

The banner features the title "Primary Sources for the Classroom" at the top left, followed by "The Census" in large, stylized letters. Below the title is a grid of handwritten census records from 1841 and 1851. At the bottom left is a black and white photograph of a large, multi-story brick building with a prominent tower, labeled "THE BRACKEN". On the right side, there is a vertical column of text "Learning from history" next to a small graphic of a person reading. The bottom right corner contains the logos for "ESSEX RECORD OFFICE" and "Essex County Council".

This notes page gives suggestions and ideas of how to use the images in the Census PowerPoint in your lesson.

We'd love to know you used the images and share your lesson suggestions with other teachers. Feel free to add, delete and shuffle round the images in the PowerPoint to make it work for your class.

Let us know at heritage.education@essex.gov.uk

What is the census?

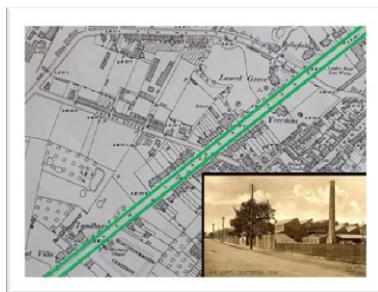
The census counts everyone living in the UK on a particular day and tells us a little about them – their name, age and where they live. The census is used by the government and local authorities to help plan new schools, houses and roads. A census has been taken regularly in Britain every 10 years since 1841. To keep everyone's personal information safe we are not able to look at the Census for 100 years. It then becomes interesting for another reason ... it is a fantastic source for finding out about the past.

What is the Census?

- A. You have five census – seeing, hearing, touching, smelling and tasting
- B The census counts everyone living in the UK on a particular day and tells us a little about them – their name, age and where they live.
- C 'Census' is a Latin word meaning 'collection of people'

Learning Objectives

What is the census? (Answer goes pink)



2nd addition OS map. 1897. Map 52-8. New London Road, Chelmsford, Essex.

Can you find New London Road? (press again to highlight)

Who might live here?

- There are children (we can see their schools).
- Adults and children might work in the factories (We can see 'Arc works' – that supplied electricity to the town (press again for picture) and other factories.)

How could we find out more about the people who lived here? *The Census*.

This census was taken Sunday 5th April 1891 for part of New London Road.

What are the challenges of using this source? Handwriting, the clerks tick off the information they have gathered – making it difficult to see, some symbols and abbreviations that we don't know.

| | | | | | | | | | | | | | | | | | | | |
|--|--------------|-----------------------------|-----------|----------------------------|--------------------------|--------------------|--------------|--------------|-----------|---|------------|--------------|--------------|--------------|-----------|--------------|------------|--------------|--|
| RELATION to Head of Family will say: Head, Wife, Deu (daughter), Son, Visitor, Serv or Servant. " means 'the same as the box above' | | | | | | | | | | CONDITION as to Marriage will say: Married, Single or Widow (meaning partner has died) " means 'the same as the box above' | | | | | | | | | |
| Relationship | | | | | | | | | | Relationship | | | | | | | | | |
| Title | | First Name | | Last Name | | Relationship | | Relationship | | Relationship | | Relationship | | Relationship | | Relationship | | Relationship | |
| No. of HHS, NUMBER, etc., No. or NAME of HOUSEHOLD | Relationship | First Name | Last Name | Relationship | First Name | Last Name | Relationship | First Name | Last Name | Relationship | First Name | Last Name | Relationship | First Name | Last Name | Relationship | First Name | Last Name | |
| 100 New London Road | | William White | | RELATION to Head of Family | Child, Brother or Sister | Age last Sunday | Relationship | 100 | 100 | Relationship | 100 | 100 | Relationship | 100 | 100 | Relationship | 100 | 100 | |
| | | Emily White | | | | | | | | | | | | | | | | | |
| | | Harry White | | | | | | | | | | | | | | | | | |
| | | William White | | | | | | | | | | | | | | | | | |
| | | Herbert White | | | | | | | | | | | | | | | | | |
| | | Emily White | | | | | | | | | | | | | | | | | |
| | | James White | | | | | | | | | | | | | | | | | |
| | | Ada White | | | | | | | | | | | | | | | | | |
| 101 "The Manse" | | James Burgess | | RELATION to Head of Family | Child, Brother or Sister | Age last Sunday | Relationship | 101 | 101 | Relationship | 101 | 101 | Relationship | 101 | 101 | Relationship | 101 | 101 | |
| | | Harriet M. Burgess | | | | | | | | | | | | | | | | | |
| | | Emily Burgess | | | | | | | | | | | | | | | | | |
| | | Helen Muriel Burgess | | | | | | | | | | | | | | | | | |
| | | Goth Simpson | | | | | | | | | | | | | | | | | |
| | | Anabel A. Amacheil | | | | | | | | | | | | | | | | | |
| | | Sarah Fletcher | | | | | | | | | | | | | | | | | |
| | | Ella Fitchard | | | | | | | | | | | | | | | | | |
| | | Harriet Seaborg | | | | | | | | | | | | | | | | | |
| | | Mica Thringood | | | | | | | | | | | | | | | | | |
| 102 Mackenzie Villa | | Sarah Ann Hicks | | RELATION to Head of Family | Child, Brother or Sister | Age last Sunday | Relationship | 102 | 102 | Relationship | 102 | 102 | Relationship | 102 | 102 | Relationship | 102 | 102 | |
| | | Priscilla Hicks | | | | | | | | | | | | | | | | | |
| | | Elizabeth Jan Davidson | | | | | | | | | | | | | | | | | |
| | | Jennie Kaniken Mikbank | | | | | | | | | | | | | | | | | |
| | | Ethel May Mikbank | | | | | | | | | | | | | | | | | |
| | | Jennie Lida | | | | | | | | | | | | | | | | | |
| | | Mic Eila Casen | | | | | | | | | | | | | | | | | |
| 103 Watson Villa | | George John Bellingbroke | | RELATION to Head of Family | Child, Brother or Sister | Age last Sunday | Relationship | 103 | 103 | Relationship | 103 | 103 | Relationship | 103 | 103 | Relationship | 103 | 103 | |
| | | Kate Elizabeth Bellingbroke | | | | | | | | | | | | | | | | | |
| | | Hale Wasmaga Bellingbroke | | | | | | | | | | | | | | | | | |
| | | Stanley Ling Bellingbroke | | | | | | | | | | | | | | | | | |
| | | Jane Jones | | | | | | | | | | | | | | | | | |
| Total of Males and Females with their ages and sex Total of Females | | | | | | | | | | Total of Males and Females with their ages and sex Total of Males | | | | | | | | | |
| Note.—Draw a pen through most of the words of the headings as are inappropriate. | | | | | | | | | | | | | | | | | | | |

