

Key Stage 2

Learning about the Northern Ireland Census

Lesson 4: Working for it

Time: Activity 1: Numbers or Stories? (40 minutes)

Activity 2: Change is Coming (40 minutes)

Learning Intentions

Children will learn that:

- occupations and technology change over time;
- technology development changes occupations;
- their life experience is different from that of past generations;
- change is ongoing and it is important to look for patterns and trends and to make general statements predicting what its direction may be; and
- the stories behind the statistics provide valuable insight that helps us develop a fuller understanding of why change happens.

What you need

- *Working for It* presentation and notes;
- *Resource 1: Timeline and Timeline Images*;
- *Resource 2: Ask the Babies*; and
- Interactive game: *Data about Northern Ireland*.

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) and Thinking Skills and Personal Capabilities (Managing Information and Being Creative)



Key Stage 2

Learning about the Northern Ireland Census

Try this at home ...

Use *Resource 1: Timeline and Timeline Images*.

- Encourage the children to add significant personal dates, including the birth dates of two adults as they will be interviewing those people in *Resource 2: Ask the Babies*.

Interactive Game

Use the interactive game: *Data about Northern Ireland*.



- Children explore the difference between quantitative data (measurements and numbers) and qualitative data (characteristics) through this sorting activity.

Activity 1: Numbers or Stories?

Use the *Working for It* presentation (slides 1–9) and notes and the completed *Resource 1: Timeline and Timeline Images*.

- Discuss what occupations are and generate a list of current examples;
- Discuss with the children the changes in occupations in Northern Ireland over the lifespan of the census, pointing out interesting facts such as:
 - the change in working age – male/female balance; and
 - occupation increase or decrease and appearance or disappearance;
- Discuss the quantitative (number) data in the table;
- Refer to the timeline the children completed and talk about the key points, including:
 - David Attenborough is the same age as the Northern Ireland census.
 - What impact did the start of the NHS have on nursing?
 - What changes in technology can you think of?
- Discuss the mixed qualitative (stories or words) and quantitative (number) data in the timeline and how the story begins to add to our understanding of why change has happened.

Try this at home ...

Use *Resource 2: Ask the Babies* and completed copies of *Resource 1: Timeline and Timeline Images*.

- Ask the children to interview two adults (parents, grandparents or carers) and fill in the answers in *Resource 2: Ask the Babies*.
- Encourage them to add the adults' birth dates to the Timeline in *Resource 1*.



Key Stage 2

Learning about the Northern Ireland Census

Activity 2: Change is Coming

Use the *Working for It* presentation (slides 10–15) and notes.

- Reinforce the importance of gathering as much data or information as possible to ensure a balance of quantitative (measurements and numbers) and qualitative (characteristics) to gaining a fuller understanding of change.
- Working first in small groups and then as a class, ask the children to make general statements that predict how the findings of the Northern Ireland Census 2021 may differ from the ones we already have.

Key vocabulary

census	data	general statement	job	occupation
predictions	qualitative	quantitative	timeline	

Curriculum links

Mathematics and Numeracy

- **Handling Data**
 - interpret a wide range of tables, graphs, diagrams;
 - explain their thinking orally and through writing and draw conclusions.
- **Making and Monitoring Decisions**
 - identify and obtain the information required for a task, suggesting appropriate sources to find information;
 - develop a range of strategies for problem-solving, looking for ways to overcome difficulties;
- **Communicating Mathematically**
 - understand mathematical language and use it to discuss their work and explain their thinking.
- **Mathematical Reasoning**
 - recognise general patterns and relationships and make predictions about them;
 - check results and consider whether they are reasonable.

Language and Literacy

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

The 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 and information.

Resource 1

Timeline and Timeline Images

Create a Timeline

Cut out the images below and stick them onto the timeline provided. Mark the births of two other people on the timeline. Try to think of someone a generation older than you, such as a parent, and someone from two generations ago such as a grandparent or older adult. Draw an arrow between the image and the timeline to show the date as accurately as you can. Also add another event that is important to you by drawing it onto the timeline page.

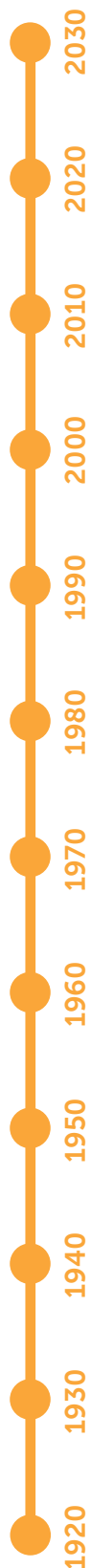
Learning focus

I am learning how life changes over time.

 I was born	 World Wide Web started 6 Aug 1991	 Northern Ireland census 1981	 First mobile call 3 April 1973
 Northern Ireland census begins in 1926	 The National Health Service started 5 July 1948	 was born	 Belfast Harbour Airport opens 16 March 1938
 was born	 Northern Ireland census 1951	 Northern Ireland census 2011	 Next Northern Ireland census 2021
 David Attenborough born 8 May 1926			

David Attenborough Photo
@CreativeCommons/John Cairns
[https://commons.wikimedia.org/wiki/File:Weston_Library_Opening_by_John_Cairns_20.3.15-139_\(cropped\).jpg](https://commons.wikimedia.org/wiki/File:Weston_Library_Opening_by_John_Cairns_20.3.15-139_(cropped).jpg)

Resource 1 Timeline and Timeline Images



Resource 1

Timeline and Timeline Images

To access this resource, go to www.ccea.org.uk/census choose Key Stage 2, followed by Lesson 4.

Data About Northern Ireland

Play



Resource 2

Ask the Babies



Complete your section of the questionnaire and ask two older people to answer as they would have when they were the same age as you. Let's find out how life has changed over the years!

Learning focus

I am learning that knowing people's stories brings the past to life.



Me

The year is _____ and I am _____ years old.

I have/do not have a mobile phone.

There are _____ phones in my home.

I have been on _____ aeroplanes.

There is/are _____ computers/laptops in my home.

When I need to give someone a quick message I _____

My favourite game is _____

When I want to watch a film, I _____



An adult from
one generation
ago (parent or
guardian)

I was _____ years old in _____.

I had/did not have a mobile phone.

There were _____ phones in my home.

I had been on _____ aeroplanes.

There was/were _____ computers/laptops in my home.

When I needed to give someone a quick message I _____

My favourite game was _____

When I wanted to watch a film, I _____

Resource 2

Ask the Babies



An adult from two generations ago (grandparent or older guardian)

I was _____ years old in _____.

I had/did not have a mobile phone.

There were _____ phones in my home.

I had been on _____ aeroplanes.

There was/were _____ computers/laptops in my home.

When I needed to give someone a quick message I _____

My favourite game was _____

When I wanted to watch a film, I _____

Based on your interviews, list three technology changes in the last 20 years:

1

2

3