:

- ***Development of personal social skills*** – by the end of 2017, 63% of volunteers taking part in heritage activities reported an increase in social skills and confidence because of their experience.
- ***Creating social cohesion*** – City of culture heritage events caused an increase in residents feeling connected to their local communities (5% increase) and more likely to socialise with individuals outside their age group (4% increase). Several events were geared specifically towards increased understanding of Hull's migrant communities.
- ***Increasing sense of civic community through heritage*** – 2/3 residents ended the year with an increased knowledge of the city's heritage and history. This resulted in a ¾ residents declaring themselves proud to live in Hull.



The events run in Hull outline how heritage can form the basis of social relationships between different communities and individuals, involvement in heritage project can aid in the development of social skills, and a shared understanding of the past can help create communities based around that history.

Resource **Two**

Data Source

Section C

Purpose of cultural heritage

The various values of any heritage phenomena constitute its overall **Significance** as a heritage site. In the UK – and indeed across the world – heritage sites, practices or phenomena that are deemed by the government, or communities themselves as significant may then be conserved or protected.

Conservation is the process of maintaining or managing a heritage site, asset or phenomenon in a way that sustains or even enhances its values, and by extension its overall significance. Largely, the government or national organisations working on behalf of the state such as English Heritage, Historic England, and the National Trust are responsible for heritage **Conservation** within the UK, though some conservation may be carried out at international, civic, local, or community levels.

The measures taken to conserve heritage sites or phenomena vary depending on what is being conserved and who is conserving it, but may include:

- **Physical conservation work** – e.g., restoration of historic architecture or paintings
- **Legal protective measures** – e.g., listing historic buildings, governments, or international organisations such as the UN passing tangible and intangible heritage protection laws.
- **Political protective measures** – e.g., awareness campaigns
- **Financial protective measures** – e.g., establishment of a tourist economy around a certain site or tradition

The ability to recognise heritage value and significance is hugely important as it allows individuals, communities, and political bodies to choose what aspects of our historical inheritance should be conserved as heritage and passed on to future generations.



Resource **Two**

Activities

Activity 1 What do you understand by the significance of a heritage site?

Activity 2 Find other examples of heritage sites or pieces of intangible heritage which possess each kind of value – instrumental, evidentiary, and social. Briefly explain your selections.

Activity 3 Consult the *Thinking Point* in this section. Select one of these further categories of heritage value. After conducting your own research, define and provide an example of that specific category of heritage value in no more than 100 words.

Activity 4 Define conservation. Exemplify your answer by finding a heritage site or phenomenon in your local area, and research what measures are being taken to conserve it for future generations.



Resource **Two**

Further Reading

Explore Historic England (2020) *Heritage and Society*. Available at: <https://historicengland.org.uk/content/heritage-counts/pub/2020/heritage-and-society-2020/#:~:text=Heritage%20plays%20a%20significant%20role,and%20engaging%20the%20general%20public.&text=Historic%20places%20convey%20a%20sense,values%2C%20connecting%20communities%20across%20England.>

UNESCO (2016) *The Value of Heritage*. 23rd November. Available at: https://www.youtube.com/watch?v=K1_f-GqaHHo&ab_channel=UNESCO

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The Heritage Council (2022) *What is Heritage*. Available at: <https://www.heritagecouncil.ie/what-is-heritage#:~:text=Heritage%20is%20important%20because%20...&text=Our%20heritage%20provides%20clues%20to,are%20the%20way%20we%20are.>

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Historic England (2021) *Heritage and the Economy, 2019*. Available at: <https://historicengland.org.uk/content/heritage-counts/pub/2019/heritage-and-the-economy-2019/>

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Resource **Two**

Further Reading

- Image Sources**
- Images from Pixabay.
 - Author's own images.

Resource **Three**

Overview

Topic The historical development of football in the UK

Key Stage 5 Subject Area AQA History: Challenge and transformation: Britain, c1851-1964, The Making of Modern Britain, 1951-2007
AQA Geography: Changing Places, Urbanisation

Objectives By completing this resource, you will be able to:

- ✓ Understand the historical development of football in the UK.
- ✓ Understand how the history of football is deeply cultural, deeply embedded in wider historical processes of deindustrialisation and globalisation.
- ✓ Lay the foundation for understanding the contemporary value of football as heritage.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Four



Resource **Three**

Data Source

Section A Introduction

Opening quote to the Governmental Fan Review of Football (DCMS, 2021):

“Football clubs should be classed as heritage. They are integral to many families and to cities and towns in a way that’s not replicated in other businesses. Clubs need to be protected...”

Today, football is one of the UK’s most recognisable and popular cultural forms. It boasts 14.1 million grassroots players, 35 million fans attending its top 5 leagues per season and 40,000 clubs – more than any other country. On a weekly basis, football attracts a bigger audience than theatre productions, music concerts and the country’s leading TV soaps.

To understand exactly why football should be considered as heritage and furthermore what football can tell us about heritage itself, it is first necessary to understand the historical development of football in the UK. Regional variants of the game thrived in England from the 8th century, though the game was largely lawless and violent. However, it wasn’t until the 19th century that the game we now recognise as football began to form.

Though the story of football in the UK since that point is complex, it can be summarised into three key phases.

- **Formation and development** – Industrialisation and **Urbanisation** (1850-1939)
- **Decline and demonisation** – Rising Living Standards, Deindustrialisation (1945-1990)
- **Repopularisation and exportation** – Globalisation and Digital technological development (1991-present)



Resource **Three**

Data Source

During each of these phases, the game's development is deeply interlinked with and effected by wider historical processes and event underway in England simultaneously. A brief outline of these three phases will not only show how football is a deeply historically and culturally embedded phenomena but lay the groundwork for understanding why football is a crucial aspect of our historical inheritance today.

Section B

Football's explosion and industrialisation (1860-1939)

In the words of former Deputy Leader of the Labour Party, Roy Hattersley – “[football] is a game of industrial England”. The rules, clubs, stadia, and professional structures which form the individual parts of English football are nearly all direct products of the unique historical processes of the late nineteenth century attached to the industrial revolution.

From 1850, rapid technological advances and the unique labour demands of industrialisation fundamentally restructured the UK's economy and created unique socio-cultural conditions. These conditions wrought changes which were the basis for the cultural, social, and geographical development of modern Britain.

Some of the crucial changes brought about by industrialisation include:

- **Urbanisation** – The new labour demands of large factories fuelled a huge movement of people into new urban areas, especially in the North and the Midlands. Between 1820-1870, the number of British towns with a population over 40,000 jumped from 11 to 48.



Resource **Three**

Data Source



- ***The development of civic amenities*** – urbanisation meant big groups of working-class people now lived near their work. Workers arriving from the country required new social settings where they were able to feel accepted by their friends and neighbours. Resultantly, various institutions such as public houses, places of worship and sports clubs were created, helping generate feelings of belonging to new areas.
- ***Improvement of transport and communication links*** – a growing need to transport workers and manufactured goods around the country fuelled the explosion of the railway network, whilst technological advances saw the development of the popular press and other new forms of communication.
- ***Rise in living standards*** – during the Industrial Revolution many middle-class industrialists exploited their working-class workforces with low wages, terrible living and working conditions to maximise their own profits. However, owing to the work of philanthropists and trade unions, by the 1870s, improvements in wages, housing and working hours were evident for much of the working class.
- ***The establishment of the working week*** – Through a series of parliamentary bills seeking to reduce working hours, the Saturday half-day was introduced; this was the practice of finishing work early on a Saturday, as well as establishing Sunday as a day of worship and rest.

In 1850, football was a fringe, amateur game. There was no formal league, no standardised rules and games would be contested only within the country's various public schools. However, the developments outlined above – themselves the result of industrialisation in the UK - were the basis of the transformation of football through the second half of the century:

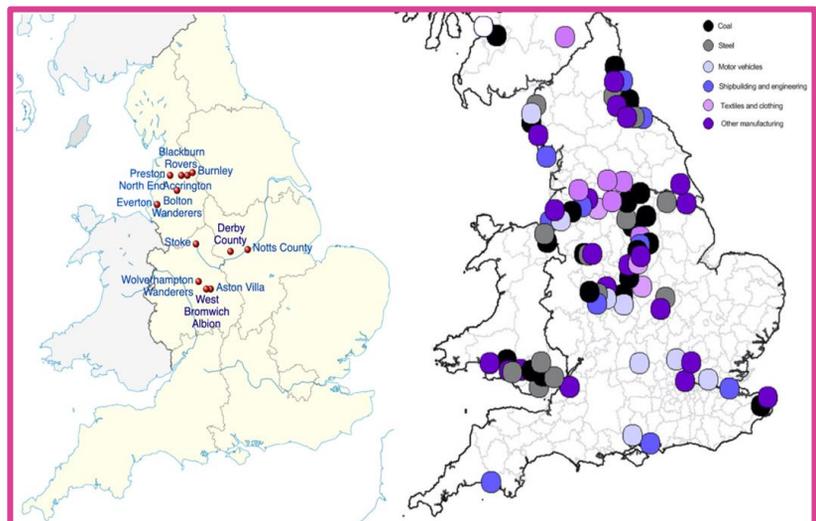
Resource **Three**

Data Source

<p>Industrial Urbanisation</p> <p>Development of civic amenities</p>	<p>Football clubs are founded overwhelmingly in new industrial towns, to create community cohesion and provide leisure resources for workforces.</p> <p>Many clubs – for example West Ham United or West Bromwich Albion – are founded in factories themselves.</p>
<p>Improvement of transport and communication links</p>	<p>Allowed for the standardisation of the rules of the game, and effective administration of the game by a central body – the FA.</p> <p>Allowed teams from different towns to play against each other in competition. Allows for the creation of the football league in 1888.</p>
<p>Rise in living standards</p>	<p>More money for working class communities meant they had expendable income to spend on leisure time, including paying to watching football at their local stadium.</p> <p>The resultant rise in popularity of football as a spectator sport provided the capital for the professionalisation of the sport, as clubs could use their income to pay their players.</p>
<p>Development of the working week</p>	<p>Establishment of Saturday afternoon as the traditional time for football, quickens the development of the game as a spectator sport.</p>

Figure 6

The location of the 12 founding members of the football league, alongside the key industrialised areas of England



Resource Three

Data Source

From an elite, amateur game in 1850 to an organised, standardised, professional sport by the turn of the century, the socio-economic conditions brought about by industrialisation fundamentally transformed the character of the sport in England. By 1920, 85% of the clubs currently in the Football League had been – and the geographical spread of England’s newfound football clubs almost directly mirrored that of the country’s industrial development (see Figure. 6). Crucially, the cultural control of the game had been passed to working-class supporters.

Section C

Football’s decline and demonisation (1860-1939)



In the decades following the Second World War, life in the UK made a transition from a **Blue-Collar** society to a **White-Collar** society. **Deindustrialisation** and the increasing economic freedoms exercised by many households in the UK meant that working-class culture – including football - was gradually eroded in the post-war period. Traditional working-class labour and cultural institutions struggled. Pubs, shops, and small businesses were gradually abandoned as locals chose to shop in supermarkets and exercise their ability to spend leisure time outside their local area through increasing car ownership. Trade union membership plummeted from 53%-30% of the civilian workforce between 1970-2000, as Britain’s traditional industrial economy collapsed.

However, against the backdrop of the erosion of working-class culture as Britain shifted to a white-collar economy, three specific developments ensured football’s popularity, reach and prestige reached an all-time low in the 1980s:

- **Hooliganism** – Instances of racism and hooligan violence on the terraces at matches reached an all-time high in the 1980s, driving attendances down significantly.