CHANGE THIS WHEN TYPED

What can we find out from looking at this census?

- Who is the oldest? The youngest?
 - Can you find a scholar (a child who goes to school)?
 - Who does a job you've heard of? Is there a job you haven't heard of?
 - Who was born furthest away?

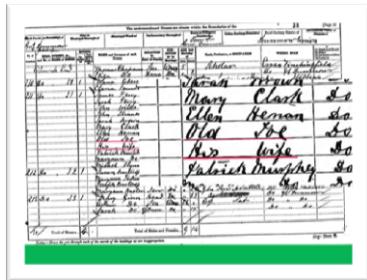


How was the information gathered?

After 1911 each household would write their own information down.

In Victorian Times (when many people could not read or write) a census taker, like the gentleman pictured would come to your house and ask questions.

Sometimes they got things wrong. Sometimes people told lies (like the older lady above lying about her age).



This is a census from 1881. The landlord has a number of lodgers staying in his house. Including old Joe ... it looks like the landlord has forgotten his surname.

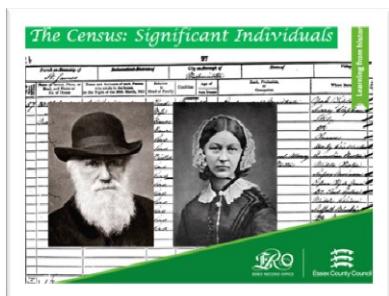
Even worse, he has forgotten Old Joe's wife's first name and surname.



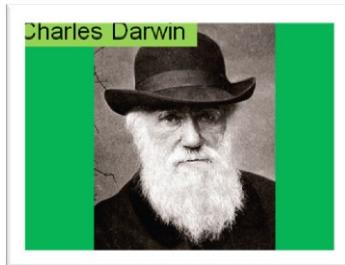
The magician, the Great Lafayette (probably not his real name) in the 1911 census, gave his disability as "too good" and listed his treasured dog Beauty as his daughter! (press again to zoom in)

The annoyed clerk has crossed it out with red pen.

Significant Individuals



Famous people are also recorded on the census.



Discuss in pairs: What do you think Charles Darwin put as his job? *Scientist, explorer, writer of 'The Origin of Species'?*

1841 – age 30 – no job listed

1851 – aqe 40 - M.A. professor?

1861 – age 50 - Justice of the P / M.A. / Author of Scientific Works

He never wrote that he was a scientist or an explorer - Does this surprise you?



A lot can change in 10 years (the time between each census) – just ask this famous Victorian nurse. Florence Nightingale.

