

Year	6	History	What does the census tell us about our local area?
	<ul style="list-style-type: none"> Pupils should be taught to: 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. 	<ul style="list-style-type: none"> Make observations from the census and identify changes between periods of time. 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. 	

Prior Learning	Future Learning
<ul style="list-style-type: none"> That living memory is within the last 100 years – Year 2 Primary source and secondary source – Year 3/4/5 Children might remember/make connection between the census and the Domesday book from Year 2 Reliability of sources – Year 4/5/6 Reading historical documents – Year 5 (Tudor inventories) How have children’s lives changed? – Year 4 (Victorians) 	<ul style="list-style-type: none"> Evaluating primary and secondary sources Drawing conclusions using evidence

What Pupils Need To Know Or Do To Be Secure

Key Substantive Knowledge	Key Disciplinary Skills/ Knowledge
<ul style="list-style-type: none"> The first census was taken on 10 March 1801. It was a simple head count of the number of people living in each parish or town and did not record an individual’s name or address. The Census Act was made law by royal assent on 31 December 1800, the day before the UK was officially formed by the union of Great Britain and Ireland. In Victorian times, a schedule form was delivered to households a few nights before the census was due to be completed. The schedule had to include the details of everyone in the house on the night of the census, which was usually a Sunday. The enumerator collected the schedule and transcribed it into the Census Enumeration books. The schedules were disposed of. A few of the original schedules survive today, but the records used by historians are from the Census Enumeration books. The census can be used in many different ways as a primary source, but should be used alongside other sources such as maps, birth, marriage and death records and many more. It can be used to study an individual or group of people through time, in an enquiry into what a street or small area was like, or to compare occupations in an area. Do – stands for ditto and means the information is the same as above. Scholar refers to anyone who attends any form of education – even if it is just Sunday school. Children who lived in rural areas or had family who worked at home/agriculture were often removed from school to help with work/farming. When deciding if a family was wealthy there are clues – the amount of people living in one property, poor families sometimes lived with other families, although there is evidence to suggest over-crowding in properties was not an issue in Northampton. The occupation of those within the family and who was working – wealthier wives traditionally didn’t have occupations as their job was to keep the home. Wealthier families had boys educated in private schools, girls were educated at home. The census and term ‘scholar’ is a little vague when discussing how well or the level of education children received. Northampton did not officially have slums like London, and there is little evidence towards the end of the Victorian era of over crowding in Northampton houses – there is evidence of poor sanitation and unhealthy conditions. 	<ul style="list-style-type: none"> Change and continuity Similarities and differences Cause and consequence Historical significance Sources of evidence Historical interpretations Posing a historical question Gathering, organising and evaluating evidence Interpreting findings, Analysing and making connections Evaluating and drawing conclusions Communicating findings

Lesson Sequence	Curriculum Drivers	Common Misconceptions
<ol style="list-style-type: none"> 1. How does the census help historians learn about people in the past? 2. How does the census help historians learn about people in the past? (continuation of previous lesson) 3. How does the census show change and continuity? 4. How does the census show change or continuity? (continuation from previous lesson) 5. How do historians use the census to determine the wealth of people? 6. What was life like in Victorian Northampton? 7. Assessment 	<p>Oracy- Children can explore and use historical vocabulary which is linked to their unit of learning. Children will use their oral skills to enquiry, investigate and explore the unit and the choice they make using sources of evidence.</p> <p>Diversity - Children will understand how people throughout History have lived and how culture and society has changed over time.</p> <p>Social Intelligence: Children will have the opportunity to work in groups throughout this unit.</p>	<ul style="list-style-type: none"> • Children need to understand that primary sources do not necessarily tell the truth. Children will often think that, because a source comes from the time, it is reliable. It is essential to evaluate the reliability of primary sources by considering the purpose and audience of the source, its historical accuracy, and who created it. Portraits were produced by painters who were commissioned by the Tudor monarchs and, as such, projected

Key Vocabulary

census	change	Continuity	enumerator	industry	manufacturer	sovereign	Victorian