Resource **Three**

Data Source

- **Stadium disasters** – Between 1985 and 1989, three stadium disasters rocked English football to its core. Within two weeks in 1985, a fire at the poorly maintained stadium of Bradford City killed 56 supporters, before 39 supporters were killed after a partial stadium collapse at the Heysel Disaster. In 1989, 97 Liverpool supporters were then killed at an FA Cup semi-final in a crush caused by over-crowding. Apart from Heysel, these disasters were caused by stadium neglect or policing errors rather than fan misbehaviour.
- **Media and Political demonisation** – To combat working-class resistance to attempts to deindustrialise Britain's economy, Margaret Thatcher's government routinely used popular media – especially newspapers – to attack elements of working-class culture. Throughout the 1980s, football was demonised by the pro-Thatcher media. Supporters were incorrectly blamed for stadium disasters, which were taken as evidence of not only the fundamental decay of football, but of working-class culture more generally. After the War, in 1949 the average attendance at a top division English football match was 38,792, by 1984, this had plummeted by over 50% to 18,834. Football had found a new status as a symbol of the decline of Britain's industrial working-class and was increasingly demonised by a Thatcher regime which sought to secure the extinction of working-class industrial.



Whereas after the War, in 1949 the average attendance at a top division English football match was 38,792, by 1984, this had plummeted by over 50% to 18,834. Football had found a new status as a symbol of the decline of Britain's industrial working-class and was increasingly demonised by a Thatcher regime which sought to secure the extinction of working-class industrial culture for good.

Resource Three

Data Source

Figure 7

Diagram explaining the decline of football's popularity between 1945-1991

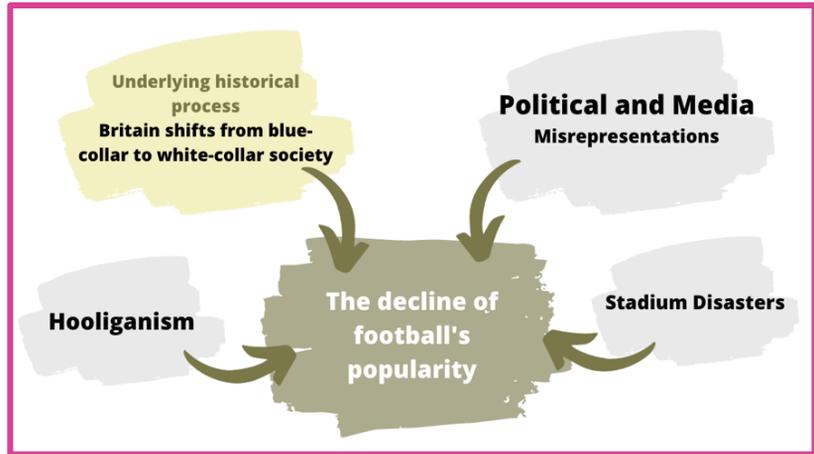


Figure 8

Newspaper article about stadium disasters

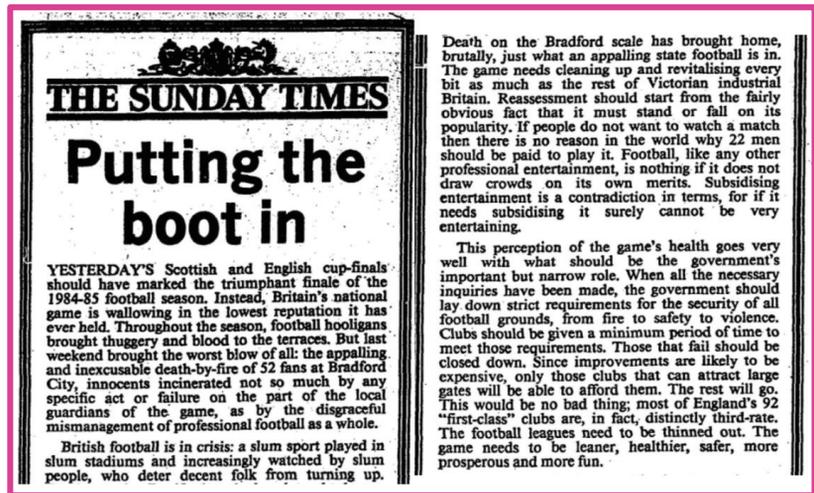


Image description - This article, written on 19th May 1985 in the wake of the Heysel Disaster and Bradford Fire is indicative of popular attitudes towards football in the mid-1980s.

Section D
Football's Globalisation

In 1991, the top league in English football – previously known as Division One – was rebranded as the Premier League. For many sports historians, this change marks the moment when English football began to take on its present form.

Resource **Three**

Data Source

Since that point, English football has been radically transformed yet again – from a societal pariah in decline, to a globally recognised cultural landmark of the country. At the highest level, football has become increasingly detached from its local roots, as the sport seeks to reach global audiences.

English football is now widely seen as an export success. It is now broadcast in 212 countries and territories and is influencing the development of the sport globally – North America, South Asia and Australia are the only regions in which football is a now a minority sport. However, as English football itself has become a global product, so too it has been impacted by global processes at a national and local scale:

- Standardisation of **Neoliberal** economic policies and the globalisation of economic networks.
- Creation of global transport networks.
- Creation of new media forms of media, including satellite cable television.
- Development of communication technology, including social media.

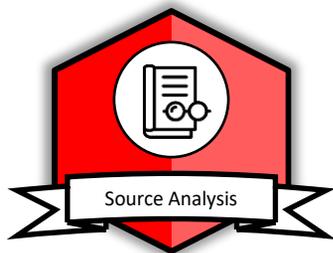


The way in which these processes interact with the modern development of football can help show how global processes of economic and technological development can have tangible impact at national and local scales.

Resource Three

Data Source

Global	National	Local
Process	Impact on English Football	Case Study Example: West Brom
Normalisation of neoliberal economic systems and the globalisation of economic networks	Clubs increasingly run as businesses – decision making made for economic reasons, rather than social or environmental. Secondary industries connected to football (e.g., making pies for matchday, making kits) increasingly spread globally rather than locally	75% of footballs used by football league clubs, including West Brom, are now made in Sialkot, Pakistan, where people are willing to work longer days for less pay.
Satellite and cable television	Influx of huge amounts of money to English clubs, by selling off broadcast rights to their matches globally. Football – and specifically Premier League football clubs are seen as a viable, international investment opportunities. Enables communities beyond England, and the immediate localities of the club to engage in match day support of their team – hugely increasing foreign interest in the game.	West Brom are taken over by a foreign owner for the first time in 2016, by a Chinese hedge fund seeking to use the club's cultural appeal and Premier League status to help secure governmental funding for building projects in China. Whilst in the Premier League between 2010-2019, West Brom's matches are broadcast in 212 countries and territories. In 1993 the entire West Brom squad was from the UK or Ireland. Since that point, players from 61 different countries have played for the club.
Creation of global Transport networks	Heightened international interest in English football through the attraction of foreign players (see fig. 4) Creation of a global football tourism industry	3% of all visits to the West Midlands include a visit to a football match – 25% of these visits are to WBA.
Development of social media	Supporters globally can engage with and communicate with other supporters of their club to a greater degree. Communities connected to football clubs do not necessarily have to be local.	Development of supporters groups in different countries, including Croatia and the USA.



From its origins in the new urban areas of industrial Britain, through its demonisation under the Thatcher regime, to football's modern Repopularisation and globalisation, this section has demonstrated not only outlined the development of English football, but how it is deeply embedded in and affected by wider historical and cultural events. However, having shown that English football is cultural and historic, this workbook will now build on the information in this resource to explore its values – and just what makes the game and its clubs such a valuable aspect of our historic inheritance.

Resource Three

Activities

Activity 1 Based on the information given in Resource Three, create a timeline showing key stages of the historical development of football in the UK since 1850. Give details about which major historical processes have impacted on the sport at each time.

Activity 2 Examine the following image (Figure 9). Research the stories behind the nickname and badges of Luton Town, Scunthorpe United and Motherwell. Use your research to write 100 words on the connection between British football and industrialisation.

Figure 9

Club badges and nicknames: Luton Town, Burton Albion, Scunthorpe United



Activity 3 Examine the *Source* provided in section B. Why do you think this article was written? What does this newspaper article tell us about the position of football in Britain's popular culture in 1985? What historical developments impact on the article?

Activity 4 Read through the table in Section C. Choose a different football club as a case study. Use this club to exemplify how globalisation can create impacts at a local scale.

Activity 5 Create a short presentation (5 minutes) tracing the historical development of a football club of your choice. Your presentation should touch on the key themes outlined in this section and display how national or global historical processes have affected your club.

Resource Three

Further Reading

Explore Goldblatt, D. (2015) *The Game of Our Lives: The Meaning and Making of English Football*. Penguin.

Lowe, N. (2017) *Mastering Modern British History*. 5th edn. Bloomsburg Academic.

Routledge, M. and Wills, E. (2021) *The Beautiful History: Football Club Badges Tell the Story of Britain*. Pitch.

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Department for Digital, Culture, Media and Sport (2021) *Independent Report: Fan-Led Review of Football Governance: securing the game's future*. Available at: <https://www.gov.uk/government/publications/fan-led-review-of-football-governance-securing-the-games-future/fan-led-review-of-football-governance-securing-the-games-future#chap8>.

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Hague, C. (2021) *Programmes, Programmes: Football and Life from Wartime to Lockdown*. Pitch.

PFSA: The Professional Football Scouts Association (2022) *Football History: Everything You Need to Know*. Available at: <https://thepfsa.co.uk/football-history/#:~:text=Football's%20modern%20origins%20began%20in,for%20the%20sport%2C%20was%20established>.

Resource **Three**

Further Reading

Rosen, A. (2003) *The Transformation of British Life, 1950-2000: A Social History*. Manchester University Press.

Russell, D. (1999) 'Associating with Football: Social Identity in England, 1863-1998) in Armstrong, G. and Giulianotti, R. (eds.) *Football Cultures and Identities*. Palgrave Macmillan, pp. 15-28.

Image Sources

- Images from Pixabay.
- Author's own images.
- "Putting the Boot In" - article, written on 19th May 1985 in the wake of the Heysel Disaster and Bradford Fire.

Resource **Four**

Overview

Topic Instrumental value - Tourism, economy, and wellbeing through football

Key Stage 5 Subject Area AQA Geography: Changing Places, Contemporary Urban Environments

Objectives By completing this resource, you will be able to:

- ✓ Define and outlined examples of the instrumental value of heritage.
- ✓ Understand and be able to quantify the material, tangible social and economic impacts of heritage.
- ✓ Understand the limitations of an instrumentalist approach to evaluating cultural heritage.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Five



Resource **Four**

Data Source

Section A

Football: An anatomy of instrumental value



Rather than being concerned with heritage's more abstract benefits, instrumental value is concerned with the material benefits of a heritage site in relation to specific aims.

Because of its relation to use value and pre-occupation with using heritage for specific material ends, governments, heritage management bodies (such as Historic England) and international bodies (such as UNESCO or the EU) who often play key role in providing the resources to protect a sites or traditions are often very interested in the instrumental value of heritage sites. The potential for heritage to be used for education, generate economic growth or tourism, support sustainable development or support wellbeing – in other words, help governments, communities or heritage management bodies achieve their aims is a fundamental reason to continue providing the economic, infrastructural, and cultural support to preserve it:

Figure 10

A mind map of instrumental categories

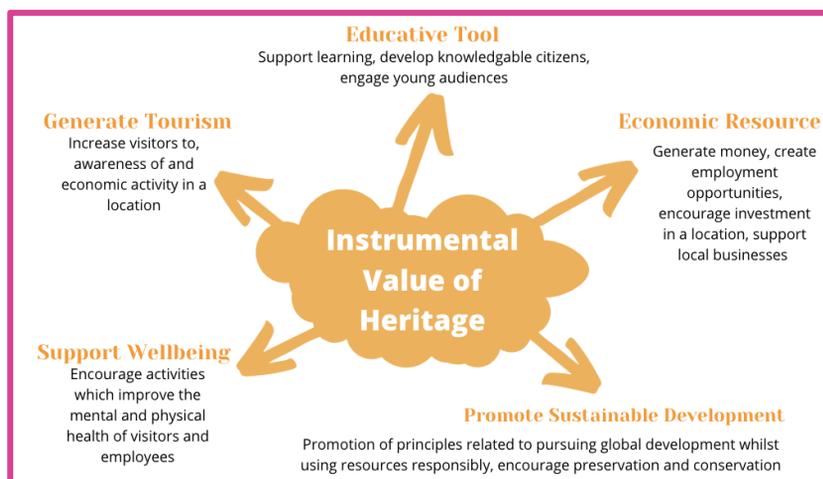


Image description - A mind map outlining some of the major categories of instrumental categories - summarised from two recent Historic England reports on the benefits of heritage (Historic England, 2020, 2021).

