

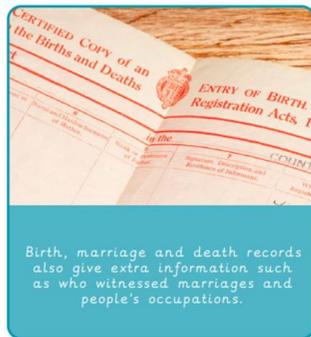
What should I already know?

- 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.

Parish	1851	1861	1871
St. Andrew's	2,716		
St. Mary's	3,127		
St. James's	1,586		
St. George's	325		
St. Peter's	461		
St. John's	141		
St. Paul's	417		
St. Mary's	1,177		
St. George's	1,115		
St. James's	1,150		
St. Peter's	1,220		
Population	17,398	19,012	21,181
	161,258	171,000	181,812
	98,223	102,340	112,217
	31,007	26,488	31,248
	58,942	27,194	29,718
	26,800	11,714	17,720
	70,200	46,920	60,100
	16,046	2,477	18,019
	148,000	150,000	151,000
	16,000		
	10,000	15,000	17,000
	1,000	1,000	1,000
	1,000	1,000	1,000

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 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 2: name 1 thing we can tell about children's lives from the census	
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 3: how was the information for the census was collected in 1851?	
Start of the unit:	
End of the unit:	

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