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| Victorian Childhood 7 Knowledge Organiser | | |
| Vocabulary  **Piecer**: a person, often a child, employed in a spinning mill to join the ends of broken threads.  **Bombarded**: attack (a place or person) continuously with bombs, shells, or other missiles.  **Bobbin**: a cylinder or spindle on which yarn or thread is wound (as in a sewing machine)  **Custom**: a traditional and widely accepted way of behaving or doing something that is specific to a particular society, place, or time.  **Class**: a system of ordering society whereby people are divided into sets based on perceived social or economic status.  **Working** **mills**: A mill is a device that breaks solid materials into smaller pieces by grinding, crushing, or cutting. Historically mills were powered by hand (e.g., via a hand crank), working animal (e.g., horse mill), wind (windmill) or water (watermill). | Timeline:  **1841** Mines Act - No child under the age of 10 to work underground in a coal mine.​  **1843** edition of Blackwood’s magazine published E Browning’s poetry  **1842–43** investigation into conditions of children in mines and factories  **1843:** ‘The Cry of the Children’ report written  **1847** Ten Hour Act - No child to work more than 10 hours in a day.​  **1851:** 1/3 children received no education at all  **1854:** Huge cholera outbreak.  **1860s:** the annual funding allocated for schools by Parliament exceeded £800,00  **1865:** Alice in Wonderland  **1874:** Factory Act - No child under the age of 10 to be employed in a factory​  **1880:** A further Education Act finally made school attendance compulsory between the ages of five and ten  **1895:** Motion pictures launched  ​**1891:** Society for the Prevention of Cruelty to Children established  **1900:** Nearly 90% of children went to school for seven to eight years. | Fiction reading:  **David Copperfield** by C Dickens.  **Dr Jekyll and Mr Hyde** by R Stevenson  **Great Expectations** by C Dickens.  **Hard Times** by C Dickens  **Jane Eyre** by C Bronte  **The Way of All Flesh** by S Butler  **Northanger Abbey** by C Dickens  **Oliver Twist** by C Dickens  **Alice in Wonderland** by Lewis Carroll  **Wuthering Heights** by E Bronte  **Silas Marner** by G Eliot  **Water Babies** by C Kingsley  Poetry:  **Nurse’s Song** by W Blake  **The Chimney Boy** by W Magee  **The Chimney Sweeper** by W Blake  **The Cry of the Children** by E Browning  **Mill on the Floss** by G Eliot  **Jabber woky** by L Carol |
| Victorian customs:  **Upper class** Victorians wore restrictive clothing. **Nannies** were employed to look after children. Many children only saw their parents once a day. There **wasn’t any affection** within families.  **Corporal punishments** were common.  **Lower** **class**: higher **mortality**; had to **work** to supplement income | Analytical vocabulary  **Connotation**: an idea or feeling which a word invokes for a person in addition to its literal or primary meaning.  **Denotation**: the literal or primary meaning of a word, in contrast to the feelings or ideas that the word suggests.  **Language**: The phraseology and vocabulary.  **Structure**: The arrangement of and relations between the parts or elements of something complex.  **Rhyme** **Scheme**: The ordered pattern of rhymes at the ends of the lines of a poem or verse.  **Assonance**: Resemblance of sound between syllables of nearby words, arising particularly from the rhyming of two or more stressed vowels, but not consonants (e.g. sonnet, porridge), but also from the use of identical consonants with different vowels (e.g. killed, cold, culled)  **Sibilance**: Making or characterized by a hissing sound.  **Consonance**: The recurrence of similar-sounding consonants in close proximity. | |