

Unit 6 World sport

About the unit

This unit uses the context of association football to develop pupils' locational knowledge, their understanding of patterns and processes in relation to economic activities, environmental changes/issues, as well as developing their enquiry and geographical skills. There is a strong location element in the unit and pupils extend their locational knowledge at national and global scales. This requires them to use an atlas independently.

Although the unit focuses on association football, any major sport that operates at regional, national and global scales may be substituted.

This unit is expected to take 8–11 hours.

Key aspects

Geographical enquiry and skills

Pupils will:

- ask geographical questions
- suggest investigation sequences
- collect/record/present evidence
- analyse evidence and draw conclusions
- communicate appropriately
- use atlases/globes/maps
- draw maps, plans and graphs
- communicate, including using ICT
- experience decision making

Knowledge and understanding of places

Pupils will:

- locate places and environments
- investigate change in places
- explore interdependence and global citizenship

Knowledge and understanding of patterns and processes

Explored through:

- economic activity
- development
- environmental issues

Knowledge and understanding of environmental change and sustainable development

Pupils will study:

- environmental change and management

Expectations

At the end of this unit

most pupils will: describe and begin to explain the distribution pattern of Premiership Clubs in England; begin to explore the relationship between success in World Cup football and a country's gross domestic product (GDP); describe and begin to explain location factors of football stadia and how changes in location may affect different groups of people; begin to suggest relevant geographical questions for study and begin to use a range of skills and secondary sources to investigate this economic activity; begin to reach plausible conclusions to their investigations and present their findings both graphically and in writing

some pupils will not have made so much progress and will: begin to describe the distribution pattern of Premiership Clubs in England and have some understanding of how to equate success in football and a country's wealth; identify some factors which affect the location of football stadia and describe how changes in location might affect different groups of people; begin to suggest suitable geographical questions for study and use some skills and secondary sources to investigate this economic activity; communicate their findings using appropriate vocabulary

some pupils will have progressed further and will: describe and explain the geographical patterns associated with the location of Premiership Clubs and those successful in the recent World Cup Championships; make appropriate comments about links between success in football and a country's GDP; describe and explain the factors favourable to the location of football stadia and appreciate the problems for different groups of people when there is a change of location; explain the links between a football club and other economic activities and appreciate the implications of its activities to be a profitable organisation; suggest relevant geographical questions for study and use effectively a range of skills and secondary sources of evidence to investigate this economic activity; present their findings in a coherent way and begin to reach conclusions that are consistent with the evidence

Prior learning

It is helpful if pupils have:

- prior knowledge and understanding of environmental relationships and issues from key stage 2
- undertaken and practised geographical enquiries, asked and answered questions, developed their research skills
- developed their map skills, especially in relation to the use of OS maps
- knowledge of accessing a website on the internet

Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

- economic activities, *eg gross domestic product (GDP), job security, market, migrate, tertiary employment, working conditions*

Reading – through the activities pupils could:

- find information using contents, index, key words, links, etc

Writing – through the activities pupils could:

- develop ideas and lines of thinking into continuous text (250 words minimum)

Resources

Resources include:

- atlases, local and OS maps
- photographs and video footage of sports stadia and the range of jobs associated with a sports club
- newspaper articles about the location or relocation of stadia
- textbook and other book resources
- local experts to provide information and advice on sports club location, organisation and management
- ICT and internet access
- ‘World cup geography’, *Teaching geography*, Vol 24, No 1, January 1999 (Geographical Association)

Future learning

This unit provides a base for further enquiries and decision-making exercises later in the key stage 3 programme of study. It may provide a foundation for designing coursework enquiries at GCSE level and for examining issues where people have different viewpoints. It provides a reference point for further work on environmental issues and facilitates better understanding of the democratic process in the local community, in relation to planning permission and how residents can object to planning proposals which may be applied in different contexts.

Links

The activities in this unit link with:

- other geography units – unit 24 ‘Passport to the world’
- mathematics – using and understanding scale, calculations
- ICT – using internet search engines and spreadsheets
- key skills – working with others, improving own learning and performance
- citizenship – responsibilities of local government, justice issues
- economic and industrial understanding
- career education and guidance

What do we know about Premiership teams?

- to use an atlas
- to locate places on maps
- to describe and explain geographical patterns

What are they, where are they and who plays for them?

- Conduct a brainstorming activity to discover what pupils know about Premiership football. *Why is it called the Premier League? Can they give examples?*
- Provide pupils with a current list of Premiership teams, an outline map of the UK and an atlas and ask them to map the location of the teams currently in the league.
- Divide the teams among the class and ask the pairs/groups to find out the names of team members and where they were born. Ask pupils to record this information on the map.

Which are the most successful teams? Are they in the most wealthy countries?

- Consider with pupils how success is judged in football, *eg top of the league, FA Cup, European Cup, club assets*. Ask them to find out which countries' teams reached the quarter-finals of the 1998 World Cup in France. Consider how success is judged in playing at this level.
- Ask pupils to suggest how we judge the wealth of countries, *eg living standards, possessions, salary, health care*. Introduce pupils to the idea of GDP. Ask them to compare success in football and a country's wealth, using GDP. The location of the most successful teams may be mapped, together with some of the world's wealthiest countries and any patterns noted.

