

Key Stage 2

Learning about the Northern Ireland Census

Lesson 3: Postcodes

Time: Activity 1: Travelling to work (30 minutes)

Activity 2: Filter It (30 minutes)

Activity 3: Bring It Home (30 minutes)

Activity 4: Free Wheeling (30 minutes)

Learning Intentions

Children will learn:

- the census tell us about the different ways we travel to work and how this has changed over time;
- data can be filtered to create smaller data sets that meet the needs of different audiences and purposes;
- we can use maps, graphs, tables and charts to make comparisons and general statements about car ownership in Northern Ireland; and
- we can make choices about which available data we want to focus on.

What you need

- *Postcodes* presentation and notes;
- *Resource 1: Travelling to Work*;
- *Resource 2a: Closer to Home: My Ward*;
- *Resource 2b: Closer to Home: My Local Government District*;
- class display space; and
- access to laptops or computers if you want the children to look up information for themselves.

You can use this lesson or individual activities and resources at any time, but these may be most useful between January and April 2021 when other census activities are taking place.

Resources for this lesson are available at www.ccea.org.uk/census

Curriculum links: Mathematics and Numeracy (Handling Data and Processes in Mathematics), Language and Literacy (Talking and Listening), The World Around Us: Geography (Place), Thinking Skills and Personal Capabilities (Managing Information and Being Creative).



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Activity 1: Travelling to work

Use the *Postcodes* presentation slides (1–4) and notes.

- Discuss the pie chart showing data for travelling to work in 2011, highlighting the use of title and key.
- Explain general statements/generalisations as 'observations that are always true for every item or person included in a data set'.
- Highlight 'all', 'least', 'none', 'less', 'more', and 'most' as useful prompt words when generalising.
- Working in pairs, ask the children to generate one general statement for each of the six words above.
- Now gather the each of the six word groups into an individual set of statements, for example all the statements using 'most' together.
- Ask the children to sort these, removing duplicates and then discuss which of the words was easiest and hardest to use.
- It is likely that 'all' and 'none' were the most difficult to use. Ask the children why they think this is. Discuss how rare it is for everyone to agree or be completely the same. Emphasise that this is why we need to make accommodations for those who feel different or have different needs to ours.

Try this at home ...

Use *Resource 1: Travelling to Work*.

- Ask the children to analyse pie charts for data gathered in the census in 1971, 1981, 1991, 2001, and 2011 and then generate three general statements about how this has changed over time.

Activity 2: Filter It

Use the *Postcodes* presentation slides (5–13) and notes.

- Recap on the population size for Northern Ireland.
- Explain that because this is such a large data set, it is useful to be able to divide it up to focus more easily on the specific areas that you are interested in.
- Begin by focusing on Carrickfergus castle. Ask the children to imagine that they are planning a visit to the castle. Let's see what we can find out.
- Northern Ireland can be broken up into different areas. Highlight that the postcode is the same for all the levels.
- The first area is Health and Social Care Trust (HSCT), but this is so large that it doesn't give much detail. Can the children see how many HSCTs there are in Northern Ireland? Which one is Carrickfergus in?
- Discuss the option to look at the Local Government District 2014 (LGD2014) (11 in Northern Ireland). Can they find Carrickfergus on this map? What else can they see? How might this level of information be useful when planning the trip?
- Discuss the option to look at the Ward (582 in Northern Ireland). What can the children see on the map that might be useful when planning the trip, for example is there a car park?



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Try this at home ...

Use *Resource 2a: Closer to Home: My Ward* or *Resource 2b: Closer to Home: My Local Government District*.

- Encourage the children to search online for a local ward map and hunt for key features on it.
- You will need to use your knowledge of your own class to decide whether or not it is reasonable to expect them to have access to the internet at home to complete this work.

Activity 3: Bring It Home

Use the *Postcodes* presentation (slides 14–17).

- Children search the NISRA database using the school postcode to learn more about the ward and local government district of the school.
- See what interesting features the children can identify on each map.

Activity 4: Freewheeling

Use the *Postcodes* presentation slides (18–19) and notes.

- Encourage the children to explore other data about their home area, including:
 - numbers of cars;
 - colours of cars;
 - makes of cars;
 - farms;
 - babies born; and
 - baby names.