In 1851 she was living with her parents. After this she became a nurse, tended the wounded of the Crimean War, showed that trained nurses and clean hospitals could save hundreds of lives, set up a training hospital and is credited with founding modern nursing. Became famous – was in the newspaper and was very well known.

In 1861 she is 'formerly Hospital Nurse'.

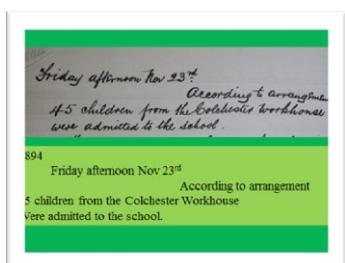
Poor children

What can we discover about the lives of Victorian children?

This page shows some of the boys described as 'inmates' at Colchester Union Workhouse in 1891.

By this time school is free and compulsory for all children and we know at this time North School in Colchester, nearby and newly built accepted some of these children as students.

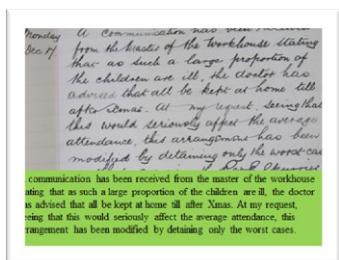
How could this have changed these children's lives?



Work house children were supposed to go to school. There was a work house only 10 minutes walk from North School.

November: How many children does the Head Teacher agree to take?

He waits for them to turn up.



December: nearly a month later.

Have the work house children been allowed to go to school? No

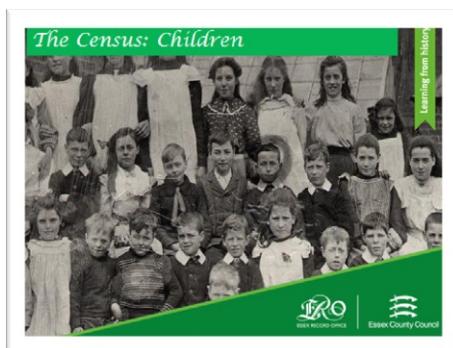
Why not? Supposedly many are ill and all are being kept in (home for them is the workhouse)

There are many excuses given and the workhouse children keep missing school. The head teacher doesn't believe that they are all ill and asks that some be allowed out.

What could be happening?

- *They could really be ill*
- *The master is afraid that they will run away if he lets them out*
- *The master earns money from work the children do. He wants them to do work and not go to school.*

Children



What can we discover about the lives of ordinary Victorian children?

| Post-increased Number of Children | Additional Number of Children | Occupation | Classification | Remarks |
|-----------------------------------|-------------------------------|------------|----------------|---------|
| 1 | 1 | None | None | None |
| 2 | 2 | None | None | None |
| 3 | 3 | None | None | None |
| 4 | 4 | None | None | None |
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Sarah's story could start like this:

Sarah Waters awoke with a start.

"Sarah" she heard her father call urgently, "Sarah! Anne needs you!"

She suddenly realised that he wasn't calling her, he was calling her mother. Sarah's baby sister Anne was crying again. Sarah was glad she had woken up, because it was nearly time to school.

Sarah made her way downstairs through her father's shoe making workshop. The overwhelming smell of leather and glue made her feel a little dizzy, but she soon got used to it.

Sarah stepped out of her house on Railway Street. It was so different to their old home in Middlesex. There had been strong, green trees and fresh, clear air. Railway Street was always dirty from the factories nearby pumping smoke from their chimneys. Sarah was on her best behaviour, as quiet as a mouse, when she walked past the house next door. It belonged to Mrs. Midson her strict, scary school teacher.

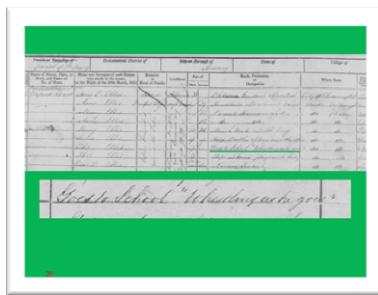
| CENSUS OF ENGLAND AND WALES, 1911 | | | | | | | | | | |
|-----------------------------------|-------------------------------|--------|-----------------------------|-------------------|---------|----------|----------|-----------|---------|--------|
| NAME and Surname of each Person | RELATION to Head of Family | GENDER | AGE and Date of Birth | Marital Status | HOUSING | | | | | |
| | | | | | Rooms | Bedrooms | Kitchens | Bathrooms | Toilets | Shower |
| James Fred | Head | M | Married 1905 16 Nov 1885 | Wife | 2 | 1 | 1 | 1 | 1 | 1 |
| Eliza | Daughter | F | 10 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| John | Son | M | 6 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Eliza | Sister | F | 5 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 29 | Married | 2 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 34 | Married | 2 | 1 | 1 | 1 | 1 | 1 |
| John | Son | M | 18 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Eliza | Sister | F | 16 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 26 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 25 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 24 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 23 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 22 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 21 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 20 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 19 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 18 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 17 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 16 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 15 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 14 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 13 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 12 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 11 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 10 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 9 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 8 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 7 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 6 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 5 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 4 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 3 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 2 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| Albert | Brother | M | 1 | Single | 1 | 1 | 1 | 1 | 1 | 1 |
| | | | | | 3 | 1 | 1 | 1 | 1 | 1 |
| | | | | | 2 | 1 | 1 | 1 | 1 | 1 |
| | | | | | 1 | 1 | 1 | 1 | 1 | 1 |
| | | | | | 20 | 8 | 1 | 1 | 1 | 1 |
| | | | | | | | | | | |