- map the location of Premiership teams and birthplaces of players
- relate GDP with success in sport

- ICT: this activity provides pupils with an opportunity to use a search engine on the internet.
- Language for learning: if pupils are directed to a range of sources this activity will provide them with the opportunity to find information using contents, index, key words, links, etc.
- Links to unit 24 'Passport to the world' (see activity 'Places linked to events').

How do I get to the match?

- to plan journeys using maps of different scales
- to plan different journeys based on shortest linear route, cost and time distance
- to obtain information from the internet

- Ask pupils to select a team they follow/support/have some interest in and, using a variety of information sources, *eg a road atlas, timetables, brochures*, to plan a journey to the team's next home game and/or a series of journeys to an away match – the shortest in linear distance, in time distance and the cheapest. An extension task would be to repeat the exercise for a team in the Champions' League (Europe).
- The internet can provide access to a range of sites for route planning and rail and bus timetables, which are interactive and enable pupils to search for options more quickly. Although pupils should develop the skills for route planning manually, route planning software can enable them to investigate more alternatives and gather more evidence for analysis and decision making.

- produce plans of journeys to different destinations
- exemplify the differences between actual, time and cost distance

- Mathematics: understand and use scales, perform calculations in the context of money, distance and time, and, if appropriate, to use a calculator.
- ICT: it is possible to set up a simple spreadsheet which pupils could use to compare routes.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**Where is the stadium located?**

- to ask geographical questions
- to suggest sequences of investigation
- to collect, record and present evidence
- to use local and OS maps of different scales
- to annotate a sketch map
- to communicate in ways appropriate to task and audience
- about factors influencing the choice of location for a stadium
- how location decisions are made
- to analyse the effect of planning decisions, leading to changes in places, on different groups of people
- to plan and develop ideas and lines of thinking in continuous text

What impact does a stadium have on an area?

- Discuss with pupils the idea of location requirements, *eg for a secondary school.*
- Brainstorm the question *What are the location requirements of a football stadium today?* Ask pupils to locate their local team's stadium on a 1:50,000 OS map, draw a sketch map and add notes about its particular location. They can then assess its suitability in the future.
- Ask pupils to investigate the impact the stadium has on the local area and on those people who live close to it. Divide pupils into groups and ask them to identify what questions they would need to ask, who they would try to talk to (age/sex), how they would collect and record the information before visiting the area in which the stadium is located, if this is appropriate or possible.
- After the visit, help pupils to collate, transform and represent the data.

How and why has the location of a stadium changed?

- Compare the old and new proposed stadium locations for a club which has moved in recent years or proposes to move by drawing up a table showing the characteristics of the new and old locations.
- Discuss with pupils the impact that changing the location has had or will have on different groups of people. This may be developed as a research activity by arranging for pupils to contact different interest groups, *eg financial director of the football club, local police, coach operator, local residents (different age range/sex), local shopkeepers/publicans.* Contact can be made by formal letter on school notepaper, or by e-mail or fax.
- When responses are received arrange pupils, in groups, to read and summarise responses from the different groups contacted. Views may be represented orally, in the form of a public meeting, as part of the preparation for a more formal piece of writing, and for pupils to make notes on the views of others about the move/proposed move. Ask the pupils to write a structured report, divided into paragraphs and using subheadings, presenting the main arguments of their findings, and the outcome (if in retrospect) or their considered proposal (if as yet undecided). The audience for this report could be the local authority planning department.

- draw an annotated sketch of the location of a football stadium
- explain how a sports stadium can have both positive and negative impact on local people and the environment
- exemplify the factors affecting the choice of location for a sports stadium
- interpret information from a variety of resources
- write in an appropriately formal style, possibly for audiences outside the school

- Citizenship: this activity provides pupils with the opportunity to consider the responsibilities of local government and how decisions are made at a local level.
- If there is no local stadium available, this section may have to be omitted.
- Language for learning: this activity provides the opportunity for writing a letter in a formal, objective and impersonal way. Pupils will need reminding of the layout style and structure of formal letters and will need to draft their letters first. Less able writers may need a more detailed structure to support their writing.
- Key skills: links with working with others, where pupils work on a one-to-one or group basis and plan with others what needs to be done, confirm their understanding of the objectives, their responsibilities and working arrangements, carry out tasks and review progress.

Learning objectives

Pupils should learn:

Possible teaching activities**Learning outcomes**

Pupils:

Points to note**What jobs are there in football?**

- about employment related to a specific economic activity
- which economic activities are linked with one another
- how places are connected with other places in the world

Is football big business, and if so why?

- Ask pupils to identify the different jobs associated with a football club – players, manager, caterers, cleaners. Discuss with pupils how their employment is different from primary and secondary employment and how football is linked to other work sectors, *eg football strip design and manufacture, transport, emergency services*, and other places. Ask pupils to identify links with other places by accessing football club pages on the internet, to find the branches of supporters' clubs/retail outlets of two or three football teams. Ask pupils to make a list of the products for sale at a retail outlet, where these are manufactured and how this generates income for the club.

- identify a range of jobs associated with a sports club
- understand how a football club is linked to other economic activities and places
- understand the issues of fair trade and wage rates in the manufacture of sportswear and equipment

- Link to careers education.
- Link to economic and industrial understanding (EIU) and the work-related curriculum.
- Citizenship: this activity provides opportunities to make links with quality-of-life and justice issues, *eg the ethics of frequent strip changes and the pressure this puts on families*. These aspects could be explored in a PSHE lesson.



Safety – all off-site school visits must be carried out in accordance with LEA and school guidelines