Resource **Four**

Data Source

Section B

Key instrumental elements of heritage

The following three case studies outline three of the key instrumental elements of heritage through the lens of football clubs in the UK.

1. Heritage as a driver of economic growth

Heritage sites not only generates profit, through tourism, donations, and investment, but can also have a secondary economic impact on the surrounding area. This can involve inviting outside investment into development in an area, generating demand for local property, drawing custom for local businesses or create opportunities for employment and training in professional skills through volunteering.

Case Study - West Ham United.

A study commissioned by the Premier League, carried out by EY found that West Ham United makes a substantial contribution to the local economy of East London and Essex, and is the single biggest driver of investment into the area. Over the course of the 2018/19 season, the clubs local economic impact included:

- Contributing a total of £300,000,000 in Gross Added Value to the regional economy.
- Supporting 3,300 local and regional jobs – 45% of which employed residents of the club's local boroughs.
- Almost half of the club's total supply chain – or products and equipment necessary for the administration of the football club – are drawn from local suppliers, equating to a £15million investment in the area's economy.
- Attendances of 60,000 per week, including 50,000 visiting supporters over the course of the season draws additional business supporting local pubs, restaurants, and other businesses.



Resource **Four**

Data Source

2. Heritage as a driver of tourism

Heritage sites are one of the foremost drivers of tourism to England, attracting millions of domestic and international tourists each year. In 2018, 6/10 of the topmost visited paid attractions in England in 2018 were heritage attractions, whilst 2/3 of domestic and international tourists to the UK cited the ability to visit a historic building, monument or engage in a heritage activity as either the sole reason or very important reason for their visit. In turn, this influx of tourists, driven by heritage, supports millions of jobs that can contribute to regional and national economic growth and shape positive perceptions of a local area or city on an international or national scale. A brief case study of one of England's most internationally famous football clubs, Manchester United, exemplifies how a club can become the centre of a tourist market.



Case Study - Manchester United.

A study by Visit Britain concluded that 4% of all inbound visits to the UK include watching a live football match, accounting for around 1.5million people per annum. Around ¼ of this group make the trip to Britain explicitly to watch football, with this visitor group spending £1.4bn in 2019 – accounting for 5% of all inbound spend to the UK. 93% of these visits that included watching football were based in England, as opposed to Scotland, Wales and Northern Ireland. Football tourism is one of the main drivers of tourism to the North-West of the country, with 18% of all visits to the region including a visit to live football games – as opposed to just 3% in London and Scotland for example.

Resource **Four**

Data Source

Old Trafford – Manchester United’s home stadium – is the most visited stadium in England by overseas football fans in 2019, with 226,000 visitors recorded in 2019. Such is the tourist interest in Manchester United, the club has built its own Museum and Tour Centre on site at the stadium, turning the stadium into a facility which draws tourists to the city 7 days a week. The club museum attracts a further 350,000 a year. These combined figures mean that Manchester United is third only to the Lowry Gallery and the Museum of Science and Industry in Manchester terms of visitor numbers, making the club one of the city’s leading drivers of tourism.



**Thinking Point* - though the development of tourism is often a key benefit to preserving a particular heritage site or practice, it can become a complex issue when that heritage site is particularly important to local communities. Local communities may be alienated, have their access to the site changed, their right to participate in the conservation of the site or connection to the site altered to accommodate visitors.*



3. Heritage and the provision of wellbeing

A key instrumental benefit of engaging in heritage is increasingly seen as the material effect it can have on an individual’s mental health and wellbeing. Activities such as visiting historic sites, conservation, or heritage volunteering, which can involve physical activity, communal socialising and deep self-reflection have significant potential to increase individual wellbeing. A 2015 governmental research report concluded that individuals who visit heritage sites are 2.76% more likely to report good health than those who do not, adding that visits to heritage sites results in annual NHS cost savings of £82million in reduction in GP visits and £111m in reductions in use of mental health services.

Resource **Four**

Data Source

The potential of heritage to be used to generate positive mental health benefits has come under scrutiny since the Covid-19 pandemic, which according to one survey caused an 8.1% spike in mental health problems, especially amongst young adults, women, and the elderly. Here, a brief case study of Luton Town FC shows how heritage institutions such as football clubs have responded to the increased threats to wellbeing caused by the pandemic.

Case Study - Luton Town “Tackling Loneliness Together”.

In 2020, the Football League and Department of Culture, Media and Sport launched a project seeking to mitigate the impact of the Covid-19 pandemic on vulnerable members of communities local to football clubs. Jointly launched by 28 separate clubs, “*Tackling Loneliness Together*” was chiefly concerned with arranging local activities and services to ensure that for people of all ages and backgrounds, lockdown did not lead to loneliness and other mental health problems.



In Luton, the Luton Town Community Trust took charge of the project on behalf of Luton Town FC, with significant results in the community:

- Organised walking clubs, coffee mornings, library book click and deliver services organised – with 1,450 individuals reached, 89% of which were vulnerable members of the local community aged 65+.
- 300 wellbeing check phone calls to residents.
- 1,000 Christmas cards to elderly members of the community.

Crucially, 50% of participants felt less isolated and anxious due to these events and visits by the Community Trust, whilst 70% of participants felt happier owing to the project.

Resource Four

Data Source

Section C

Criticising instrumentalism

Increasingly, many scholars within heritage studies are critical of approaches to heritage with emphasise its instrumental value. In these cases, instrumentalist interpretations of value are seen to be too reductive – reducing the value of our historical inheritance down to a political resource to be used in the present. Indeed, taking an entirely instrumentalist approach to decided which elements of our historical inheritance can have some problematic side effects, including:



- Focussing on instrumental value is presentist. Framing the value of heritage purely as what is useful or politically valuable in the present and could result in us losing elements of our historical inheritance which may be valuable in the future.
- Focussing too much on heritage sites which are highly profitable, ignoring other sites which are equally important to their communities which may be less recognised on a global scale. In a footballing context, this may mean Premier League clubs being protected, whilst smaller clubs are ignored.
- Focussing too much on tangible heritage sites. Instrumental value is the easiest to identify and measure of the three categories of heritage value outlined in Resource Two, however it is much easier to be able to calculate the exact instrumental value (in economic contribution, tourist numbers, education output) of a particular site or building than an intangible tradition. Instrumentalist approaches to value may therefore gloss over important aspects of intangible heritage.

Because of these limitations, it is necessary to consider less tangible, more abstract elements of value to fully appreciate the contemporary significance of football as heritage in the UK today.

Resource **Four**

Activities

Activity 1 Examine figure. 1. Choose a heritage site local to you. Create a brief mind map outlining its main instrumental value.

Activity 2 Read the *Thinking Point* at the end of the Manchester United case study. Think about this point in the context of football. Explore some of the potential dangers or problems for local communities that can directly result from football's status as a driver of tourism.

Activity 3 Create a list of activities, cultural events, or pastimes you engage in, which you believe increase your wellbeing. Sort the activities into a table; separating those activities which have a heritage element from those which do not. What does this tell you about the role of heritage in your own wellbeing?

Activity 4 What problems could stem from reducing the significance of heritage to instrumental values?



Resource **Four**

Further Reading

- Explore** Historic England (2020) *Heritage and the Economy*. Available at: <https://historicengland.org.uk/research/heritage-counts/heritage-and-economy/>.
- Historic England (2022) *Heritage and Wellbeing*. Available at: <https://historicengland.org.uk/research/current/social-and-economic-research/wellbeing/>.
- Sweet and Nostalgic (2020) *It's the Beautiful Game, But Why is Football Important?* Available at: <http://www.sweetandnostalgic.co.uk/blog/2020/06/26/why-football-is-important/>.

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- EY (2022) *Premier League: Economic and Social Impact, January 2022*. Available at: https://resources.premierleague.com/premierleague/document/2022/01/17/b61d9bb0-1488-4cd1-be25-82be98073252/EYUK-000142222_PL-economic-and-social-contribution_28_Spread_HR_2.pdf?utm_source=premier-league-website&utm_campaign=website&utm_medium=link
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Resource **Four**

Further Reading

Historic England (2020) *Heritage and Society*. Available at:
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Visit Britain (2021) *Football Tourism in the UK: Foresight 179*. Available at:
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Image Sources

- Images from Pixabay.
- Author's own images.

Resource **Five**

Overview

Topic Evidentiary value - Football and identity

Key Stage 5 Subject Area AQA Geography: Changing Places, Contemporary Urban Environments
AQA History: Modern Britain, 1979-2007

Objectives By completing this resource, you will be able to:

- ✓ Develop a strong understanding of what identity is, it's different scales and how different identities can interact with one another.
- ✓ Understand how football clubs and heritage can be used to create a sense of self or a sense of difference.
- ✓ Understand the relationship between football clubs, heritage, and place identity.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Resource Six



Resource Five

Data Source

Section A

Introduction

As outlined in Resource Two, the evidential value of heritage is concerned with the ways in which heritage provides evidence or the basis for a particular argument or point of view. One of the most significant ways in which heritage's evidential value is used by individuals and communities is in the process of creating, legitimising, and communicating identity.

The first two entries under the Oxford Advanced Learners' English Dictionary's definition of identity are as follows:

1. *Who or what somebody/something is.*
2. *The characteristics, feelings or beliefs that make people different from others.*



Identity is who or what a person or thing is. It gives an individual or group a sense of how they fit into the wider social landscape. It shapes the way we behave, live and how other people treat us. Identity can exist at different scales – both individual, and collective, which may include community, neighbourhood, civic, national, or even international scales, and most individuals may hold several, different, competing identities at any one time.

For identities to take on meaning it is important that they have some sort of materiality or substance. In other words, identities are rarely at their most effective when plucked out of thin air but are often based on pre-existing social or cultural phenomena.

It is here that the connection of the past to the present, through heritage, is highly influential in the creation of identities. The meaning of the past in the present lies at the centre of how people define who they are, and who others want them to be. Having a specific heritage is a key part of having an identity, and an individual or group's connection to a distinctive way of life, tradition, form of art or craft is often crucial in the creation of their own identity.

Resource Five

Data Source

Section B

The importance of evidentiary value and place

Football is a vehicle of identity. Support of a particular team provides people with a sense of difference, distinctness, and a way of classifying themselves against others. Involvement with a club allows fans to express and celebrate their own identities, whilst often expressing opposition to rival identities. Often, the fact that fans have chosen to connect to and support a single team from a young age can help bring a sense a stability to their sense of self, giving a fan a sense of an unchanging, singular identity through time.

Football can be an especially powerful tool with helping create identities that are connected to a particular place. Through its clubs, which act as a cultural representative of a suburb, town or city, football is a sport which has a strong connection to place. It may carry local icons or images on their badge, carry the names of local trades or legends in their **Nomenclature** (or names and nicknames) and the history of the club itself may become a key element in the history of the town itself.



As a result of this, football, through the practice of supporters ascribing support to a particular team, is often said to generate identities which are derived from a positive connection to a particular location. This is known as **Topophilia**, or topophilic identity. Topophilia literally translates as “*love of place*”, and in heritage terms is concerned with an individual or community’s relationship and attachment with the place or places around them.

1. Case study - Burnley F.C. Football, Heritage and Topophilia

The town of Burnley is defined by its industrial past. Its evolution and contemporary layout, culture and architecture are almost entirely down to the industrial revolution.

Resource **Five**

Data Source

The industrial revolution saw the town grow from a small market village to the earth's largest producer of cotton cloth and a mining hub over the 19th century. As a result, civic identity in the town is strongly linked with and venerates a connection to the town's industrial past.

Figure 11

The Bob Lord Stand at Turf Moor, home stadium of Burnley F.C.



However, in the second half of the twentieth century Burnley has undergone a painful process of deindustrialisation, from which the town has struggled to recover. 1/3 children in Burnley grow up in poverty, median wages linger £2,000 below the national average and the town's social infrastructure, including pubs, restaurants and local shops has been decimated. These conditions seriously undermine the ability for residents to form a toponymic relationship with Burnley.



