

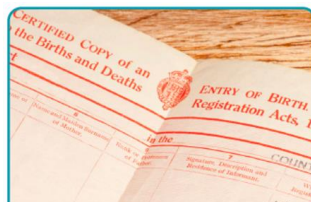
What should I already know?

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- significant historical events, people and places in their own locality.

Knowledge and skills – I will be able to understand and explain:

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past, providing supporting evidence for their statements.
- Make observations from the census and identify changes between periods of time.
- Identify the dangers of working in a textile mill.
- Create questions to identify the thoughts and feelings of a Victorian working child.
- Identify the key events of Mary's life and interpret her thoughts and feelings.
- Extract information from the census to recreate the lives of people who lived in a household from the local area.
- Extract information from the census and decide whether a family was rich or poor.
- Describing change throughout time.

Diagrams



Birth, marriage and death records also give extra information such as who witnessed marriages and people's occupations.



Local newspapers are a valuable source of information on the local area. They reflect the period in which they were written and provide details about local people and significant events.

Vocabulary	
census	An official count or survey, especially of a population.
enumeration books	The book that the census is recorded in.
enumerator	A person employed in taking a census of a population.
head of household	The person in charge of a house.
scholar	A name given to any young child

Notes:

Question 1: name some other sources we can use to find out about people in our local area.	
Start of unit:	
End of unit:	

Question 2: name 1 thing we can tell about children's lives from the census	
Start of unit:	End of unit:

Question 3: how was the information for the census was collected in 1851?	
Start of the unit:	
End of the unit:	

Question 4: explain why it is important to take a census.			
Start of unit			
End of unit			
Question 5: the head of the household is always a man.	Start of unit	End of unit	
True			
False			

Question 6: explain what a scholar is.	
Start of unit	End of unit

Question 7: how often is a census taken?	
Start of unit	End of unit

Question 8: name some of the information the census will tell us?	
Start of unit	End of unit

Question 9: what can we not find out from the census?	T/F	T/F
Jobs		
How many people live in a house		
Shoe size		
Age		
Colour of hair		

Question 10: explain why some details might be missing from the census.	
Start of unit	End of unit