

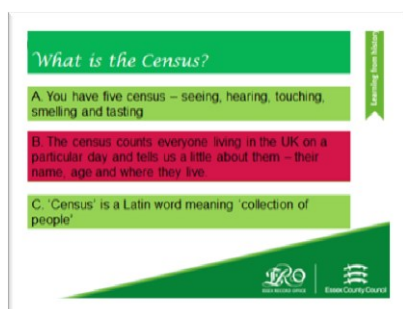
This notes page gives suggestions and ideas of how to use the images in the Census PowerPoint in your lesson.

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](mailto: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? (Answer goes pink)



2<sup>nd</sup> 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 5<sup>th</sup> 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, Cou (daughter), Son,  
Visitor, Sister 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'

Dist.	Ward	Household	RELATION to Head of Family	AGE	SEX	PROFESSION or OCCUPATION	WEDDED	WEDDED
100	New London Road		William White	Head	M	Gardner and Sexton	X	Widow
			Emily White	Wife	F			Widow
			Harry White	Son	M	Labourer @ Foundry	X	Widow
			William White	Son	M	Electric Light Works	X	Widow
			Herbert White	Son	M	Labourer @ Brass Foundry	X	Widow
			Emily White	Son	F			Widow
			James White	Son	M	Scholar		Widow
			Alice White	Son	F			Widow
101	"The Manse"		James Burgess	Head	M	Congregational Minister	X	Widow
			Harriet Burgess	Wife	F			Widow
			Emily Burgess	Son	F			Widow
			Ellen Burgess	Son	F			Widow
			Edwin Simpson	Son	M	Teacher of English in Prison	X	Widow
			Arabella Amosch	Son	F	School teacher - Kreis Center	X	Widow
			Selma Fletcher	Son	F	Domestic servant		Widow
			Eliza Fitchold	Son	F	Living in same house		Widow
			Harriet Seabbing	Son	F			Widow
			Alice Thurgood	Son	F			Widow
102	Malden Villa		Sarah Ann Hicks	Head	F	Princess of Wales Sewer		Widow
			Priscilla Hicks	Son	F			Widow
			Elizabeth Jan Davidson	Son	F			Widow
			Ann Kathleen Milbank	Son	F			Widow
			Emily May Milbank	Son	F			Widow
			Janie Lisa	Son	F			Widow
			Alic Eliza Cason	Son	F			Widow
103	Wesson Villa		George John Solingbrooke	Head	M	Servant		Widow
			Kate Elizabeth Solingbrooke	Son	F			Widow
			Walter Solingbrooke	Son	M			Widow
			Samuel Solingbrooke	Son	M			Widow
			Janie Solingbrooke	Son	F			Widow
			Janie Solingbrooke	Son	F			Widow

Total of Names and Persons.

Notes—Draw the pen through each of the words of the headings as are appropriate.

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Fig.—Sheet D.

## 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?

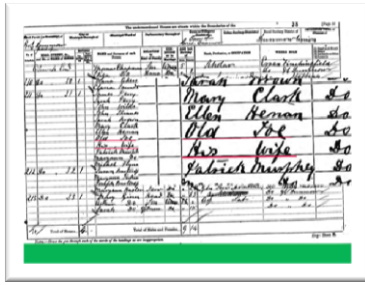


## How was the information gathered?

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.

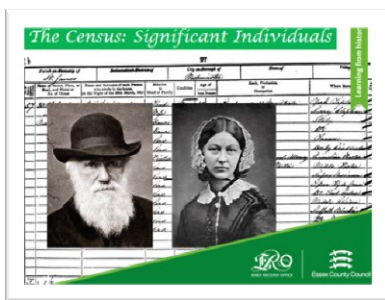
Even worse, he has forgotten Old Joe's wife's first name and surname.



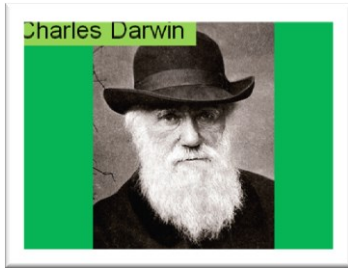
The magician, the Great Lafayette (probably not his real name) in the 1911 census, gave his disability as "too good" and listed his treasured dog Beauty as his daughter! (press again to zoom in)

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'?*

Year	Age	Job
1841	age 30	no job listed

1841 – age 30 – no job listed

Year	Age	Job
1851	age 40	M.A. professor?

