

## Key Stage 2

# Learning about the Northern Ireland Census

## Lesson 3: Using the Data

**Time:** Activity 1: Travelling to work (30 minutes)  
Activity 2: Postcodes (30 minutes)  
Activity 3: Census Data (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

- *Using the Data* presentation and notes;
- *Resource 1: Travelling to Work*;
- *Resource 2: Working or Studying at Home: Good or Bad?*;
- *Resource 3: Sending a Letter*;
- class display space; and
- access to laptops or computers if you want the children to look up information for themselves.

Resources for this lesson are available at [www.ccea.org.uk/census](http://www.ccea.org.uk/census)

**Curriculum links:** Mathematics and Numeracy (Processes in Mathematics and Handling Data), Language and Literacy (Talking and Listening), Personal Development and Mutual Understanding (Mutual Understanding in the Local and Wider Community) and The World Around Us (Place).

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### 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, 2001, and 2021 and then generate three general statements about how this has changed over time.

### Activity 1: Travelling to work

#### Use the *Using the Data* presentation slides (1–4) and notes.

- Begin by asking the children if their homework prediction is correct.
- Discuss the pie chart showing data for travelling to work in 2011, highlighting the use of title and key.
- Now look together at how travel to work has changed in the 2021 data.
- 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 2: Working or Studying at Home*.

- Ask the children to complete a Venn diagram showing how they might feel working or studying in their home as opposed to outside their home.

### Activity 2: Postcodes

#### Use the *Using the Data* presentation slides (5–9) and notes.

- Explore with the children how we use postcodes to find places more easily.
- Look at the range of postcodes used in Northern Ireland and begin to understand how these work.
- Use the Ordnance Survey NI – Map Viewer, to locate and view important places.



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### Try this at home ...

Use *Resource 3: Sending a Letter*.

- Encourage the children to learn their home address and postcode.

### Activity 3: Census Data

Use the *Using the Data* presentation slides (10–12) and notes.

- Children use the NISRA Flexible Table Builder and Data Portal to find out more about their local area.

### Activity 4: Freewheeling

Use the *Using the Data* presentation slides (13–14) 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

area	audience	Carrickfergus	census
county	data	filter	general statement
location	pie chart	postcode	purpose
settlement	transport	travel	Venn diagram

### Curriculum links

#### Mathematics and Numeracy

- **Processes in Mathematics (Communicating Mathematically)**
  - understand mathematical language and use it to discuss their work and explain their thinking;
  - present information and results clearly.
- **Mathematical Reasoning**
  - recognise general patterns and relationships and make predictions about them;
  - understand and make general statements.



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- **Handling Data (Collecting, Representing and Interpreting Data)**
  - collect, classify, record and present data drawn from a range of meaningful situations, using graphs, tables, diagrams and ICT software; and
  - explain their work orally and/or through writing and draw conclusions.

### Language and Literacy

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

### Personal Development and Mutual Understanding

- **Mutual Understanding in the Local and Wider Community**
  - playing an active and meaningful part in the life of the community and being concerned about the wider community.

### World around Us

- **Place**
  - ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment.

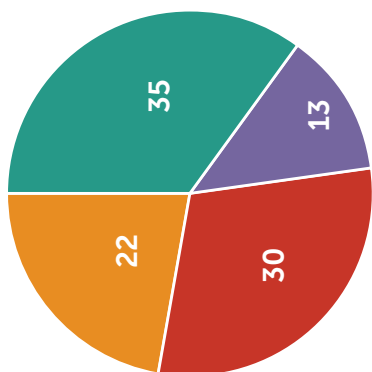
# Resource 1 Travelling to Work



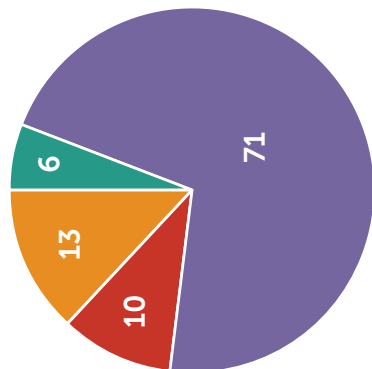
Remember that useful words in general statements can include: all, most, none, more, less, least.



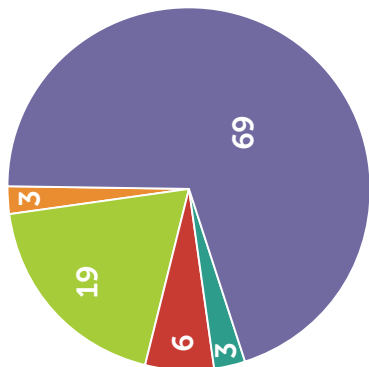
Travelling to work in 1971



Travelling to work in 2001



Travelling to work in 2021



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

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Now, discuss what you think the 2021 data showed.