Against this context, Burnley F.C has become the most important cultural institution in the town. The club draws an average weekly crowd of 20,259, almost 25% of the town's population, whilst also investing over £2.5million per annum in local community projects and employment. With the club is currently spending their 8th successive season in the Premier League, the club has become a cultural beacon for the town – providing residents with a rare regional success story, whilst bringing the town's continued relevance onto the radar of outsiders. The cultural importance of the club in the town is outlined by the following source.

Resource Five

Data Source

Figure 12

Extract from “Hatters, Railwaymen and Knitters: Travels through England’s Football Provinces”, Daniel Gray (2014)

“[football towns] are often post-industrial towns where the football club has become a beacon and something to cling on to. As people can no longer anchor themselves to a factory or shipyard, they cling to their football club. Identities become joined and the team and town are one...It feels as if this town [Burnley] exists today for the football and the football only. Everything else is a side matter. It is a football town in which every road leads to three o’clock... as I glance down on this unique little placed of bold stone, foreground chimneys and background hills, I see that Turf Moor is almost at the centre of the landscape ahead of me, which feels like its natural place...the club matters today as much as it did when it was founded, even more than it did in 1959, it and football, are things worth belonging to and believing in.”



In short, in the absence of the industry and social institutions which have defined the town since it took on its modern form in the nineteenth century, the football club – with it’s on field success and off-field social impact – is the chief institution driving the formation of tophobic identities in Burnley today.

Section C

Football and multiple or conflicting identities

Support of a particular football club doesn’t just give individuals with a singular identity as a fan or tether an individual to a certain location. Instead, supporting teams can help supporters construct, communicate, or celebrate collective identities at different scales. Through support of their team, fans can express various other civic, regional, national, religious, ethnic, or even international identities. Furthermore, through the support of a particular football clubs, supporters can openly participate in conflicts or tensions between competing identity groups.



Here, a case study of Celtic Football Club will show the evidential value of football clubs in both communicating wider collective identity and driving conflict between identity groups.

1. *Case study - Football Clubs and Identitie(s) in Scotland*

In Scotland, football is a significant contributor to the formation of nationalist and religious identities.

Resource **Five**

Data Source

Typically, Scotland's large community of Irish Catholics find their heritage side-lined underrepresented in academic, popular media and literature. This means Irish Catholics in Scotland must find alternative ways of constructing, connecting to and expressing their Irish identity.

The Irish 2 Project – a research project analysing how second-generation Irish immigrants in England and Scotland create and connect to their Irish identity, found that support of Celtic F.C. provided immigrants with the biggest single public forum to celebrate and express their Irish heritage in Scotland.

Celtic supporters express their Irish identity through the club in several ways:



- ***The club's name and nickname*** – the name Celtic was chosen to represent a common link between Irish and Scottish cultures, both are which are recognised as Celtic nations. The club's nickname – "*the Bhoys*" is also a nod to Irish culture. The extra "h" is an imitation of the traditional spelling system of Gaelic, in which the letter b is often accompanied with a letter h.
- ***Club iconography*** – **Iconography** is the study of visual images or symbols, and in the context of football, a club's iconography is a fundamental tool in asserting their unique identity. Celtic's Irish link is evident in their colours – notably their green and white hooped kit, and in their badge, which centrally features an Irish shamrock. On matchdays, supporters fly the Irish tricolour flag to mark and assert their Irish heritage.
- ***Chanting*** – supporters sing Irish folk songs, such as "*The Fields of Athenry*". This song is not only by Celtic fans, but supporters of the Irish national football team.

Resource **Five**

Data Source

Figure 13

Celtic's badge and photograph of Celtic supporters in their home stadium, Celtic Park



Just as heritage can help construct and celebrate identities, it can also act to exclude outsiders to any given identity group. Often, the reason that heritage is so powerful in forming the basis of an identity is its emphasis on exclusivity. In other words, groups are often keen to draw on heritage as evidence of their uniqueness. This ultimately means heritage – and indeed football – is riven with conflicting identities, and any sense of collective identity can often be transformed into a weapon to attack another. This is especially true of football in Scotland.



Support of Celtic can also lead supporters into conflict with other identity groups. Specifically, Celtic supporters use the platform of their club to perpetuate sectarian religious and nationalist rivalries with Protestant supporters of their arch-rival club, Rangers. Sectarian rivalry in Scotland is rooted in religious differences and historic tensions between Protestant and Catholic identity groups. The 16th century Protestant Reformation virtually wiped-out Catholicism in Scotland until the Great Irish famine drove mass Irish Catholic migration in the 19th century. This migration re-stoked tensions between the two sects, with Catholic incomers often plagued by poor living conditions, oppression, and abuse in Scotland.

Resource Five

Data Source

Celtic and Rangers are not only the two most successful clubs in Scotland but are the chief cultural symbols of Catholic and Protestant identity, respectively. Celtic were founded by Irish Catholics to raise funds for poverty stricken Irish immigrants, whilst Rangers were founded by Protestant shipbuilding communities, and enforced a Protestant players only policy for much of their early history. Fixtures between the two clubs – known as “*Old Firm Derbies*” - have become flashpoints for conflict between the two identity groups, and a 2003 report commissioned by the Glasgow County Council concluded that the rivalry between the two clubs was the chief driver of conflict and tension between Protestant and Catholic identity groups in Scotland. Tensions between the groups have resulted in:



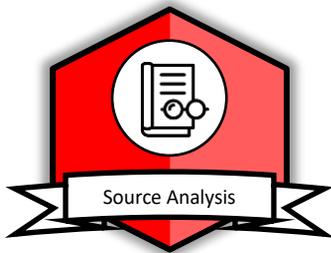
- Routine sectarian vandalism, intimidation, or verbal abuse.
- **Sectarian aggravated violence** – admissions to hospital emergency rooms increase ninefold on Old Firm Derby Day, whilst between 1996-2003 eight deaths in Glasgow were directly linked to Old Firm fixtures.
- **Institutional Sectarianism** – ¼ respondents to the 2003 Glasgow City report felt that sectarian prejudice was prevalent in employment decisions, whilst 1/5 felt sectarianism was practiced by the Police.

Using two case studies, this resource has shown the evidential value of heritage in supporting the formation of and celebration of identity. Connection to football clubs can help groups forge a sense of self and provide the platform to exercise, celebrate and express different national, religious, or ethnic identities. It can also help individuals forge topophilic identities, which are rooted in a strong connection to a particular place – especially in the face of trauma. Football also shows how heritage can sustain conflict between different heritage groups.

Resource **Five**

Activities

- Activity 1** Define identity and explain its importance.
- Activity 2** What is topophilia? Write 100 words on a place to which you have a topophilic connection, explaining the role that heritage plays in your relationship with that location.
- Activity 3** Examine the *Source*. What does this source tell us about the importance of football clubs to place identity? How does this represent the potential evidential value of football, and heritage?
- Activity 4** Create a mind map of the multiple different identities you personally hold. Are any of these identities in conflict with others on your mindmap?
- Activity 5** Examine the case study of Celtic FC. Think of an example of another football club in the UK. Does supporting this club link with or help supporters forge a connection with any identities beyond that of simply being a football supporter?



Resource **Five**

Further Reading

Explore Copa90 (2016) *This is Athletic Club Bilbao – Basque Identity vs Modern Football*. 10th January. Available at: https://www.youtube.com/watch?v=NStKYuBmr5g&ab_channe=COPA90Stories

Gomez-Bantel, A. (2016) 'Football Clubs as Symbols of Regional Identities' *Soccer & Society*, 17(5), 692-702.

Gray, D. (2014) *Hatters, Railwaymen and Knitters: Travels through England's Football Provinces*. Bloomsbury.

Leach, S. (2020) *Twenty Football Towns*. Saraband.

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Armstrong, G. and Giulianotti, R. (eds) (1999) *Football Cultures and Identities*. Palgrave MacMillan.

Graham, B. and Howard, P. (2008) *The Ashgate Research Companion to Heritage and Identity*. Routledge.

Gray, D. (2014) *Hatters, Railwaymen and Knitters: Travels through England's Football Provinces*. Bloomsbury.

Kirshenblatt-Gimblett, B. (1995) 'Theorising Heritage' *Ecomusicology*, 39 (33).

Leach, S. (2020) *Twenty Football Towns*. Saraband.

NFO Social Research (2003) *Sectarianism in Glasgow – Final Report*.

Pakier, M. and Stråth, B. (2010) 'A European Memory? Contested histories and politics of remembrance'. Berghahn Books.

Supporters Direct (2010) *The Social and Community Value of Football: Final Report*. Available at: <https://www.efdn.org/wp-content/uploads/2016/08/The-Social-Value-of-Football-Final-Report.pdf>.

Resource **Five**

Further Reading

Tanner, W. et al. (2020) *The State of Our Social Fabric: Measuring the changing nature of community over time and geography*. Available at: <https://www.ukonward.com/wp-content/uploads/2021/09/The-State-of-our-Social-Fabric>.

Tuan, Y. (1990) *Topophilia: A Study of Environmental Perception, Attitudes, and Values*. Columbia University Press.

Image Sources

- Images from Pixabay.
- Author's own images.
- Gray, D. (2014). *Hatters, Railwaymen and Knitters: Travels Through England's Football Provinces*. Bloomsbury Publishing.

Resource **Six**

Overview

Topic Social value - Football and social cohesion

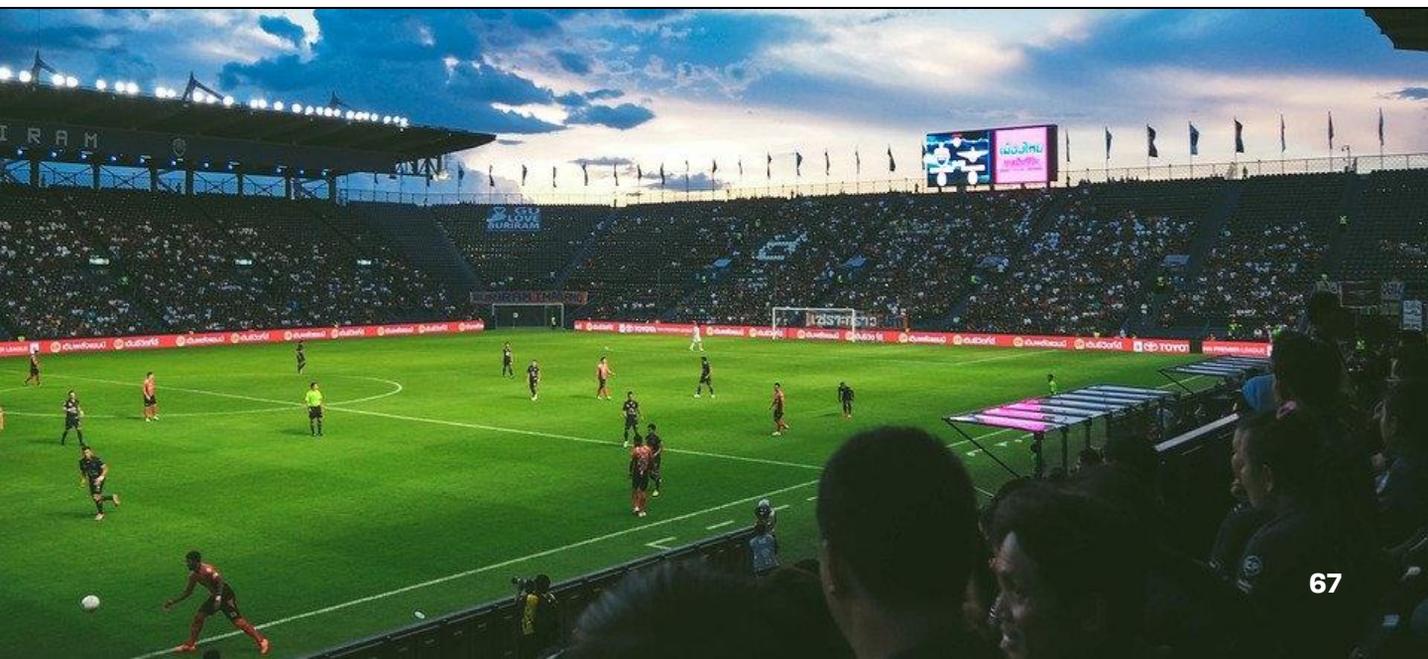
Key Stage 5 Subject Area AQA Geography: Changing Places, Contemporary Urban Environments
AQA History: Modern Britain, 1979-2007

Objectives By completing this resource, you will be able to:

- ✓ Understand how heritage can structure positive social relationships and cohesion.
- ✓ Define communities, explain the role of heritage in the creation of community.
- ✓ Recognise the social value of football as heritage – and processes of sociality at different scales.

