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|  | **gender & sexuality** | **class**  **wc = working class**  **mc = middle class**  **uc = upper class** | **formality/**  **informality** | **education**  **Texts in Time British Contexts grid** | **employment**  **economy** | **materialism** | **technology**  **and science** | **age** | **race** | **religion** | **communality**  **individuality** |
| **1950-2000** | Increasing equality between men & women;  Reduction in differentiation in gender roles;  Tolerance of homosexuality (legalised in 1967);  Less prescriptive towards sexual relations; | By 21st century majority of population mc.  Social attitudes less dominated by issues related to class – although prejudice against wc still exists  Uc - insignificant | In recent decades social relations have become far less formalised and this is reflected in language use, particularly writing style which more frequently reflects characteristics of spoken mode. | Mass education and high levels of literacy. | Despite various booms and depressions a remarkably affluent period.  Shift from factory + manual work to services.  Reduction in working hours, increased life expectancy due to greater affluence leading to a major impact on activities such as leisure and tourism. | A far more affluent society has lead to an explosion of non-essential goods that it is possible to buy. Combined with recent cultural attitudes towards fashion and obsolescence, far more goods are seen as increasingly disposable items. Increasingly, personal satisfaction and a sense of self-worth is now associated with buying and possessing goods rather than social relationships, work and one’s place in society.  Up until the mid-C20 thriftiness was seen as a key virtue and waste and wastefulness a vice. Today debt is seen as the norm whereas up until the 1980s significant social stigma was attached to being in debt. | Last 25 years technological developments have, in particular been dominated by developments in IT – most recently, of course, the internet and mobile phones.  Science becoming increasingly diverse and specialised.  Discovery of DNA and developments in genetics.  Enormous increases in technological efficiency allowing developments in things like transport and international travel. | Development of a teen culture.  Major increases in life expectancy and extended period of retirement.  Changing attitudes relating to issues such as middle age and old age. | Far more tolerant multi-cultural society. Acceptance that no race is better or worse than any other. | Attitudes similar to race. Tolerance of a wide range of different faiths. State religion is Anglicanism.  Religion far less of a dynamic political and social force compared to previous periods. | The balance between individual and broader communal concerns has shifted so that society today has become far more concerned with individual rights and interests rather than collective duties and obligations. |
| **1900-1950** | Traditional attitudes to gender roles still dominant and very much a male dominated society but signs that things are beginning to change – esp due to women breaking away from traditional roles due to war labour shortages;  Very prescriptive attitudes towards sexuality;  Homosexuality illegal; | Strong social divisions and hostility in society based on class. Strong prejudice against wc.  Wc attitudes – values group solidarity and community; belief that success or failure in life based upon chance eg being born into a wealthy family;  Mc attitudes – values individuality; belief that success or failure in life based upon the choices and decisions of the individual eg anyone can succeed if they work hard enough;  Uc attitudes – everybody has their place in society and should not aim to go beyond it; the most privileged have an obligation to help the least privileged; | Social relationships, terms of address, issues of etiquette, correctness, politeness etc far more significant (i.e. formal). People were expected to conform more closely to socially accepted norms of behaviour. This was reflected in the formality of language. | At the beginning of the century most children left school at 11 (rising to 14 by WW2) with the basics of literacy and numeracy. Generally only the mc & uc would carry on to 16, a very small number going to University.  Uc and umc would attend public and minor public schools. V. able wc children could be supported to carry on with their education. | Work dominated by manual, low-skilled jobs in manufacturing, coal mining and agriculture.  Period dominated by two world wars with alternating low and high unemployment.  A great deal of poverty and poor living conditions. | Enormous technological change, in particular the development of cars, planes, television, film, sound recording, telephones etc.  Numerous scientific breakthroughs eg splitting of the atom leading to the development of the nuclear bomb and nuclear power, discovery of penicillin and so on. |  | Racism and prejudice prevalent.  Beliefs, reinforced by nationalism and the British Empire, that the (white protestant) British were a superior race. In particular Africans were regarded as ignorant and uncivilized but also, if to a lesser extent, most other non-white races such as Chinese and Indians. The attitude was generally patronising and condescending when not overtly hostile.  Interestingly a similar attitude was taken by the mc and uc towards the wc.  Britain was heavily involved in the slave trade from the early 1600s until its abolition in 1807. | Predominantly Christian society.  Majority of people active worshippers.  Suspicion and intolerance towards other religions – eg Judaism, particularly prior to the second world war. | In all periods prior to 1950 (reinforced by two world wars) the focus in society was far more upon the obligations and duties of an individual to their family, class, locality, nation and religion rather than their own rights and interests. |
| **1800-1900**  **(C19)** | Clearly demarcated roles – men dominating the public sphere, women the domestic, men seen as rational and strong, women emotional and weak.  (NB mainly middle and upper-working class women stayed at home – most working class women worked);  **BUT** later in the century movement developing for greater equality; | Increasing industrialisation and urbanisation from the late 1700s and throughout the C19 leads in the C19 to the development of organised labour and the trade unions, broadly dividing society into the 3 main classes. | Society very formal and prescriptive. Public social relationships characterised by emotional restraint.  Reflected in written language style becoming very distinctive from spoken mode (compared to earlier centuries and the late C20) | Large gulf between a highly educated elite and the mass of the population who possessed only the most basic skills in reading and writing (50% of the population in 1850 could not sign their name on a wedding registry). | Employment increasingly switching away from agriculture to manufacturing.  Living conditions for the large majority were poor – particularly on the land and large areas of the big cities (esp London).  Overall society becoming more affluent. |  | Inventions and discoveries leading to society becoming more mechanised - enormously improved economic efficiency and consolidation of Britain’s position as the most powerful nation on earth.  A key reason why British society changed from an agricultural to an urban one.  Major impact, in particular, of the railways and the use of steam. | Frequent practise for even young children from 5 or 6yrs onwards to work (in factories, agriculture, as chimney sweeps etc) | Christian beliefs and attitudes a powerful force in society.  Lack of legal equality between the state religion (Anglicanism) and other faiths such as Catholicism and non-conformist faiths. |
| **1700-1800**  **(C18)** | Clearly demarcated roles – men dominating the public sphere, women the domestic, men seen as rational and strong, women emotional and weak. | Up until the development of industrial revolution (particularly from the late 1700s onwards) society was based upon agriculture and the land. People lived in small villages and towns. Society was not broken down into 3 large groups but based upon crafts, agricultural labourers, servants, small landowners, 3 key professions (law, church, army) and was dominated by the aristocracy (i.e. the nobility – usually large landowners). Distinctions between different social groups was less clearly defined and more graded. | Society as a whole less formal (apart from particular social contexts eg rituals surrounding the monarchy etc)– becoming more formal towards the end of the C18.  Dominant oral rather than written traditions (particularly lower classes) | Up to the mid-1700s employment is dominated by the land and various gradations of skilled craftsmen and women as well as unskilled labour.  For the majority, the population lived at a subsistence level. |  | Major inventions such as steam engines (including the steam boat), the electric battery, agricultural and textile machinery paving the way for massive social change in the late 1700s and the 1800s | Religion fundamental to people’s lives and identity and a cause of enormous conflict both within English/British society and between nations.  Pre-1700 people were executed, often by burning, on account of their religious faith |
| **1600-1700**  **(C17)** |  |  |
| **1500-1600**  **(C16)** |  |  |
| **pre-1500** |  |  |  |  |  |  | Invention of the printing press. |  |  |  |  |