Rose (aged 6) has the occupation 'ChatterBox'! (1911 census)

| NAME and Surname of each Person | RELATION to Head of Family | GENDER | AGE and Date of Birth | Marital Status | HOUSING | WORK | HOBBIES | EDUCATION | RELIGION | OCUPATION |
|---------------------------------|-------------------------------|--------|-----------------------------|-------------------|---------|------|---------|-----------|----------|---------------------------|
| James Fred | Head | M | Married 1905 16 Nov 1885 | Wife | 2 | 1 | 1 | 1 | 1 | Eating, Sleeping, Talking |
| Eliza | Daughter | F | 10 | Single | 1 | 1 | 1 | 1 | 1 | Getting into mischief |
| John | Son | M | 6 | Single | 1 | 1 | 1 | 1 | 1 | |
| Eliza | Sister | F | 5 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 29 | Married | 2 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 34 | Married | 2 | 1 | 1 | 1 | 1 | |
| John | Son | M | 18 | Single | 1 | 1 | 1 | 1 | 1 | |
| Eliza | Sister | F | 16 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 26 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 25 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 24 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 23 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 22 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 21 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 20 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 19 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 18 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 17 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 16 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 15 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 14 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 13 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 12 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 11 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 10 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 9 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 8 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 7 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 6 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 5 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 4 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 3 | Single | 1 | 1 | 1 | 1 | 1 | |
| Albert | Brother | M | 2 | Single | 1 | 1 | 1 | 1 | 1 | |
| | | | | | 3 | 1 | 1 | 1 | 1 | |
| | | | | | 2 | 1 | 1 | 1 | 1 | |
| | | | | | 1 | 1 | 1 | 1 | 1 | |
| | | | | | 20 | 8 | 1 | 1 | 1 | |
| | | | | | | | | | | |

Mary (age 3) has the occupation "eating, sleeping & talking" (1881 census)

Robert (age 1) has "Do" (means ditto – so eating, sleeping and talking the same as the writing in the box above) & "Getting into mischief"



Charles Ellis, a 7 year old in the 1851 UK census had an adorable occupation. He "goes to school, whistling as he goes"!



Howard Benny (age 1) is “the Boss” in the 1891 census.

Census records are great for...

A census has been taken in Britain every 10 years since 1801. While census returns record the names of every man, woman and child living in the country at a specific time, they also record other information which can be used as a fantastic source for finding out about the past, and can be used in all sorts of ways. Here are just a few ideas:

| Local history | Geography |
|---|--|
| Are these places still there today? What's the same? What's changed? | Where did people come from? Did people move around? What do we see on old maps to find the places on the census, and compare them with modern maps. |
| Literacy | Social history |
| Look at a person in the census as the basis for a creative writing exercise. What was their life like? What did they think about the world? | What did people do for a living? How has this changed over time? How do their jobs compare to the jobs we do today? |
| Children in the past | Numeracy |
| Children don't often appear in historic records. What do the children in the census tell us and where are they going to work? | Use simple maths such as adding, averages and basic statistics to answer questions such as: What are the most common names? What are the most common names? What is the average age? |

Advice from the Essex Record Office
Contact or visit us for advice on resources for schools, using our website to search our collections online or to book a free school visit.
Essex Record Office, County Hall, Chelmsford, CM1 3PF
www.essex.gov.uk/ERO

How is national history reflected in your local area?
How is, for example, the industrial revolution reflected in the place that you live?

Essex County Council

You can print out or zoom in to any of the slides included here.

A ‘census day’ at school could include lessons across the curriculum.



Learning from history

Was this useful to you?

Help us shape our content and share
good ideas for other teachers.

E-mail Valina at:
heritage.education@essex.gov.uk

