

Life in the Edwardian Era (and slightly beyond)

Learning Intention:

To develop our understanding of life during a significant period of history

Context: The Edwardian Era and slightly beyond

Task and Learning Outcomes:

- To research the Edwardian Era and slightly beyond (approximately 1901-1920) and find out what life would have been for people living at this time.
- To produce a fact sheet using Word

With a positive outlook on the future, I am hoping that we will soon be back in school together and we will be able to start out long-awaited topic theme of the Titanic. In preparation for this, you are going to do some pre-learning about the period in history in which the sinking of the Titanic was a significant event.

To truly understand why the sinking of the Titanic had such an impact at the time and still continues to be a source of interest and investigation, it is important to understand the context of the time that it happened in. The physical and human landscape of the time was changing and exciting with some other significant events happening during this time.

Your job is to research the **historical period** and produce a fact sheet about it. You may include pictures and diagrams within the fact sheet.

Your fact sheet should include the following information:

- **The monarchs who ruled Britain between 1901-1920** – who were they? What kind of characters were they? Some of them were quite interesting!
- **A timeline for the period** (think back to the timeline learning that you did with the Shang Dynasty) – between 1901 and 1920, there was great deal happening and some world-changing events. Create a timeline of significant events, including what preceded the Edwardian era and what followed it.
- **Information about a working-class child in 1912 Britain** – what would they have eaten? How would they have dressed? What were their living conditions like? What would have been their entertainment? What toys would they have had?
- **Information about an upper-class child in 1912 Britain** – what would they have eaten? How would they have dressed? What were their living conditions like? What would have been their entertainment? What toys would they have had?

- **Education of children** – how were children educated? Was there a school system established? Was there a difference between the education of working-class and upper-class children?
- **A brief comparison of the life of a working-class child and upper-class child** – how were their lives so different? How do you think that this made them feel? Do we still have this difference in society today or have we moved on from this?
- **The British Empire** - during this period, Britain was at its most powerful in terms of ruling in other parts of the world (collectively called the British Empire). This is a period in British history that is now viewed as being controversial but it nevertheless forms part of our country's past. Find a map of the world which shows the countries that the British Empire ruled and show this in your fact sheet.
- **Science and technology** - the Titanic is an example of the major technological advances of this period. Find out about TWO other scientific and technological developments which were happening at this time.
- **A famous British person** – through your research, you may come across people who you have heard of before but maybe did not realise were part of the Edwardian era. Give an example of a famous British person who lived through the Edwardian era and explain why they are famous.



*Remember that you are NOT researching the Titanic! You are researching and presenting factual information about the **period of history** in which the sinking of the Titanic happened. **I don't want to see a Titanic factsheet!***

This learning is to cover today's learning (Monday 22nd February) and two further lessons next week (Monday 1st and Tuesday 2nd March) so don't think that you have to have finished it by the end of today.