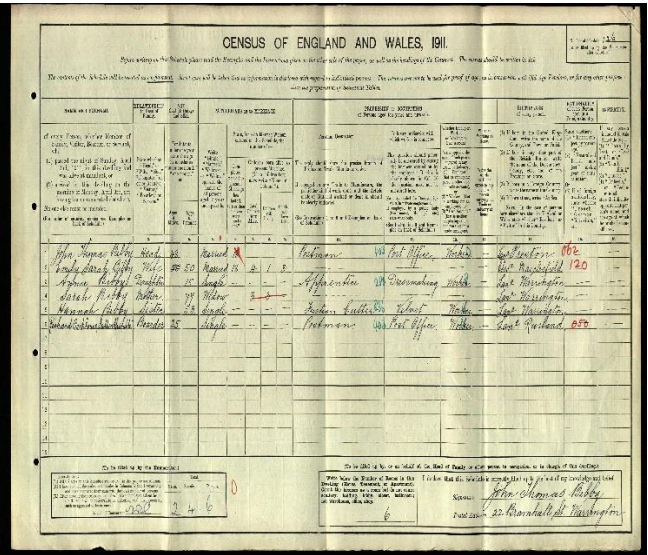


# Autumn Year 6 History Knowledge Organiser

## What can the census tell us about local areas?

| Subject specific Vocabulary |                                                                                            | Images/Diagrams/Maps                                                                                                                                                                                                                                 | Important Knowledge                                                                                                               |
|-----------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| Census                      | A systematic count and collection of information about people in a population              |                                                                                                                                                                    | In the past, census information was collected by a person visiting each house and asking questions                                |
| Decade                      | A period of ten years                                                                      |                                                                                                                                                                                                                                                      | The first "modern" census was conducted in 1841                                                                                   |
| Ditto                       | The same as the previous information                                                       |                                                                                                                                                                                                                                                      | Some past census information was not always correct and was dependent on what the "Head" of the family wanted to get the surveyor |
| Extracting                  | Taking parts of information in an original document                                        |                                                                                                                                                                                                                                                      | In 1911 some women refused to fill out the census to protest against not having the right to vote                                 |
| Historical enquiry          | Investigating the past by asking questions, gathering evidence and forming interpretations |                                                                                                                                                                                                                                                      | There was no census completed in 1931 due to a fire or in 1941 due to WWII                                                        |
| Occupation                  | A paid job                                                                                 |                                                                                                                                                                                                                                                      |                                                                                                                                   |
| Politics                    | The activities associated with the governance of a country or area                         |                                                                                                                                                                                                                                                      |                                                                                                                                   |
| Reliable                    | Consistency good quality or performance                                                    |                                                                                                                                                                                                                                                      |                                                                                                                                   |
| Scholar                     | A person with extensive knowledge in a particular area through study                       |                                                                                                                                                                                                                                                      |                                                                                                                                   |
| Suffrage                    | The right to vote in political elections                                                   | <h3>Writing/Provision/Enrichment opportunities</h3> <p><a href="#">Use this link</a> to find out about a family from Warrington in 1911 census</p> <p>Pupils to write about what can be discovered and assumed from the 1911 census (link above)</p> |                                                                                                                                   |
| Survey                      | Asking questions to gather information                                                     |                                                                                                                                                                                                                                                      |                                                                                                                                   |

| Presentation |                                                                             | Assessment                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                       |
|--------------|-----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|              | To explore the purpose and creation of a census.                            | Describing what a census is; extracting information from a census return; considering the questions needed for a census; collecting information for a class census.                                                                                         | Considering the challenges with reading Victorian census data; reflecting on the challenges missing census data would have when learning about people in the past; understanding why past written data is transcribed.                                                                                                                |
|              | To create questions about Victorian children using a range of sources.      | Creating questions about the dangers of working in a factory; developing questioning about the thoughts and feelings of a working child in Victorian Leeds; beginning to consider the problems with Victorian censuses.                                     | Using multiple sources together to build their questions about child labour in Victorian England; considering the answers to their questions in the lesson and refining their questions as a result.                                                                                                                                  |
|              | To explore the jobs available in the past using the census.                 | Using the census to extract information about past occupations; comparing the change of jobs from the Victorian period to now; beginning to describe why some jobs were considered suitable for some people but not others.                                 | Considering the limitations of the data from the 2021 census; identifying that English society was structured by class and position in the Victorian period and that this affected the types of jobs people did.                                                                                                                      |
|              | To make inferences about women's lives in the 1900s using the census.       | Extracting information about women's lives from different censuses; describing what suffrage means and why it was important to some women; using primary sources to make a visual timeline of the suffrage movement.                                        | Considering the viewpoints of women who did not want women's suffrage in their presentations; developing their understanding of the usefulness and limitations of the census; confidently describing women's suffrage from the primary sources on their visual timeline.                                                              |
|              | To investigate how the census changed by following the life of Evelyn Dove. | Extracting information about Evelyn Dove and cross-referencing it with the details provided in the biography; understanding that the census does not capture the entire life of a person; identifying some of the changes between a 1911 and 1921 Censuses. | Considering the changes in the census in conjunction to changes happening in England during this time, including the suffrage movement, racism and the movement of people; discussing which sources would help fill the gaps found in the census about a person; identifying more than one change between the 1921 and 1971 Censuses. |
|              | To conduct an enquiry about my local area using the census.                 | Choosing an enquiry question they are interested in; beginning to plan an enquiry based on their chosen enquiry question; extracting data from the census to answer their enquiry question.                                                                 | Using the census and other sources to build a picture of the street; considering what the history of the street can suggest about Britain during that time; beginning to consider how they might improve their method when conducting an historical enquiry.                                                                          |