



Saint Mary's Catholic Voluntary Academy

History-What can the census tell us about our local area?

	Composite	Components	Vocabulary
Lesson 1	I know the purpose of a census and how it was created.	• I know what a census is and what it is used for. • I know how to extract information from a census. • I know how to collect information for a class census.	census, census data, census return, condition, enumerator, enumeration books, head of household, inference, schedule, transcript
Lesson 2	I know how to create a range of questions about Victorian children, using a range of sources.	• I know how to use a range of sources to build on my knowledge of Victorian child labour. • I know how to use sources to develop my questioning skills. • I know the limitations of Victorian censuses.	carding, child labour, commissioner, flax, flax mill spinner, joiner, observation, reliable, shilling, William Dodd
Lesson 3	I know how to use the census to explore the jobs available in the past.	• I know how to extract information about jobs from the census. • I know how to compare the jobs available in the past and now. • I know how to infer the type of job a Victorian person may have done.	class, domestic servant, governess, middle class, Office for National Statistics (ONS), occupation, scholar, statistics, working class
Lesson 4	I know how to make inferences about women's lives in the 1900s using the census.	• I know what suffrage means. • I know how to extract information about women from different censuses of the same year.	boycott, protest, suffrage, suffragette, suffragist, suffrage movement



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		I know how to use primary sources to make a visual timeline about women's suffrage in Britain.	
Lesson 5	I know how to investigate how the census changed by following the life of Evelyn Dove.	- I know how to use the census to verify facts in a secondary source. - I know that the census captures only a snapshot of a person's life. - I know the changes between the 1911 and 1921 census.	biography, secondary source, The National Archives, verify
Lesson 6	I know how to conduct an enquiry about my local area using the census.	- I know how to choose an enquiry question. - I know how to plan my enquiry. - I know how to use the census to find answers to my enquiry question.	gazetteers, historical enquiry, local history

Prior Knowledge

To understand the term "century" and how dating by centuries works. (e.g. the 1500s are known as the 16th century)

To know relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age, Romans, Anglo-Saxons, Vikings, Romans, Tudors, Greeks, Maya and Victorians.

To understand that historical periods have characteristics that distinguish them.

To understand how to work out durations of periods and events.

To understand how to represent a scale on a timeline.

To know that members of society standing up for their rights can be the cause of change.

To know that we must consider a source's audience, purpose, creator and accuracy to determine if it is a reliable source.

To understand that there are different interpretations of historical figures and events.

To understand the process of democracy and parliament in Britain.

To understand that different empires have different reasons for their expansion.

To understand that there are changes in the nature of society.



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To know that there are different reasons for the decline of different empires.
 To be aware of the different beliefs that different cultures, times and groups hold.
 To be aware of how different societies practise and demonstrate their beliefs.
 To be able to identify the impact of beliefs on society.
 To understand how society is organised in different cultures, times and groups.
 To be able to compare development and role of education in societies.
 To be able to compare education in different cultures, times and groups.
 To understand that there are differences between early and later civilisations.
 To understand there was a race to discover new countries and that this resulted in new items to be traded in (e.g. silk, spices and precious metals).
 To understand that people in the past were as inventive and sophisticated in thinking as people today.
 To know that new and sophisticated technologies were advanced which allowed cities to develop.
 To be able to identify the achievements of civilisations and explain why these achievements were so important.
 To be able to compare the achievements of different civilisations and groups.

Adaptive Learning

Cognitive	Physical	Sensory	Social/Emotional
L1- Could use the <i>Resource: 1851 Census transcript</i> at the beginning of the Attention grabber to support reading the original 1851 Census. Could use the <i>Resource: Census glossary</i> when interpreting census data during the Main event. L2- Should use the <i>Knowledge organiser</i> to support the use of vocabulary in the lesson. Could have the transcripts of William Dodd's reports displayed during their class discussions during the Main event; should use the <i>Activity: Developing questioning: support version</i>, which provides question stems to structure their big questions during the Main event. L3- Could rank fewer jobs during the Attention grabber. Could use the relevant job advert from the <i>Activity: Victorian job descriptions</i> to support			



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writing their *Activity: Kaposts!* in the Wrapping up.

L4- Should use the *Resource: Talk sentences* (one each) to support them during their presentations in the Main event.

Should use the *Resource: Women's suffrage glossary* for vocabulary support during class discussions.

L5- Should use the timeline in the *Knowledge organiser* as support during the Main event. Could sort fewer features in their Venn diagram during the Main event.

L6- Could share their findings verbally. Should use the *Activity: A local area enquiry: support version* to support the Main event.

Review Notes

National Curriculum Links

The national curriculum for history aims to ensure that all pupils:

- Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically valid questions and create their own structured accounts, including written narratives and analyses.
- Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.



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Pupils should be taught about:

- A local history study.

Unit Outcomes

Pupils who are **secure** will be able to:

- Identify the type of information the census gives about people.
- Use the census to make inferences about people from the past.
- Create questions about Victorian working conditions and the thoughts and feelings of a Victorian working child.
- Identify and describe the changes between periods of time using the census.
- Use other primary and secondary sources to verify the data in a census.
- Use a range of sources, including the census, to build an understanding of a period.
- Describe the changes in the 1921 census.
- Plan a local history enquiry using the census.

Key Knowledge

- To know that change can be traced using the census.
- To know that members of society standing up for their rights can be the cause of change.
- To know that a census is carried out every ten years and is an official survey which records every person living in a household on a specific date.
- To understand the types of information that can be extracted from the census.
- To understand some of the key terms on the census, for example, scholar, ditto, occupation and marital status.
- To understand how to compare different census extracts by analysing the entries in individual columns.
- To know that the most reliable sources are primary sources which were created for official purposes.
- To understand the changes and reasons for the organisation of society in Britain.
To be able to compare development and role of education in societies.
- To understand the changing role of women and men in Britain.



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Key Skills

Sequencing events on a timeline, comparing where it fits in with times studied in previous year groups.

Using relevant dates and relevant terms for the period and period labels e.g. Stone Age, Bronze Age, Iron Age.

Relating current study on timeline to other periods of history studied.

Comparing and making connections between different contexts in the past.

Describing change throughout time.

Identifying the reasons for changes and continuity.

Explaining the reasons for changes and continuity using the vocabulary and terms of the period as well.

Recognising primary and secondary sources.

Using a range of sources to find out about a particular aspect of the past.

Evaluating the usefulness of historical sources.

Identifying how conclusions have been arrived at by linking sources.

Addressing and devising historically valid questions.

Planning a historical enquiry.

Suggesting the evidence needed to carry out the enquiry.

Identifying methods to use to carry out the research.

Developing an awareness of the variety of historical evidence in different periods of time.

Recognising 'gaps' in evidence.

Considering a range of factors when discussing the reliability of sources, e.g. audience, purpose, accuracy, the creators of the source.

Interpreting evidence in different ways using evidence to substantiate statements.

Making increasingly complex interpretations using more than one source of evidence.

Making connections, drawing contrasts and analysing within a period and across time.

Beginning to interpret simple statistical sources.

Reaching conclusions which are increasingly complex and substantiated by a range of sources.

Communicating knowledge and understanding in an increasingly diverse number of ways, including discussion, debates, drama, art, writing, blog posts and podcasts.

Showing written and oral evidence of continuity and change as well as indicting simple causation.

Using historical evidence to create an imaginative reconstruction exploring the feelings of people from the time.

Constructing structured and organised accounts using historical terms and relevant historical information from a range of sources.

Using evidence to support and illustrate claims.