1851 – age 40 - M.A. professor?

Year	Age	Job
1861	age 50	Justice of the P / M.A. / Author of Scientific Works

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 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?

NAME OF BOY	AGE	RESIDENCE	RELIGION	EDUCATION	REMARKS
1. John ...	...	...	...	...	...
2. George ...	...	...	...	...	...
3. Thomas ...	...	...	...	...	...
4. William ...	...	...	...	...	...
5. James ...	...	...	...	...	...
6. Charles ...	...	...	...	...	...
7. Edward ...	...	...	...	...	...
8. Robert ...	...	...	...	...	...
9. Henry ...	...	...	...	...	...
10. George ...	...	...	...	...	...
11. Thomas ...	...	...	...	...	...
12. William ...	...	...	...	...	...
13. James ...	...	...	...	...	...
14. Charles ...	...	...	...	...	...
15. Edward ...	...	...	...	...	...
16. Robert ...	...	...	...	...	...
17. Henry ...	...	...	...	...	...
18. George ...	...	...	...	...	...
19. Thomas ...	...	...	...	...	...
20. William ...	...	...	...	...	...
21. James ...	...	...	...	...	...
22. Charles ...	...	...	...	...	...
23. Edward ...	...	...	...	...	...
24. Robert ...	...	...	...	...	...
25. Henry ...	...	...	...	...	...
26. George ...	...	...	...	...	...
27. Thomas ...	...	...	...	...	...
28. William ...	...	...	...	...	...
29. James ...	...	...	...	...	...
30. Charles ...	...	...	...	...	...
31. Edward ...	...	...	...	...	...
32. Robert ...	...	...	...	...	...
33. Henry ...	...	...	...	...	...
34. George ...	...	...	...	...	...
35. Thomas ...	...	...	...	...	...
36. William ...	...	...	...	...	...
37. James ...	...	...	...	...	...
38. Charles ...	...	...	...	...	...
39. Edward ...	...	...	...	...	...
40. Robert ...	...	...	...	...	...
41. Henry ...	...	...	...	...	...
42. George ...	...	...	...	...	...
43. Thomas ...	...	...	...	...	...
44. William ...	...	...	...	...	...
45. James ...	...	...	...	...	...
46. Charles ...	...	...	...	...	...
47. Edward ...	...	...	...	...	...
48. Robert ...	...	...	...	...	...
49. Henry ...	...	...	...	...	...
50. George ...	...	...	...	...	...
51. Thomas ...	...	...	...	...	...
52. William ...	...	...	...	...	...
53. James ...	...	...	...	...	...
54. Charles ...	...	...	...	...	...
55. Edward ...	...	...	...	...	...
56. Robert ...	...	...	...	...	...
57. Henry ...	...	...	...	...	...
58. George ...	...	...	...	...	...
59. Thomas ...	...	...	...	...	...
60. William ...	...	...	...	...	...
61. James ...	...	...	...	...	...
62. Charles ...	...	...	...	...	...
63. Edward ...	...	...	...	...	...
64. Robert ...	...	...	...	...	...
65. Henry ...	...	...	...	...	...
66. George ...	...	...	...	...	...
67. Thomas ...	...	...	...	...	...
68. William ...	...	...	...	...	...
69. James ...	...	...	...	...	...
70. Charles ...	...	...	...	...	...
71. Edward ...	...	...	...	...	...
72. Robert ...	...	...	...	...	...
73. Henry ...	...	...	...	...	...
74. George ...	...	...	...	...	...
75. Thomas ...	...	...	...	...	...
76. William ...	...	...	...	...	...
77. James ...	...	...	...	...	...
78. Charles ...	...	...	...	...	...
79. Edward ...	...	...	...	...	...
80. Robert ...	...	...	...	...	...
81. Henry ...	...	...	...	...	...
82. George ...	...	...	...	...	...
83. Thomas ...	...	...	...	...	...
84. William ...	...	...	...	...	...
85. James ...	...	...	...	...	...
86. Charles ...	...	...	...	...	...
87. Edward ...	...	...	...	...	...
88. Robert ...	...	...	...	...	...
89. Henry ...	...	...	...	...	...
90. George ...	...	...	...	...	...
91. Thomas ...	...	...	...	...	...
92. William ...	...	...	...	...	...
93. James ...	...	...	...	...	...
94. Charles ...	...	...	...	...	...
95. Edward ...	...	...	...	...	...
96. Robert ...	...	...	...	...	...
97. Henry ...	...	...	...	...	...
98. George ...	...	...	...	...	...
99. Thomas ...	...	...	...	...	...
100. William ...	...	...	...	...	...