Instructions

1. Read the data source
2. Complete the activities
3. Explore the further reading
4. Move on to the Final Reflection Activity



Resource Six

Data Source

Section A

Football and heritage: Creating social cohesion

Social value is concerned with the ways in which heritage, or participation in heritage, can create social relationships. This includes the ways in which heritage binds groups together and creates cohesion between different groups or individuals.

According to a the 2020 “*Heritage and Society*” report by Historic England, heritage is a key driver of social capital in England. Social capital refers to the networks of relationships between people who live or work in a particular society, enabling that society to function smoothly. Heritage’s ability to generate social capital derives from the fact that sociality is written into its very core. Historic buildings, market, green spaces, or other locations can serve as meeting places and key sites of socialisation – acting as nodes where different social groups come together, supporting wider **Social Cohesion**. Participation in certain cultural traditions or heritage conservation activities can enable bonding and facilitate the development of social networks and skills.



Like heritage more generally, football can act as a key generator of social capital. The sport allows individuals to break bubbles of isolation, forge relationships and become part of a collective. Support of a football team is a social experience which encourages mass-participation, collective forms of expression and the sharing of various spaces – such as stadia, pubs, or public transport.

However, more than driving social capital, football has crucial social value in the creation of social cohesion more widely. Social cohesion measures the extent of connectedness and solidarity among groups in society. It reflects people’s needs for both personal development and a sense of belonging. Ultimately, social cohesion aims to achieve a reduction in inequality, socio-economic unevenness and fractures between different ethnic, class, or denominative groups.

Resource Six

Data Source

Section B

Football and heritage: Creating social cohesion



Figure 14

Sanctuary Strikers F.C. players celebrate scoring a goal in a match against Reading Reserves

1. Case study - Sanctuary Strikers: Football and Social Integration for Refugees

Refugees and asylum seekers moving to the UK often face significant social challenges. They have often been uprooted from their home countries in traumatic circumstances and find themselves contending with the need to learn a new language and find common ground with locals. Often this takes place against the background of restrictive employment opportunities, inadequate housing, and racial discrimination.

However, one of the UK's leading refugee charities, City of Sanctuary, have identified the social value of football as a key tool in helping vulnerable refugees settle into their new life in the UK. A 2022 article by the charity points out the fact that football is a universal language which can break down communicative barriers, and that involvement in a Sunday-league or grassroots team can provide invaluable opportunities for social interaction, inter-personal connection and provide mental wellbeing for asylum seekers.



Resource **Six**

Data Source

This is exemplified by Sanctuary FC, a grassroots amateur club founded in Reading in 2017, attempting to bring together refugees and locals to play football in the spirit of unity. It invites members of minority communities to come and play football with locals, with the goal of improving English-speaking, making friends, and learning about the local area. The club currently has players with South Sudanese, Zimbabwean and Eritrean backgrounds, and through an affiliation with Reading Refugee Support Group actively seeks to encourage participation from asylum seekers and refugees in the area.

Similarly, Amnesty International – the world’s leading human rights organisation – also fosters the power of football for social integration of refugees. The charity runs a month-long event every April called “*Football Welcomes*”, celebrating the contributions of players with a refugee background to football. The programme boasts over 180 participant clubs, including over half of the clubs currently in the Premier League. Throughout the month clubs put on various events and activities designed to create a social, welcoming atmosphere for refugees. In 2019, these events included free tickets for games, organisation of grassroots football tournaments, stadium tours, player meet and greets, and the provision of education packs to local schools, engaging pupils in discussions about refugee rights through football.

Here, football can be seen as indicative of how heritage can create cultural bridges, and act as the basis for fostering a wider sense of belonging and strong, understanding relationships between different social groups. However, football’s social value is not merely limited to forging personal relationships and fostering social cohesion – but in forming the symbolic basis of communities at many different scales..



Resource Six

Data Source

Section C

Football and heritage: Binding communities

A community is a group of people bound together by shared characteristics. This may include people who live in or are from the same place, share a historically formed identity, have similar political or social attitudes, or have interests in common.

In straightforward terms, football create communities. According to the philosopher Simon Critchley, *“the reason why football is so important to many of us is precisely because of the experience of association at its heart, and the sense of community it provides.”* Supporters of a particular team, and football fans more generally, draw on their shared interest in a particular team and connection to a specific location to form communities of support.

For any social grouping of people to become meaningful and effective, it must have a shared interpretation of the events and experiences which formed that group over time. In other words, it must have a shared understanding of its own historical development, and members must agree on what makes their group or community culturally important and unique.

To examine the specific role that football clubs – and indeed heritage more generally – plays in creating and binding communities, it is first necessary to get to grips with the work of social anthropologist Anthony Cohen.

Cohen’s central argument is that communities are symbolic. In other words, the key to creating, binding, and sustaining communities is not any kind of material object, but a set of symbols which are shared by members of the group. These symbols could include rituals, social values, customs, behavioural habits, and understandings of the history of the group – which members of the group all ascribe to. These symbols create a sense of sameness between members and give a community the ability to define itself.



Resource Six

Data Source

Section C

Football and heritage: Binding communities



The argument made here is that football clubs, and heritage at a wider scale, can play a crucial role in binding symbolic communities. To explain this further, the following case study examines the role of football songs, showing how the lyrical content of specific chants can indicate the kind of symbolic values which bind communities of football fans.

1. Case study - Football Songs and Symbolic Community

One of the most prevalent features of match day at any football stadium is the song – or the terrace chant.

Chants represent a social experience and are a collective form of expression. Chants are monophonic constructions, meaning that they are one single melody line sung in unison. This gives supporters in the terraces the unique opportunity to express themselves in a single, unified voice. Crucially, this means chants present a rare opportunity to supporters to express the shared values and experiences which form what Cohen would describe as the symbolic basis for their community. By analysing four different chants sung by supporters of various clubs on the terraces, it is possible to outline some of the key values, habits or interpretations of history which binds supporters together into communities.

Figure 15

Fan chants from three different clubs displaying different symbolic values which can find fans of a club



Resource Six

Data Source



- **Chant A – (Arsenal)** This chant invites Arsenal supporters to romantically reminisce about specific locations within the club’s old football stadium, Highbury. It draws on or educates supporters into important aspects of the club’s history.
- **Chant B – (Coventry City)** This chant is a celebration of the uniqueness of Coventry itself, drawing on the shared cultural knowledge of the local area amongst most Coventry supporters and binding supporters together in an expression of toponymic love for the city (see Resource Five).
- **Chant C – (West Ham United)** This chant is a direct reference to the relationship between the club, supporters, and local industrial history, celebrating the Thames Ironworks from which the club was founded. It draws supporters together in identification with local heritage.
- **Chant D – (West Brom)** This chant invites West Bromwich Albion supporters to physically express their shared disdain for local rivals Wolverhampton Wanderers. It binds supporters in an expression of the club’s uniqueness and opposition to hated rivals. This is referred to as forming or binding community oppositionally – as in, in opposition to a constructed enemy.

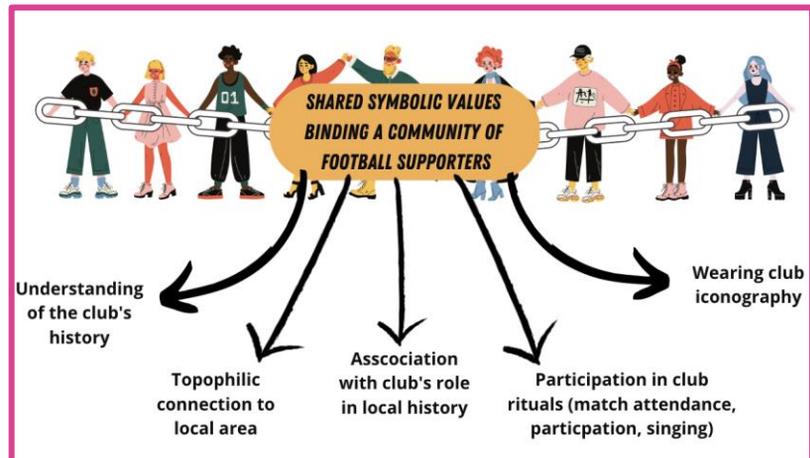
A brief analysis of these four football chants exhibits some of the shared, symbolic values that can act as the basis for a community of football supporters. Participants mutual respect for and knowledge of a club’s history, connection to a local area and its heritage and disdain for local rivals bind them together into a coherent, whole community. Other factors which may also act to unite fans into symbolic communities may include association with the club’s iconography, including wearing specific items of clothing, colours and badges and the very ritualistic acts of attending a match or singing itself.

Resource Six

Data Source

Figure 16

Diagram explaining how football can act to bind symbolic communities



Here we can see the social, binding power of football clubs, and heritage more generally. Heritage institutions such as football clubs provide the basis for the development of shared values, behaviours, and customs. In turn, these can help groups of people bind themselves into long-lasting communities.

In conclusion, this section has shown the inherent social value of football in the UK, as an exemplar of the significant social potential of heritage more general. It has shown football to have huge potential not only in structuring individual relationships, but more widely in providing social cohesion in integrating vulnerable groups into English society and in binding symbolic communities of supporters together.

Resource Six

Activities

- Activity 1** Explain why you think social cohesion is important.
- Activity 2** Examine the Sanctuary Strikers case study. Brainstorm your own ideas for a football or heritage-based event which you think could create social cohesion. Explain which community you are aiming to help, why and how your event will increase social cohesion in a particular location.
- Activity 3** What is a **Symbolic Community**? How may heritage help in the formation of a community?
- Activity 4** Examine Figure. 2. Choose three football chants sung by supporters of a club of your own choosing and analyse its lyrics, melody and meaning. How do these chants contribute to binding supporters together as a symbolic community?
- Activity 5** Examine figure. 3. Reflect on a community of which you are a part. Using figure 3 as a template, create a mind map which details the ways in which heritage may generation particular symbols – such as behaviours, values or customs, which may bind your community.



Resource Six

Further Reading

Explore BT Sport (2021) *Ours*. 21st April. Available at:
<https://www.bt.com/sport/watch/video/clips/2021/april/watch-for-free-bt-sport-films-ours>.

Department for Digital, Culture, Media and Sport (2021) *Independent Report: Fan-Led Review of Football Governance: securing the game's future*. Available at:
<https://www.gov.uk/government/publications/fan-led-review-of-football-governance-securing-the-games-future/fan-led-review-of-football-governance-securing-the-games-future#chap8>.

DW Kick Off (2020) 'WHY immigrant clubs are about more than football'. 9th October. Available at:
https://www.youtube.com/watch?v=Kn4ckc8MuNU&ab_channel=DWKickoff%21

Image Sources

- Images from Pixabay.
- Author's own images.
- EPA, taken from article: 'You can lose 10-0 and still have a laugh': How football is helping refugees find their feet in England. *The Independent*. 30th May. Available at:
<https://www.independent.co.uk/sport/football/spirit-of-unity-football-helping-refugees-find-their-feet-in-england-b1855235.html>.

Final Reflection Activity

Instructions

Over the course of this workbook, we have learnt how to define and the value of cultural heritage through football. We have established that heritage is a process, in which individuals and communities select elements of their material and intangible historical inheritance to use in the present and preserve for the future. We have learnt that heritage has many different values, which constitute its overall significance – and using various football case studies have developed a deeper understanding of three specific categories of heritage value: instrumental, evidential, and social.

The six sections of this workbook have now given you the tools to complete the Final Reflection activity. Please refer back to the various sections of this workbook as you complete this task.

