



Learning outcomes

- Understand how a locality's past can be investigated through census returns.
- Understand that everyone has a context (family or place) to explore.

Content

Whole class or group activity adding to the store of knowledge about the six people. The focus can be on one person or choose to investigate more, depending on the ability of your class to absorb and interpret complex information.

Preparation and resources

- Download census pdfs (**Step 3 resources**) and census fact file (**Step 3 worksheet**) from www.stjameschurchnewcastle.wordpress.com and familiarise yourself with the content.
- Revisit the **introductory slideshow** if it has been some time since you took Step 3, and have it ready to use again.
- Decide how to organise your session – whole class discussing census return/s on screen, or in groups looking at printed return/s and transcript/s.
- Arrange to borrow laminated sets of census pdfs*, or duplicate downloaded pdfs.
- Duplicate the downloaded census fact file or have plain paper ready for spider diagrams.
- If already used in Step 1, have the **class spider diagrams** to hand, for adding to at the end of the activity.
- If not, prepare **six large (A2 or A3) blank sheets**, with the name of one St James' person on each, ready to be used for a spider diagram.

Activity

- Class works in groups. Each group is given copies of a census return relating to one person and a fact file. Making their own spider diagrams on blank A4 paper or using the fact file as a guide, pupils should find out and record as much as they can about the person.
- Once all have completed their fact files/diagrams, each group reports back their findings to the class.
- Alternatively, use the census pdfs on screen to run this as a whole class activity. Pupils fill in individual fact files or spider diagrams as you go.
- Finish by discussing together which facts could be added to the class spider diagrams for the people you have investigated.

Recommended time

- 10 minutes to look at and discuss the sources, in groups or as a class.
- 5 minutes per group to report back.
- 10 minutes to decide which facts to add to the class spider diagram.

Extra activity option: making a St James' Century Timeline

*Borrow from: Pendower Good Neighbour Project 0191 272 2962 / patpen@blueyonder.co.uk