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?

Friday afternoon Nov 23<sup>rd</sup>  
 According to arrangement  
 45 children from the Colchester workhouse  
 were admitted to the school.

894  
 Friday afternoon Nov 23<sup>rd</sup>  
 According to arrangement  
 5 children from the Colchester Workhouse  
 were admitted to the school.

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.

Monday  
 Dec 7<sup>th</sup>  
 A communication was received from the master of the workhouse stating that as such a large proportion of the children are ill, the doctor is advised that all be kept at home till after Xmas. At my request something this would seriously affect the average attendance, the arrangement has been modified by detaining only the worst cases.

communication has been received from the master of the workhouse stating that as such a large proportion of the children are ill, the doctor is advised that all be kept at home till after Xmas. At my request, seeing that this would seriously affect the average attendance, this arrangement has been modified by detaining only the worst cases.

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?

Place of Birth of Person	Estimated Date of Birth	Age	Sex	Profession, Occupation, or Trade	Marital Status	Notes
London	1851	21	M	Blacksmith	Married	
London	1851	10	F	School	Single	
London	1851	12	F	School	Single	
London	1851	15	F	School	Single	
London	1851	18	F	School	Single	
London	1851	20	F	School	Single	
London	1851	22	F	School	Single	
London	1851	24	F	School	Single	
London	1851	26	F	School	Single	
London	1851	28	F	School	Single	
London	1851	30	F	School	Single	
London	1851	32	F	School	Single	
London	1851	34	F	School	Single	
London	1851	36	F	School	Single	
London	1851	38	F	School	Single	
London	1851	40	F	School	Single	
London	1851	42	F	School	Single	
London	1851	44	F	School	Single	
London	1851	46	F	School	Single	
London	1851	48	F	School	Single	
London	1851	50	F	School	Single	
London	1851	52	F	School	Single	
London	1851	54	F	School	Single	
London	1851	56	F	School	Single	
London	1851	58	F	School	Single	
London	1851	60	F	School	Single	
London	1851	62	F	School	Single	
London	1851	64	F	School	Single	
London	1851	66	F	School	Single	
London	1851	68	F	School	Single	
London	1851	70	F	School	Single	
London	1851	72	F	School	Single	
London	1851	74	F	School	Single	
London	1851	76	F	School	Single	
London	1851	78	F	School	Single	
London	1851	80	F	School	Single	
London	1851	82	F	School	Single	
London	1851	84	F	School	Single	
London	1851	86	F	School	Single	
London	1851	88	F	School	Single	
London	1851	90	F	School	Single	
London	1851	92	F	School	Single	
London	1851	94	F	School	Single	
London	1851	96	F	School	Single	
London	1851	98	F	School	Single	
London	1851	100	F	School	Single	

Start by challenging children's information retrieval skills, asking what information they can gather from this 1851 census. Perhaps choose one person to be the character in a story – what do we know about them? How can we create a story from this?

London	1851	21	M	Blacksmith	Married	
London	1851	10	F	School	Single	
London	1851	12	F	School	Single	
London	1851	15	F	School	Single	
London	1851	18	F	School	Single	
London	1851	20	F	School	Single	
London	1851	22	F	School	Single	
London	1851	24	F	School	Single	
London	1851	26	F	School	Single	
London	1851	28	F	School	Single	
London	1851	30	F	School	Single	
London	1851	32	F	School	Single	
London	1851	34	F	School	Single	
London	1851	36	F	School	Single	
London	1851	38	F	School	Single	
London	1851	40	F	School	Single	
London	1851	42	F	School	Single	
London	1851	44	F	School	Single	
London	1851	46	F	School	Single	
London	1851	48	F	School	Single	
London	1851	50	F	School	Single	
London	1851	52	F	School	Single	
London	1851	54	F	School	Single	
London	1851	56	F	School	Single	
London	1851	58	F	School	Single	
London	1851	60	F	School	Single	
London	1851	62	F	School	Single	
London	1851	64	F	School	Single	
London	1851	66	F	School	Single	
London	1851	68	F	School	Single	
London	1851	70	F	School	Single	
London	1851	72	F	School	Single	
London	1851	74	F	School	Single	
London	1851	76	F	School	Single	
London	1851	78	F	School	Single	
London	1851	80	F	School	Single	
London	1851	82	F	School	Single	
London	1851	84	F	School	Single	
London	1851	86	F	School	Single	
London	1851	88	F	School	Single	
London	1851	90	F	School	Single	
London	1851	92	F	School	Single	
London	1851	94	F	School	Single	
London	1851	96	F	School	Single	
London	1851	98	F	School	Single	
London	1851	100	F	School	Single	