Write a report of 1,000 words outlining the significance of a football club of your choice as heritage. Your report should be directed at a heritage management organisation such as English Heritage or the National Trust and aim to persuade the organisation that the club is worthy of falling under their protection. Use the following headers to structure your report and explain why and how your football club represents a heritage site of value.

1. Basic Biographical Information
2. A Summary of its Historical Development
3. Justification of Heritage Significance – with reference to its specific heritage values

Ask your supervisor for the model answer provided, to get more of a sense of the kind of document you are expected to produce.

Reference List



Below is a list of all the sources that were used to compile this RBC pack.

- Anderson, B. (1983) *Imagined Communities: Reflections on the Origin and Spread of Nationalism*: Verso.
- Blackshaw, T. (2009) 'Contemporary Community Theory and Football' in Brown, A. et al (eds.) *Football and Community in the Global Context: Studies in Theory and Practice*. Routledge. 23-43.
- Clark, T. (2006) 'I'm Scunthorpe 'til I die: Constructing and (Re)negotiating Identity through the Terrace Chant' *Soccer and Society*, 7:4, 494-507.
- Cohen, A. (1985) *The Symbolic Construction of Community*. Open University Press.
- Glassberg, D. (1996) 'Public History and the Study of Memory' *The Public Historian*, 18 (2), 7-23.
- Hall, S. (1999) 'Un-settling 'the Heritage': Re-imagining the Post- Nation', *Third Text* 49: 3–13. doi: 10.1080/09528829908576818.
- Our Beautiful Game (2020) *Saving the Beautiful Game: Manifesto for Change*.
- Schoonderwoerd, P. (2011) 'Shall we sing a song for you?: Mediation, Migration and Identity in Football Chants and Fandom' *Soccer and Society*, 12:1, 120-141.
- Supporters Direct (2010) *The Social and Community Value of Football: Final Report*. Available at: <https://www.efdn.org/wp-content/uploads/2016/08/The-Social-Value-of-Football-Final-Report.pdf>.
- Tosh, J. (1991) *The Pursuit of History*. Longman.

More Subject Resources

A Deeper Look into Football and Heritage Studies



Read For further theoretical exploration of cultural heritage studies:

- Kirshenblatt-Gimblett, B. (1995) 'Theorising Heritage' *Ecomusicology*, 39 (33).
- Graham, B. and Howard, P. (2008) *The Ashgate Research Companion to Heritage and Identity*. Routledge.
- Lowenthal, D. (2015) *The Past is a Foreign Country – Revisited*. Cambridge University Press.
- Smith, L. (2006) *The Uses of Heritage*. Routledge.
- Sørensen, M.L.S. and Carman, J. (eds). 2009. *Heritage Studies*. Routledge.

For more cultural, academic writing and research focused on football:

- Gray, D. (2014) *Hatters, Railwaymen and Knitters: Travels through England's Footballing Provinces*. Bloomsbury.
- Goldblatt, D. (2015) *The Game of Our Lives: The Meaning and Making of English Football*. Penguin.
- Leach, S. (2020) *Twenty Football Towns*. Saraband.

For regular, varied and internationally focussed academic-style writing about the intersection between football and culture, see **The Blizzard**, a quarterly journal in which academics and journalists write about the elements of football culture, history and heritage which matter to them:

<https://theblizzard.co.uk/about/>.

More Subject Resources

A Deeper Look into Football and Heritage Studies



Watch

The following documentaries and TV series variously cover aspects of heritage, football culture, and the overlaps between the two:

- The documentary **'Ours'** – BT Sport (2021)
<https://www.bt.com/sport/watch/video/clips/2021/april/watch-for-free-bt-sport-films-ours>

The following YouTube channels consistently produce excellent content regarding football culture and heritage studies:

- **'Tifo Football'** – lookout particularly for the “Brief History Of | Tifo Football” playlist -
<https://www.youtube.com/playlist?list=PLWYJXDKS21OGIunpkVDaHTZNh6rVx8aIY>
- **'Copa90 Stories'** - <https://www.youtube.com/c/copa90stories>
- **'The Cambridge Heritage Research Centre'** -
https://www.youtube.com/channel/UCvyBskI6LJRywa-W_i1iyca

Listen

For further theoretical exploration of cultural heritage and football history:

- BBC (2002) *In Our Time: Heritage*. Available at:
<https://www.bbc.co.uk/programmes/p00548j4>
- BBC (2020) *You're Dead to Me: The History of Football*. Available at: <https://www.bbc.co.uk/programmes/p07n8q35>

More Subject Resources

A Deeper Look into Football and Heritage Studies



- Do**
- Visit The National Football Museum – *the world’s biggest football specific museum, and the national centre for the public advancement of cultural and historical engagement with football*: <https://www.nationalfootballmuseum.com/>
 - Attend a football match at your local club! – *if you too are interested in and/or an advocate of the cultural, historic and heritage value of football, the most rewarding thing you can do is attend a match in your local area. You’ll not only be supporting the footballing economy, but also buying yourself an immersive cultural experience, which you’ll have a greater cultural appreciation for having completed this pack!*

Study Skills, tips & Guidance

This a section includes helpful tips to help you complete this pack, as well as improve your study skills for school.

It also includes a few fantastic easy-to-use resources to know what to do next and where else you can look for more information on the subject.



Helpful information you will find in this section:

1. Cornell Notes
2. Academic terminology (key words)
3. Academic Writing Style
4. Referencing
5. How to Evaluate Your Sources
6. Subject Guidance
7. University Guidance

Psst! Learning these tips to improve your school skills could help you do better in exams and make assignments easier!

You can use the tips and web links in this section throughout your pack!



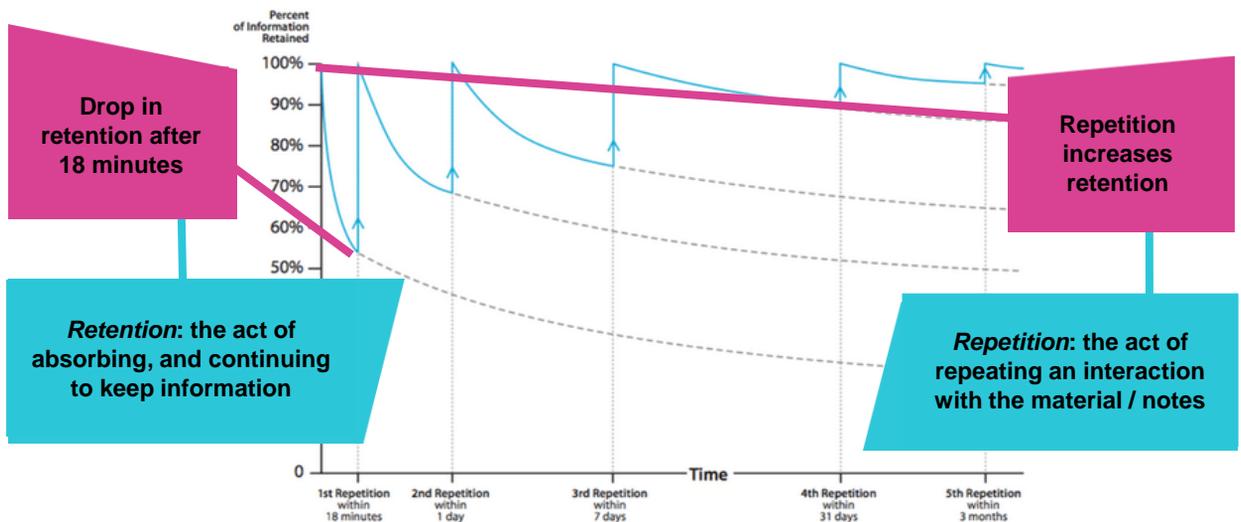
Academic Study Skills

Cornell Notes

Why is good note taking important?

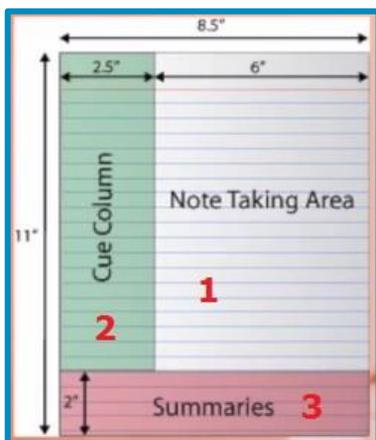
If it feels like you forget new information almost as quickly as you hear it, even if you write it down, that's because we tend to lose almost 40% of new information within the first 24 hours of first reading or hearing it.

However, if we take notes effectively, we can retain and retrieve almost 100% of the information we receive. Consider this graph on the rate of forgetting with study/repetition:



Learning a new system

The Cornell Note System was developed in the 1950s at the University of Cornell in the USA. The system includes interacting with your notes and is suitable for all subjects. There are three steps to the Cornell Note System.



Step 1: Note-Taking

- 1. Create Format:** Notes are set up in the Cornell Way. This means creating 3 boxes like the ones on the left. You should put your name, date, and topic at the top of the page.
- 2. Write and Organise:** You then take your notes in the 'note taking' area on the right side of the page. You should organise these notes by keeping a line or a space between 'chunks' /main ideas of information. You can also use bullet points for lists of information to help organise your notes.

Academic Study Skills

Cornell Notes

Step 2: Note-Making

- Revise and Edit Notes:** Go back to box 1, the note taking area and spend some time revising and editing. You can do this by: highlighting 'chunks' of information with a number or a colour; circling all key words in a different colour; highlighting main ideas; adding new information in another colour.
- Note Key Idea:** Go to box 2 on the left-hand side of the page and develop some questions about the main ideas in your notes. The questions should be 'high level'. This means they should encourage you to think deeper about the ideas. Example 'high level' questions would be:
 - Which is most important / significant reason for...
 - To what extent...
 - How does the (data / text / ideas) support the viewpoint?
 - How do we know that...

Here is an example of step 1 and step 2 for notes on the story of Cinderella

Questions:	Notes:
How does C's mother die?	<ul style="list-style-type: none"> Cinderella is an only child Cinderella's dad might <u>spoil</u> her Cinderella's step-mother is <u>jealous of her beauty</u>
Why does C make the Step-M so angry?	<ul style="list-style-type: none"> Maybe Cinderella becomes the <u>woman of the house</u>
↓ what language shows this?	<ul style="list-style-type: none"> ↳ BUT then the Step-Mother wants that <u>position</u>.
* What is the moral of 'C'?	<ul style="list-style-type: none"> ↳ <u>Key point</u> → fairy takes teach w/ <u>morals</u>
How do I know?	<ul style="list-style-type: none"> Cinderella is <u>kind</u> → her Step-M is not

Step 3: Note-Interacting

- Summary:** Go to box 3 at the bottom of the page and summarise the main ideas in box 1 and answer the essential questions in box 2.

Summary:
Because C is an only child, she takes over as 'woman of the house' when her M die. Her Step-M is jealous and angry. We get C's side of the story so it is difficult to know whether C is really badly treated reason.

Give the Cornell Note Taking System a try and see if it works for you!

Academic Study Skills

Key Words

Below is a series of key terms you will come across from teachers and tutors as you got through school, especially as you enter upper secondary.

Knowing these will help you understand what you are being asked to do!

- **Analyse:** When you analyse something you consider it carefully and in detail in order to understand and explain it. To analyse, identify the main parts or ideas of a subject and examine or interpret the connections between them.
- **Comment on:** When you comment on a subject or the ideas in a subject, you say something that gives your opinion about it or an explanation for it.
- **Compare:** To compare things means to point out the differences or similarities between them. A comparison essay would involve examining qualities/characteristics of a subject and emphasising the similarities and differences.
- **Contrast:** When you contrast two subjects you show how they differ when compared with each other. A contrast essay should emphasise striking differences between two elements.
- **Compare and contrast:** To write a compare and contrast essay you would examine the similarities and differences of two subjects.
- **Criticise:** When you criticise you make judgments about a subject after thinking about it carefully and deeply. Express your judgement with respect to the correctness or merit of the factors under consideration. Give the results of your own analysis and discuss the limitations and contributions of the factors in question. Support your judgement with evidence.
- **Define:** When you define something you show, describe, or state clearly what it is and what it is like, you can also say what its limits are. Do not include details but do include what distinguishes it from the other related things, sometimes by giving examples.
- **Describe:** To describe in an essay requires you to give a detailed account of characteristics, properties or qualities of a subject.
- **Discuss:** To discuss in an essay consider your subject from different points of view. Examine, analyse and present considerations for and against the problem or statement.