Key vocabulary

percentage	regional	ward	national	local
general statement	Health and Social Care Trust	Local Government Districts (2014)		

Curriculum links

Mathematics and Numeracy

- **Handling Data and Processes in Mathematics**
 - collect, classify and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software;
 - interpret a wide range of tables, graphs, diagrams.
- **Communicating Mathematically**
 - understand mathematical language and use it to discuss their work and explain their thinking;
 - present information and results clearly.



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- **Mathematical Reasoning**
 - recognise general patterns and relationships and make predictions about them;
 - understand and make general statements.

Language and Literacy

- **Talking and Listening**
 - participate in class and group discussions for a variety of curricular purposes.

World around Us: Geography

- **Place**
 - explore features of and variations in places, including physical and human.

Thinking Skills and Personal Capabilities

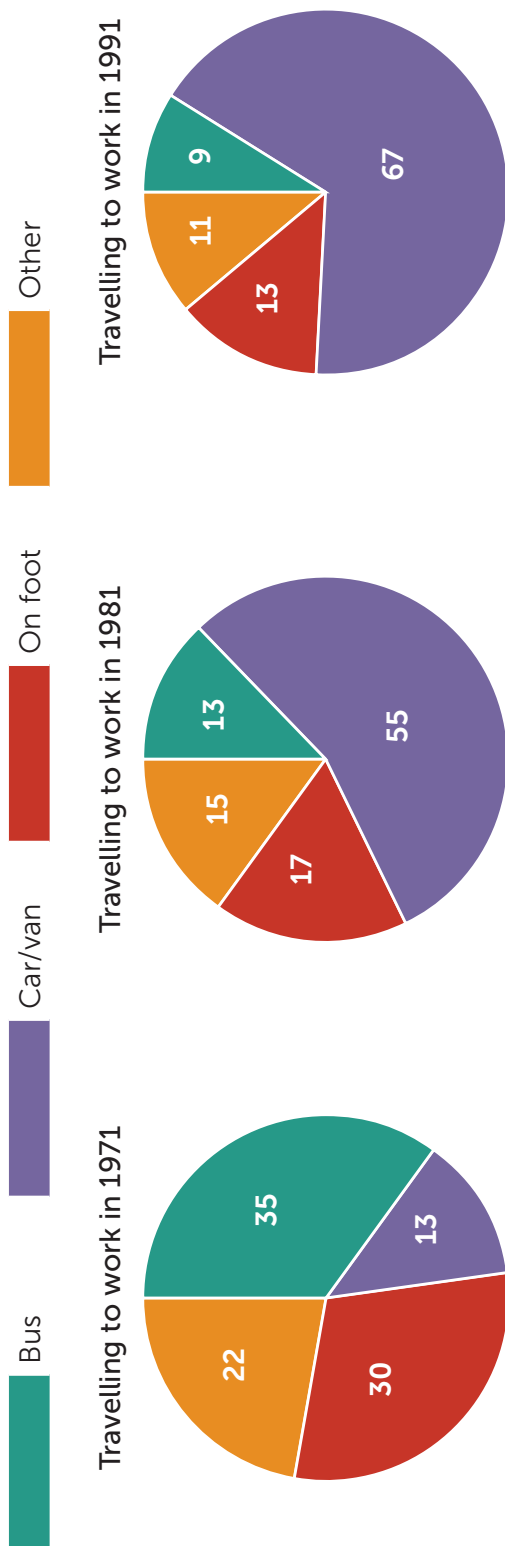
- **Managing Information**
 - selecting, classifying, comparing and evaluating information.
- **Being Creative**
 - making new connections between ideas or information.

Resource 1

Travelling to Work

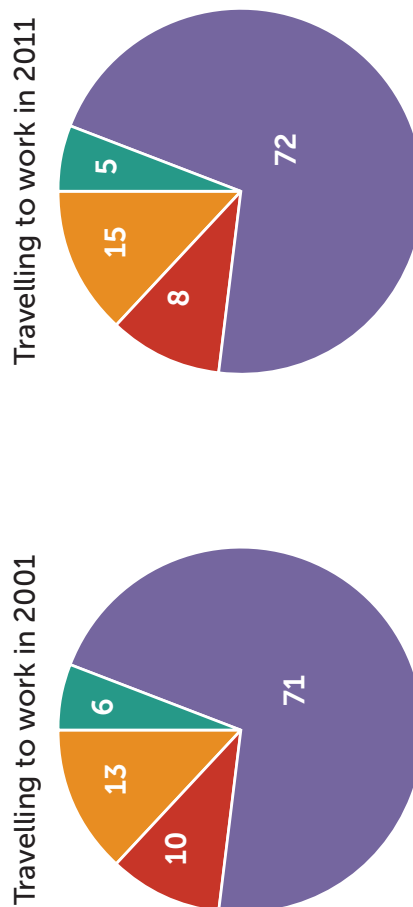
Let's Count!