Sarah Waters awoke with a start. Sarah she heard her father call urgently. "Sarah! Anne needs you!" He suddenly realised that he wasn't calling her, he was calling her mother. Sarah's baby sister 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. Wilson her first scary school teacher.



Sarah's story could start like this:

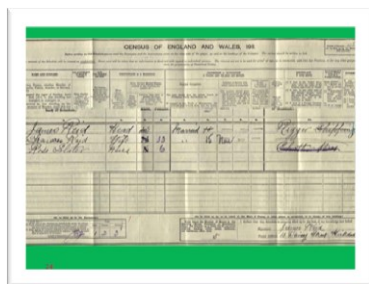
*Sarah Waters awoke with a start.*

*“Sarah” she heard her father call urgently, “Sarah! Anne needs you!”*

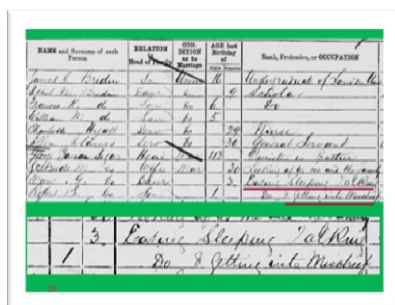
*She suddenly realised that he wasn't calling her, he was calling her mother. Sarah's baby sister Anne was crying again. Sarah was glad she had woken up, because It was nearly time to school.*

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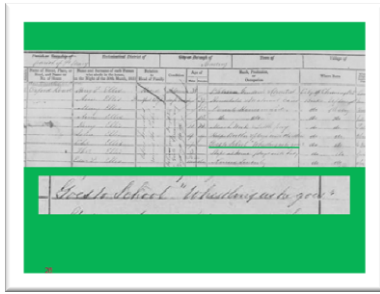


Rose (aged 6) has the occupation 'ChatterBox!' (1911 census)

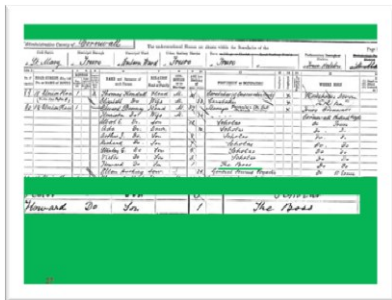


Mary (age 3) has the occupation “eating, sleeping & talking” (1881 census)

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...**

**Local history**  
Are there places still there today? What in the area has not changed?

**Literacy**  
Use a person on the census as the basis for a creative writing exercise. What was their life like? What did they think about the world?

**Children in the past**  
Children don't often appear on historic records. What do the children in the census tell you about them? How old are they when they go to work?

**Geography**  
Where did people come from? Did people move around as much as we do today? Use old maps to find the places on the census, and compare them with modern maps.

**Social history**  
What did people do for a living? How does this change over time? How do their jobs compare to the jobs we do today?

**Numeracy**  
Use numeracy skills such as finding averages and bar charts to answer questions such as:  
What are the most common occupations?  
What are the most common names?  
What is the average age?

**Advice from the Essex Record Office**  
Contact us to find out about our resources for schools, using our records to help the class and young people learn.  
Essex Record Office, South Street, Chelmsford, Chelmsford, Essex, UK  
www.essex.gov.uk/ERO

**How is national history reflected in your local area?**  
How do, for example, the Industrial Revolution reflected in the jobs that people do?

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.

Was this useful to you?

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

E-mail Valina at:  
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