Academic Study Skills

Key Words

- **Evaluate:** When you evaluate in an essay, decide on your subject's significance, value, or quality after carefully studying its good and bad features. Use authoritative (e.g. from established authors or theorists in the field) and, to some extent, personal appraisal of both contributions and limitations of the subject. Similar to assess.
- **Illustrate:** If asked to illustrate in an essay, explain the points that you are making clearly by using examples, diagrams, statistics etc.
- **Interpret:** In an essay that requires you to interpret, you should translate, solve, give examples, or comment upon the subject and evaluate it in terms of your judgement or reaction. Basically, give an explanation of what your subject means. Similar to explain.
- **Justify:** When asked to justify a statement in an essay you should provide the reasons and grounds for the conclusions you draw from the statement. Present your evidence in a form that will convince your reader.
- **Outline:** Outlining requires that you explain ideas, plans, or theories in a general way, without giving all the details. Organise and systematically describe the main points or general principles. Use essential supplementary material, but omit minor details.
- **Prove:** When proving a statement, experiment or theory in an essay, you must confirm or verify it. You are expected to evaluate the material and present experimental evidence and/or logical argument.
- **Relate:** To relate two things, you should state or claim the connection or link between them. Show the relationship by emphasising these connections and associations.
- **Review:** When you review, critically examine, analyse and comment on the major points of a subject in an organised manner.

Write any other key words you come across below. Ask your teacher to explain their meaning or use a dictionary to find out.

Academic Study Skills

Academic Writing Style

What is academic writing?

'Academic writing' is a specific way of writing when communicating research or discussing a point of view. You will most often do this in essays and reports.

Academic writing has a logical structure and uses formal language. Unlike creative or narrative writing, academic writing uses different sources of information to support what is being said (see next page about different sources).

Top Academic Writing Tips

Do's

- Do use words you know the meaning of and are confident using.
- Remember words don't have to be complicated to be clear!
- Do write words out fully e.g., do not, cannot, does not, it would.
- Use the third person point of view
- Minimise use of informal adjectives such as cool, amazing and wonderful.

Don'ts

- Do not use contractions e.g., don't, can't, doesn't, it'd.
- Do not use public speaking phrases like "We can all agree that..." and "As I previously mentioned...".
- Do not use conversational phrases such as 'literally' or 'basically' too often.
- Do not use slang or jargon, for example, 'awks', 'lit', 'woke'.
- Do not use words that express value judgements e.g., crazy, ridiculous, terrible. Suitable synonyms are surprising, unjustified or distressing.



Academic Study Skills

Academic Writing Style

Expressing your opinion in academic writing

In academic writing, it is best practice to express an opinion without writing in the first person.

Rather than saying ‘In my opinion, this proves that’, you can express your opinion by saying:

- ‘Based on (insert fact/theory/finding) it shows that...’
- ‘The graph here indicates that...’;
- ‘The aforementioned problems in Smith’s argument reveal that...’;
- ‘Such weaknesses ultimately mean that...’, and so on.

Signposting

Signposting guides your reader through different sections of your writing. It lets those who read your writing know what is being discussed and why, and when your piece is shifting from one part to another. This is crucial to for clear communication with your audience.

Signposting stems for a paragraph which expands upon a previous idea	Signposting stems for a paragraph which offers a contrasting view
Building on from the idea that ... (mention previous idea), this section illustrates that ... (introduce your new idea).	However, another angle on this debate suggests that ... (introduce your contrasting idea)
To further understand the role of ...(your topic or your previous idea) this section explores the idea that ... (introduce your new idea)	In contrast to evidence which presents the view that ... (mention your previous idea) an alternative perspective illustrates that ...
Another line of thought on ... (your topic or your previous idea) demonstrates that ...	However, not all research shows that ... (mention your previous idea). Some evidence agrees that ...

Academic Study Skills

Referencing

What is a reference or referencing?

A reference is just a note in your assignment that tells your reader where particular ideas, information or opinions that you have used from another source has come from. It can be done through 'citations' or a 'bibliography'.

When you get to university, you will need to include references in the assignments that you write. As well as being academic good practice, referencing is very important, because it will help you to avoid plagiarism.

Plagiarism is when you take someone else's work or ideas and pass them off as your own. Whether plagiarism is deliberate or accidental, the consequences can be severe. You must be careful to reference your sources correctly.

Why should I reference?

Referencing is important in your work for the following reasons:

- It gives credit to the authors of any sources you have referred to or been influenced by.
- It supports the arguments you make in your assignments.
- It demonstrates the variety of sources you have used.
- It helps to prevent you losing marks, or failing, due to plagiarism.

When should I use a reference?

- You should use a reference when you:
 - Quote directly from another source.
 - Summarise or rephrase another piece of work.
 - Include a specific statistic or fact from a source.



Academic Study Skills

Referencing

How do I reference?

There are a number of different ways of referencing, but most universities use what is called the Harvard Referencing Style. Speak with your tutor about which style they want you to use, because the most important thing is you remain consistent!

The two main aspects of referencing you need to be aware of are:

1. In-text citations

These are used when directly quoting a source. They are in the body of the work, after you have referred to your source in your writing. They contain the surname of the author of the source and the year it was published in brackets.

- E.g. *Daisy describes her hopes for her infant daughter, stating “I hope she’ll be a fool—that’s the best thing a girl can be in this world, a beautiful little fool.” (Fitzgerald, 2004).*

2. Bibliography

This is a list of all the sources you have referenced in your assignment. In the bibliography, you list your references by the numbers you have used and include as much information as you have about the reference. The list below gives what should be included for different sources.

- **Websites:** Author (if possible), *title of the web page*, ‘Available at:’ website address, [Accessed: date you accessed it].
 - E.g. ‘*How did so many soldiers survive the trenches?*’, Available at: <http://www.bbc.co.uk/guides/z3kgjxs#zg2dtfr> [Accessed: 11 July 2019].
- **Books:** Author surname, author first initial, (year published), *title of book*, publisher
 - E.g. Dubner S. and Levitt, S., (2007) *Freakonomics: A Rogue Economist Explores the Hidden Side of Everything*, Penguin Books
- **Articles:** Author, ‘*title of the article*’, where the article comes from (newspaper, journal etc.), date of the article.
 - E.g. Maev Kennedy, ‘*The lights to go out across the UK to mark First World War’s centenary*’, The Guardian Newspaper, 10 July 2014.

Academic Study Skills

Referencing

Is it a source worth citing? Use these tips to question your sources before referencing it.

- **Currency – the timelines of the information:** When was it published or posted? Has it been revised or updated? Does your topic require current information, or will older sources work as well?
- **Relevancy – the importance of the information for your needs:** Does the information relate to your topic or answer your question? Who is the intended audience? Have you looked at a variety of sources?
- **Authority - the source of the information:** Who is the author/ publisher/ source/ sponsor? What are the author's credentials? Is the author qualified to write on the topic?
- **Accuracy – the reliability and correctness of the source:** Is the information supported by evidence? Has the information been reviewed or refereed? Can you verify whether it is a personal or professional source? Are there errors?
- **Purpose – the reason the information exists:** Does the author make the intentions/ purpose clear? Is the information fact opinion or propaganda? Are there are biases? Does the viewpoint appear objective?



Academic Study Skills

Evaluating Your Sources

What is a source?

When you learn new things, you might get information from all sorts of different places. These places are called sources. Some sources are more reliable than others. For example, information in a textbook written by an expert is more reliable than information in a non-expert's social media post.

How do you decide which source to use? From newspaper articles to books to tweets, this provides a brief description of each type of source and breaks down the factors to consider when selecting a source.

Twitter



A platform for millions of very short messages on a variety of topics.

Blog



Blogs (e.g. Wordpress) are an avenue for sharing both developed and unpublished ideas and interests with a niche community.

Youtube



A collection of millions of educational, inspirational, eye-opening and entertaining videos.

Newspaper



A reporting and recording of cultural and political happenings that keeps the general public informed. Opinions and public commentaries can also be included.

Journal



A collection of analytics reports that outline the objectives, background, methods, results and limitations of new research written for and by scholars in a niche field.

Academic book



The information presented is supported by clearly identified sources. Sometimes each chapter has a different author.

Encyclopaedia



Books or online – giving information on many different subjects. Some are intended as an entry point into research, some provide detailed information and onwards references.

Popular magazine



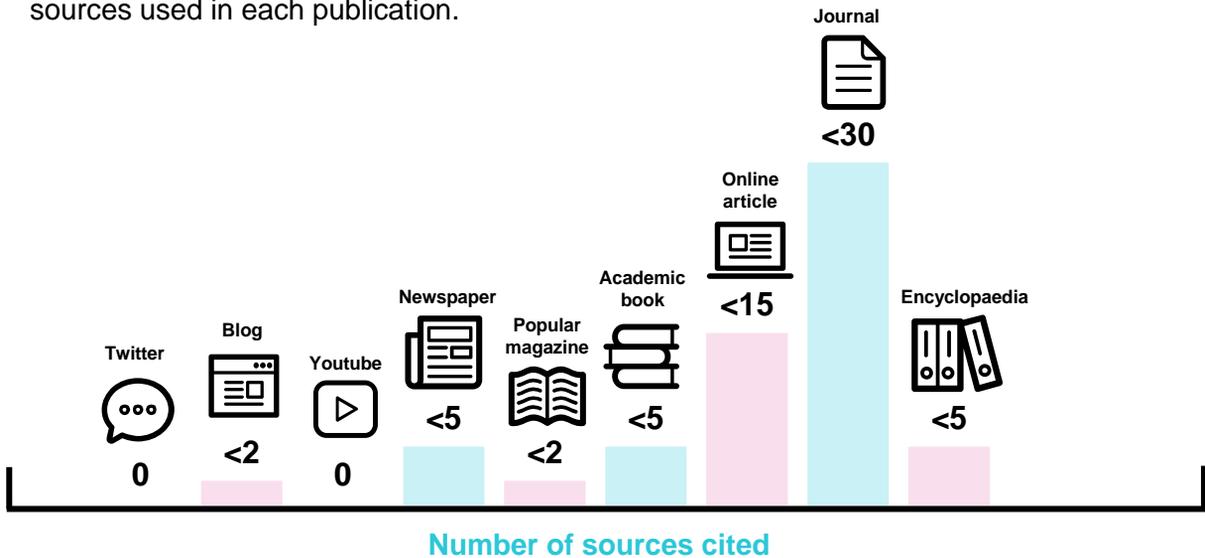
A glossy compilation of stories with unique themes intended for specific interests.

Academic Study Skills

Evaluating Your Sources

Number of outside sources

When an author used many outside sources into their writing, they demonstrate familiarity with ideas beyond their own. As more unique viewpoints are pulled into a source, it becomes more comprehensive and reliable. This shows the typical number of outside sources used in each publication.



Degree of review before a source is published

Two factors contribute to the amount of inspection that a source receives before it might be published: the number of reviewers fact-checking the written ideas, and the total time spent by reviewers as they fact-check. The more people involved in the review process and the longer the review process takes, the more credible the source is likely to be.



What's next?

Where can this subject take me?

Pathways

A degree in Arts gives students access to many career choices. Students who study Arts, on the other hand, often secure jobs in English Literature, Music, Fine Arts and Design, History and Geography, and Modern Foreign Language.

History

- critical reasoning and analytical skills, including the capacity for solving problems and thinking creatively
- intellectual rigour and independence, including the ability to conduct detailed research
- ability to construct an argument and communicate findings in a clear and persuasive manner, both orally and in writing
- capability to work without direct supervision and manage your time and priorities effectively
- ability to discuss ideas in groups, and to negotiate, question and summarise
- capacity to think objectively and approach problems and new situations with an open mind
- appreciation of the different factors that influence the activities of groups and individuals in society

What are some are the 'interdisciplinary' subjects in this course?