Remember that useful words in general statements can include: all, most, none, more, less, least.



Make 3 general statements about the patterns and trends you can see in the pie charts.

1. _____
2. _____
3. _____



Resource 2a

Closer to Home: My Ward

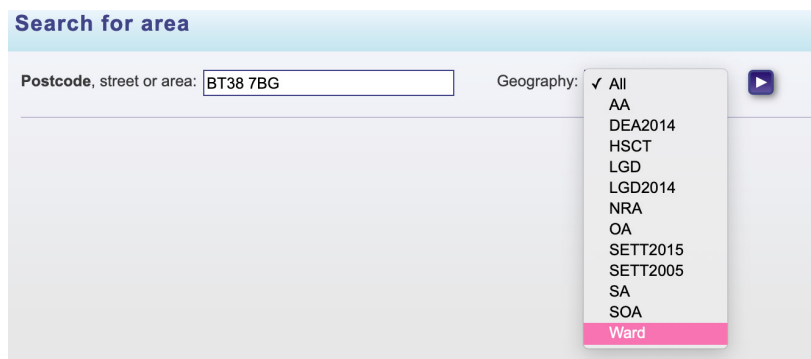
The Northern Ireland census provides data that it is divided up into 10 search categories, so that users can choose the best way to view the information based on their individual needs.

Ward map treasure hunt

The smallest category of data available is called a ward. It is the equivalent of a local neighbourhood. There are 582 of these neighbourhoods in Northern Ireland.

Follow the instructions below to find out about yours.

1. Go to the [Maps](#) section of the NISRA website.
2. Enter your postcode.
3. Select Ward from the Geography dropdown menu.
4. Click the blue icon with the white arrow to the right of the dropdown menu.



5. Explore the map looking for the features listed in the table. Indicate whether or not you find each one and write the street name where it is located.

The name of the ward that I live in is _____.

Location	✓✗	Street name
Your street		
Your house		
Your school		
Your friend's school		
Water		
A large building		
A place to go for a walk		

Resource 2a

Closer to Home: My Local Government District

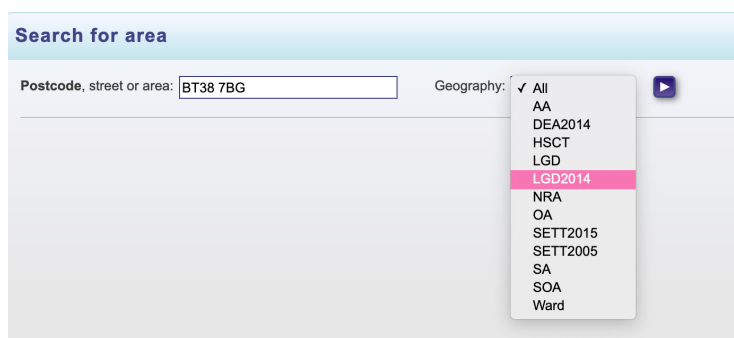
The Northern Ireland census provides data that it is divided up into 10 search categories, so that users can choose the best way to view the information based on their individual needs.

Local Government District 2014 map treasure hunt

There are 11 local government districts in Northern Ireland. Your ward or neighbourhood is inside one of them.

Follow the instructions below to find out more.

1. Go to the [Maps](#) section of the NISRA website.
2. Enter your postcode.
3. Select LGD2014 from the Geography dropdown menu.
4. Click the blue icon with the white arrow to the right of the dropdown menu.



5. Explore the map looking for the features listed in the table. Indicate whether or not you find each one and add its name to the table if it has one.

Remember that you can enlarge the map by clicking on it and you can only include features inside your own LGD2014.

The name of the local government district that I live in is _____.

Interesting Features	✓	✗	Name
Parking			
Nature reserve			
Camp/Caravan Site			
Golf course or links			
Picnic site			
Train station			
Dual carriageway			
Motorway			