History – How have children's lives changed?

apprentice	A young person who learns a trade or occupation in return for accommodation, clothing and food.
change	Things that are different.
childhood	The time between infancy and adolescence.
continuity	Things that remain the same.
deduction	Conclusions reached after looking at sources.
historically significant	A person, event, place or idea that is considered important.
law	A rule that everyone in a place must follow, decided by the people in charge.
modern	Relating to the present or recent past.
poverty	Having little money to pay for accommodation, food, heating or clothing.
primary source	An object or record created at the time of an event or period.
secondary source	An object or record created after an event or period.
servant	A member of staff who kept the house clean and looked after the family.
working conditions	The environment in which people work, including safety, hours and pay.

Key vocabulary

Apprentices

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



Lord Shaftesbury 1801–1885

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.



Tudor frost fair



Victorian fair



Modern fair



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.