Interdisciplinary is a term you will hear used by higher education institutions. It's also how many professionals and academics in the real-world operate: they use multiple subjects, or disciplines, to achieve their work.

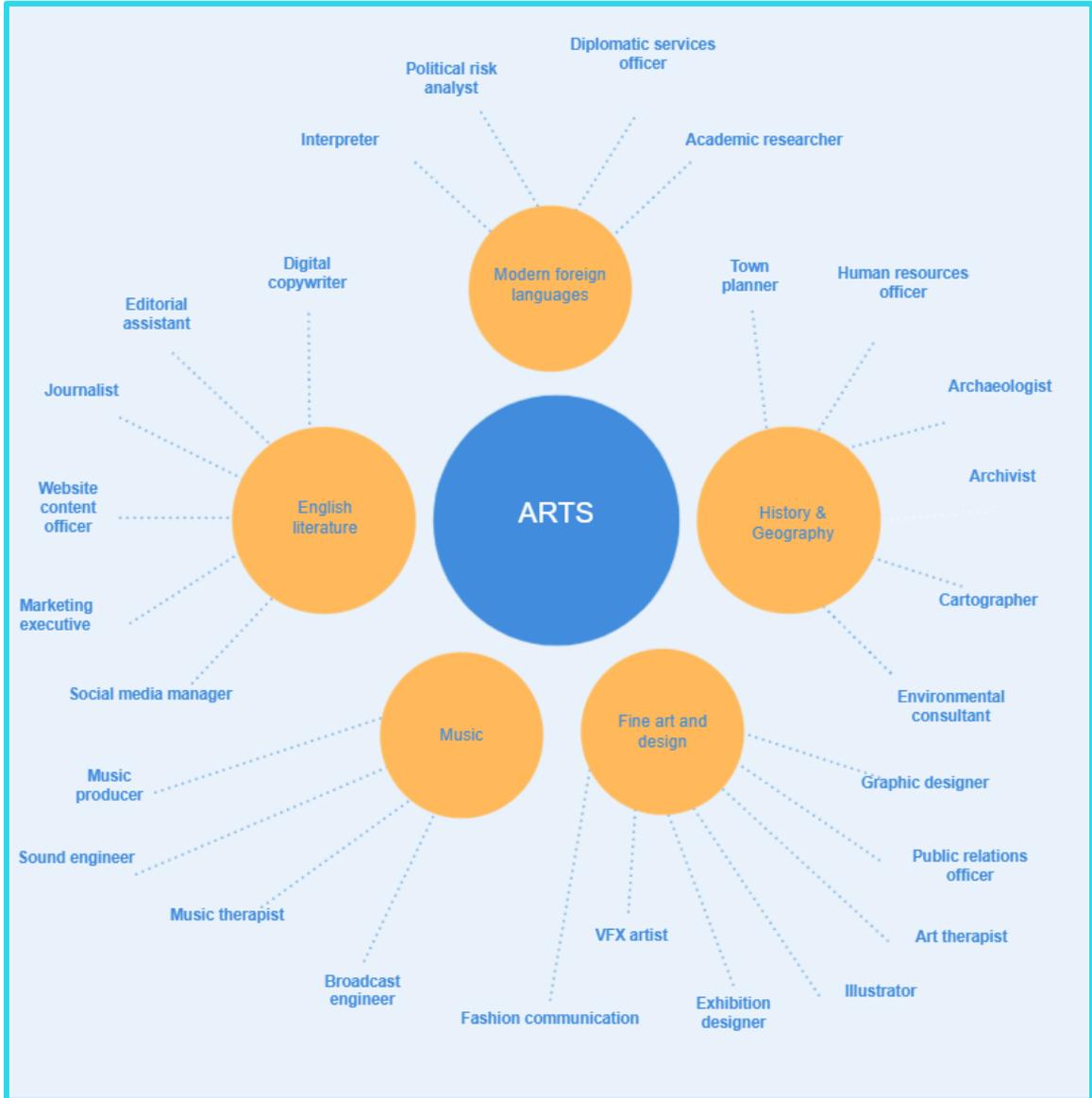
By thinking about which subjects you like, alongside maths, it can help you choose a career pathway later.

Read more about subject selection and careers pathways

- <https://targetjobs.co.uk>
- <https://www.prospects.ac.uk>
- <https://thinkuni.org/>

What's next?

Arts subject maps & jobs



Find out about Arts-related careers here:
PROSPECTS: <https://www.prospects.ac.uk>
TARGET JOBS: <https://targetjobs.co.uk>

What's next?

University Guidance

Different people go to university for different reasons. You might have a particular job in mind or just want to study a subject you are passionate about.

Whatever your motivations, going to university can help improve your career prospects, and develop your confidence, independence and academic skills.

Choosing a course and university

Choosing the right course to study is an important decision so make sure you take time to research the different options available to you. Here are some top tips:

- You don't have to choose a course which you have already studied, there are lots of courses which don't require prior knowledge of the subject. You can apply skills gained from school studies to a new field.
- The same subject can be taught very differently depending on the course and university you choose. Look at university websites to find out more about the course content, teaching styles and assessment types.
- When choosing a university, think about what other factors are important to you. Do you want to study at a campus university or be based in a city center? What accommodation options are there? Does the university have facilities for any extracurricular activities you're involved in?
- To research your options, have a look at university prospectuses and websites, as well as seeing if there are opportunities to speak to current students who can give you a real insight into what life is like there.



What's next?

University Guidance

Exploring Careers and Subject Options

- Find job descriptions, salaries and hours, routes into different careers, and more at <https://www.startprofile.com/>
- Research career and study choices, and see videos of those who have pursued various routes at <http://www.careerpilot.org.uk/>
- See videos about what it's like to work in different jobs and for different organisations at <https://www.careersbox.co.uk/>
- Find out what different degrees could lead to, how to choose the right course for you, and how to apply for courses and student finance at <https://www.prospects.ac.uk/>
- Explore job descriptions and career options, and contact careers advisers at <https://nationalcareersservice.direct.gov.uk/>
- Discover which subjects and qualifications (not just A levels) lead to different degrees, and what careers these degrees can lead to, at <http://www.russellgroup.ac.uk/media/5457/informed-choices-2016.pdf>

Other useful resources

- <https://www.ucas.com/>
- <https://www.whatuni.com/>
- <http://unistats.direct.gov.uk/>
- <https://www.opendays.com/>
- <https://www.thecompleteuniversityguide.co.uk/>



You may or may not have thought about studying at university.

Don't worry – you have plenty of time to think about this and explore your options if you would like to go!

What's next?

University Guidance

UCAS and the university application process

All applications for UK degree programmes are made through [UCAS](#). There is lots of information on the UCAS website to guide you through the process and what you need to do at each stage.

Apply

- Applications **open in September** the year before you plan to start university.
- You can apply for up to **five courses**.
- The deadline for most courses is **15 January**, though there is an earlier deadline of **15 October** for Oxford and Cambridge, medicine, veterinary medicine/science and dentistry.

Decisions

- Some courses may require an interview, portfolio or admissions test in addition to UCAS application. Check individual university websites details.
- Check UCAS Track which will be updated with decisions from the universities you have applied for and to see your deadline for replying to any offers.
- You should choose a firm (or first) choice university and an insurance choice. If you already have your exam results or a university thinks your application is particularly strong, you might receive an **unconditional offer**.

Results

- If you're holding a conditional offer, then you will need to wait until you receive your exam results to have your place confirmed.
- Clearing & Adjustment allows you to apply to courses which still have vacancies if you didn't meet the conditions of your offer, have changed your mind about what or where you want to study, or have met and exceeded the conditions of your offer and would like to look at alternate options.

Personal statements

An important part of your application is the personal statement. The personal statement gives you the opportunity to tell universities why they should offer you a place.

Here a few top tips for making your personal statement stand out:

- You can only submit one personal statement so it's important that you are consistent in your course choices. Make sure you have done your research to show your understanding of the subject area and passion for it.
- Start by brainstorming all your skills, experience and attributes. Once you have everything written down, you can begin to be selective – you only have 47 lines so won't be able to include everything.
- The ABC method: action, benefit and course can be a useful way to help demonstrate your relevant experience and how it applies to the course you're applying for.

What's next?

University Guidance

Personal Statement do's and don'ts

Read the tips below from real life professors and admissions staff in university Arts departments, on the 'do's' and 'don'ts' of what to include in your personal statement.

Psychology

- Tell us why you want to study History.
- What area of History fascinates you?
- Demonstrate your interest by telling us what you have recently read, watched or listened to and how they helped your understanding of History.
- Describe how your school or individual work has equipped you with the necessary knowledge and ability to be a successful History student.

Other useful resources

- Key dates and deadlines: www.access-ed.ngo/timelines-for-applying-to-university
- Get tutor advice on writing a UCAS personal statement at www.access-ed.ngo/writing-your-ucas-personal-statement
- An easy template to start practising your personal statement: <https://www.ucas.com/sites/default/files/ucas-personal-statement-worksheet.pdf>
- Untangle UCAS terminology at <https://www.ucas.com/corporate/about-us/who-we-are/ucas-terms-explained>
- **Discover more about the** application process including when to apply and how to fill in your application on the [UCAS website](#).
- Read more useful advice about what to include in your personal statement on [UCAS, the Complete University Guide](#) and [The Student Room](#).
- Attend one of our [virtual sessions](#) to find out more about applying and personal statements.

Insight into the University of Cambridge

The University of Cambridge and its Colleges are committed to widening participation to higher education. Hundreds of outreach initiatives and events are run each year both in Cambridge and in schools and colleges across the UK.

Outreach Projects

neaco

The Network for East Anglian Collaborative Outreach (neaco) delivers activities across East Anglia to help students in Years 9-13, with little or no experience of university, to explore the world of higher education. [Find out more.](#)

(Pre-16 Team Projects)

Insight Discover

Insight Discover is a programme that students follow from Year 7 to Year 8, which aims to develop key academic skills to support them in their academic work. In addition, the programme introduces students to university and the options which are available to them in the future. [Find out more.](#)

Insight Explore

Insight Explore is an academic programme which aims to develop participants interests and tackle the barriers many students face when applying to university. [Find out more.](#)

Realise

The Realise project's aim is to encourage more young people in care to consider higher education. We run a large number of events ranging from science days to theatre days to give a taste of life as a student at Cambridge. [Find out more.](#)



Insight into the University of Cambridge

(Post-16 Team Projects)

HE+

HE+ is a collaboration between the University of Cambridge's Admissions Office and Colleges, and state schools/colleges across the UK. The University and schools in 20 regions collaborate to form regional consortia to support highly-able students from under-represented areas and backgrounds and involves approximately 4,000 students in Year 12 each year. [Find out more.](#)

Insight+

Insight + aims to support students making competitive applications to selective Higher Education Institutions by supporting students over 12 months from Easter in Year 12. Students receive additional subject specific teaching across five subject strands (English, Physics, Maths, Chemistry and History) which is delivered by experience teachers and departmental outreach practitioners. [Find out more.](#)

Sutton Trust Summer Schools

Sutton Trust Summer Schools are free subject-specific residential courses for Year 12 students studying at state-maintained schools in the UK. The five-day summer schools in July and August allow students to explore their interest in one of 26 subjects and gain an insight into what it is like to live and study as a first-year undergraduate student at Cambridge. [Find out more.](#)

Experience Cambridge

Experience Cambridge gives participants an insight into teaching and study at the University, and the opportunity to explore their preferred subject area in further detail. The initiative involves one day-long visit to the University and covers subject sessions and Cambridge Admissions guidance. [Find out more.](#)

Apply: Cambridge

Apply: Cambridge is a specialist and free programme designed to support highly able students from underrepresented backgrounds and areas to make successful applications to the University of Cambridge. We work with students every step of the way over a 6-month period, helping them navigate the process and effectively prepare for the Cambridge application. [Find out more.](#)

STEM SMART

STEM SMART is a free, 17-month programme to support students in raising their attainment at school and develop their confidence to apply to study physical sciences and engineering at top universities. [Find out more.](#)



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