

How have children's lives changed?

Overview

The children will investigate the changes in children's lives through time, children learn how spare time, children's health and work have changed. They will explore the most crucial change - work - in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.

Essential Knowledge

Suggest how children's lives have changed

Explain why children needed to work

Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.

Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.

Use sources to identify leisure activities and compare them over time.

Identify diseases from the past and discuss how effective the treatments were.

Make observations and deductions from sources.

Hook into a Book



Activate Prior Knowledge

EY

- Making sense of their own life story and family's history
- Comment on images of familiar situations from the past
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

KS1

- To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.
- To begin to identify achievements and inventions that still influence their own lives
- To be aware of the achievements of significant individuals
- Identifying similarities and difference between ways of life at different times. Identifying simple reasons for changes.
- To know that changes may come about because of improvements in technology
- To know that there are explanations for similarities and differences between children's lives now and in the past.
- To know the impact of a historical event on society.

Links to Future Learning

KS2

- To understand that societal hierarchies and structures existed including aristocracy and peasantry
- To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles.
- Making links between events and changes within and across different time periods / societies.
- Describing the links between main events, similarities and changes within and across different periods/studied.
- Comparing significant people and events across different time periods.
- Explain the significance of events, people and developments.

What do sources tell us about how children's lives have changed?

How and why has children's leisure time changed?

What jobs did children have in Victorian England and what were they like?

How did Lord Shaftesbury help to change the lives of children?

What were the diseases children caught and how were they treated?

Why did Tudor children work and what was it like?

apprentice	A young person who learns a trade or occupation in return for accommodation, clothing and food.
change	Things that have not remained the same over time.
childhood	The time between infancy and adolescence.
continuity	Things that remain the same over time.
leisure time	Free time spent relaxing, entertaining or enjoying hobbies.
oath	A solemn promise.
Parliament	Comprising of the House of Commons, the House of Lords, and the Monarchy, Parliament passes laws and checks the work of the Government.
poverty	Having insufficient money to pay for accommodation, food, heating or clothing.
primary source	An original document from the period being studied that has not been changed in any way.
secondary source	A document or a record that was not written at the time of the event studied.

Apprentices

Children as young as seven left home in the Tudor and Victorian times to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, board and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



Lord Shaftesbury 1801-1885

Lord Shaftesbury was president of the Ragged School Union, which encouraged the establishment of schools to give working children an education outside working houses. He also publicised the poor working conditions of children and introduced the Ten Hour Act, reducing the number of hours children worked.





During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