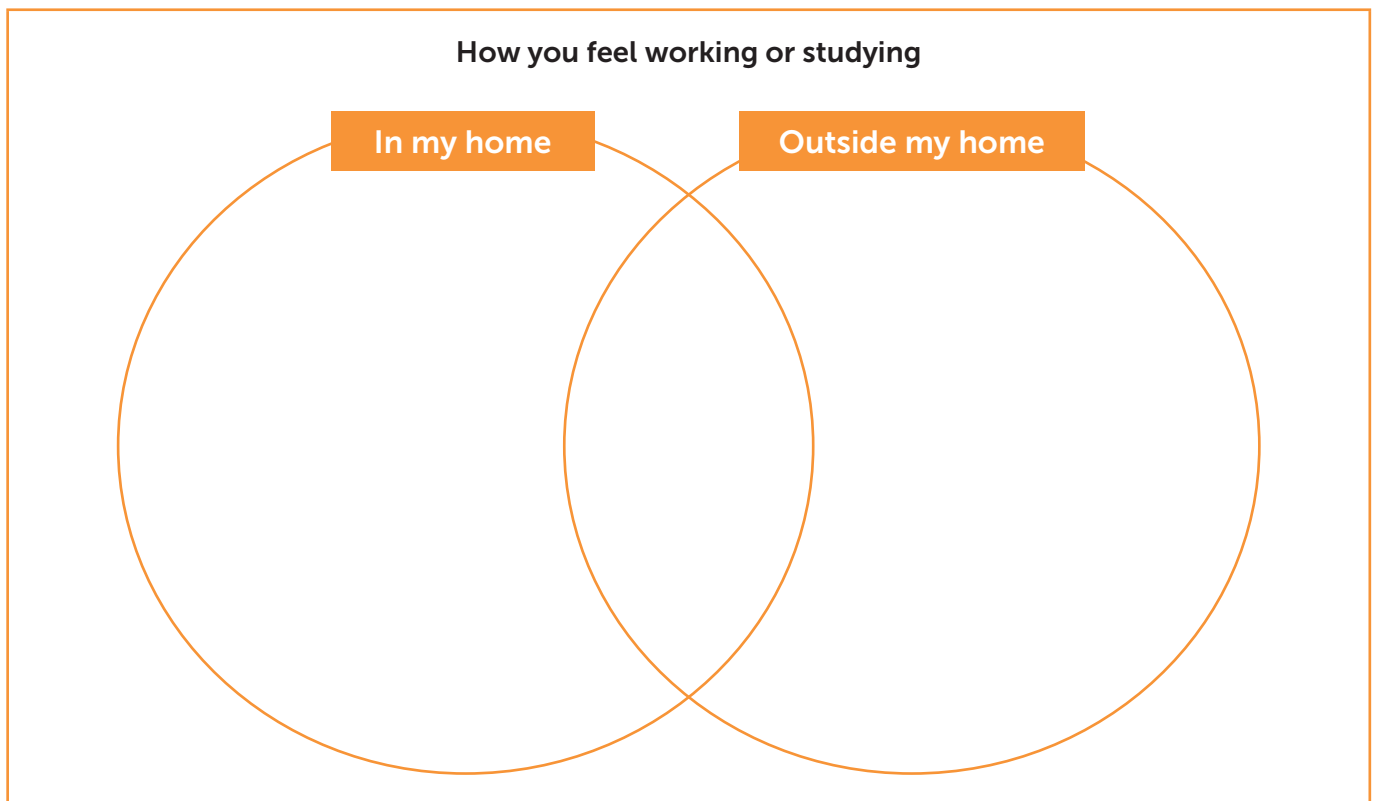
## Resource 2

## Working or Studying at Home: Good or Bad?

Think about the feelings listed below

relaxed	happy	tired	stressed	lonely	peaceful
comfortable	concentrated	grumpy	trapped	argumentative	confused
chilled	efficient	lazy	sleepy	isolated	busy

Add each word to the Venn diagram below. You can also add words that you think of yourself.



Circle the words that you think are negative feelings, underline the words that you think are positive feelings and put a question mark beside those you are not sure about.

Using the information on your diagram, do you think you would be happier working or studying all the time at home or outside of your home?


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Do you think that everyone will agree which is the best place to work or study?

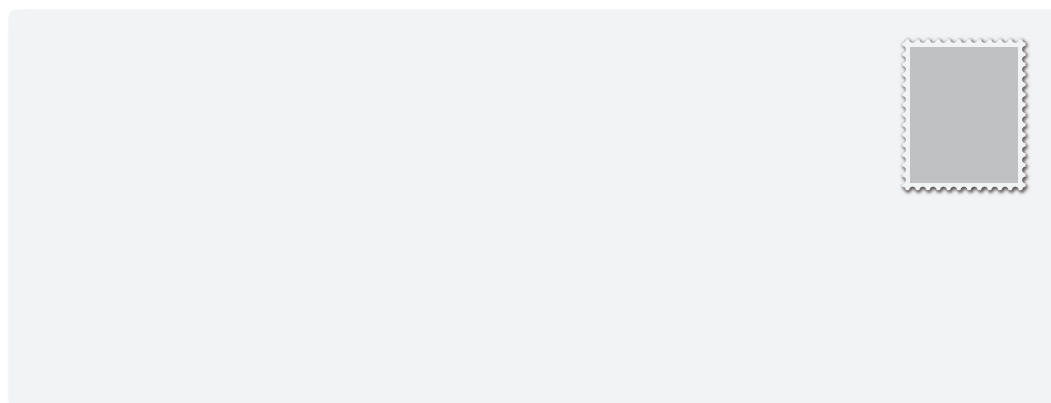
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Resource 3  
Sending a letter

Sometimes, it is nice to send a letter. Look at how the letter below is addressed.

Miss Grace Smith	.....	Name	
22 Park Gardens	.....	House number and street	
HILLSBOROUGH	.....	SETTLEMENT	
Co. Down	.....	County	
Northern Ireland	.....	Country	
BT26 3PL	.....	Postcode	

Write down the address that your friend could use if they wanted to send a letter to you.



N.B. You can find your postcode at <https://www.royalmail.com/find-a-postcode>



Stamps are often designed to celebrate what is special about a place or group of people. Design a stamp to celebrate something that is special about where you live, your home or your family.

Go to <https://maps.spatialni.gov.uk> and enter your postcode to see a map of where you live.