



What's going on this week?

Sunday 21st March is census day in England, Wales and Northern Ireland. The survey provides a glimpse of life, which can be used by organisations to help make sure they provide the right services for people. The 2021 census in particular, will help us understand how coronavirus has affected everything from our health to our finances. Due to the pandemic, Scotland have decided to hold their census next year.

Main question:

Why do we need a census?

Listen, think, share

- Look at this week's poster, talk about what we can see and the word 'census' in the question. Does anyone know what a census is? Explain that a census is a time to collect information about everyone who is currently living in a country. A census is taking place in England, Wales and Northern Ireland this month (Scotland's will take place next year). Discuss the type of information you think will be collected on the census form. What kinds of things do you think the information collected will be used for?
- It is a legal requirement to complete the census and households can be fined up to £1,000. Do you think this is fair? Why do you think the Government decided to fine people who don't complete the census?
- Watch the 'Let's Count' useful video (link overleaf), which explains the census in more detail. Do you think it's important that we have a census every 10 years? Do we think it should be held more or less often?
- Read through the information about this year's census found on the assembly resource. Talk about the importance of the census. Are you surprised to learn that this may be the last census?
- As the Government are considering making this the last census held in its current format, think about and share other possible ways that the Government may consider collecting or sourcing the information in modern times.

Reflection

A census can provide lots of useful information. It shows us a clear picture of our population, helping to ensure governments provide enough services like schools and hospitals for us all.



KS1 Focus

Question:

What is a survey?

Listen, think, share

- Think about how we travelled to school this morning. Did you walk, travel in the car or on a bus, cycle? Gather the responses from the children and share them on the board.
- Explain that now we have collected that information, we can see how people in the class travel to school, which might be useful. It might help us know how many car parking spaces we need or if we need to collect any children from the bus. When we collect information like this, we call it a survey.
- Look at resource 1, which shares some examples of surveys. Can you think of any other examples of surveys? Have you ever seen a traffic survey taking place? Has the grown-up you are with ever filled in a survey at the doctors or the dentist?
- For each survey example on resource 1, think about how the information is collected e.g. by asking questions, by counting. Why do you think the information from the survey might be useful?
- Have you ever taken part in a survey? What types of questions were you asked? What was the survey trying to find out?
- The information from surveys often helps people to make changes and improve things. Do you think this is a good idea?

Reflection

A survey is used to collect information from people. The results from the survey might be used to make changes/improvements, check things are okay or keep a record of important and useful data.



KS2 Focus

Question:

When can collecting data help us?

Listen, think, share

- Look at the question. What do you think we mean by collecting data?
- Explain that collecting data is when we gather, measure and analyse information.
- Look at resource 2, which shares more information about collecting data. Have you ever collected data before? How and why did you collect it?
- Focus on the ways used to collect data. Explain that the census is a survey. Can you think of any other examples of when a survey might be a useful way to collect data? Can you think of any examples of when data might have been collected through observations or experiments?
- Explain that once data has been collected, we can use it to help us. Look at the examples of when data is collected on resource 2. For each example, discuss how the data might help us e.g. a shop owner might use data from their customers to make sure they are happy with the shopping experience and the products, collecting data about weather can help us predict the forecast and taking measurements and recording results throughout a fitness program ensures it is working and if it isn't, it can be adapted.
- Do you think collecting data is always a useful thing? Can you think of an example of when it might not be?

Reflection

There are many different ways of collecting data. Most data is useful and can be used in many different ways to help us.



KS2 Follow-up Ideas

Option 1: Remind the children that a census is a survey, which is used to count and gather information about the entire population of a country.

- Can you find out the population of the UK?
- Do you think the population of the UK has increased or decreased since the last census was taken in 2011?

Explain that other countries take part in a census too. For some countries, this happens every 5 years.

- Can you find a country where their census is taken every 5 years?
- What is the population of the country?
- Locate it on a world map.

Use this opportunity to look at other countries, exploring populations and locating them on a world map. You may find the 'Live World Population Clock' online useful.

Option 2: Use the opportunity to link data collection to your science session this week or create a science based investigation where you can gather data e.g. exploring what happens to our heart rate during exercise. Before beginning the investigation, think about:

- What data will you collect, observe or measure?
- What equipment will you need?
- How will you record the data?
- How will you ensure the data is accurate/the experiment is fair?

Once the data has been collected, allow children time to interpret it and share their findings!



KS1 Follow-up Ideas

Option 1: Ask the children to create their own survey! Think about:

- What do you want to find out? E.g. which after-school clubs people would like, how people travel to school.
- Who will you ask?
- How will you collect the information?
- What will you use the information for?

If possible, allow the children to carry out their surveys. If they can't, you could carry out a whole class survey to gather some data. Once you have the data, model how to display it in a pictogram or chart and interpret the information by asking questions such as:

- Which is the most/least popular?
- How many more or less than..?

Option 2: Explain that the census is used to find out more about the people who live in our home. We often call the people we live with our family.

- What words can you use to describe your family?
- How do you feel when you think about your family?

Ask the children to create an acrostic poem using 'FAMILY'. Model on the board first, gathering vocabulary.



This Week's Useful Websites

[This week's news story](#)

www.bbc.co.uk/news/explainers-55935409

This Week's Useful Videos

[Children's overview of the census](#)

www.youtube.com/watch?v=pVJXv5eCG1U

This Week's Virtual Assembly

www.picture-news.co.uk/discuss

This Week's Useful Vocabulary

Census – an official survey of the population of a country.

A **census** can provide lots of useful information.

Finances – the monetary (relating to money) resources.

The 2021 census in particular, will help us understand how coronavirus has affected everything from our health to our **finances**.

Glimpse – a momentary or partial view.

The survey provides a **glimpse** of life.

Population – all the inhabitants of a particular place.

It shows us a clear picture of our **population**.

Requirement – compulsory; it must be done. It is a legal **requirement** to complete the census.

Source – a source of something is the person, place or thing you get it from.

Think about and share other possible ways that the government may consider collecting or **sourcing** the information.