

census  
2021



# Let's Count!

What is the census?



EYFS

Key  
Stage 1

# What is the census?



Asking and  
answering  
questions



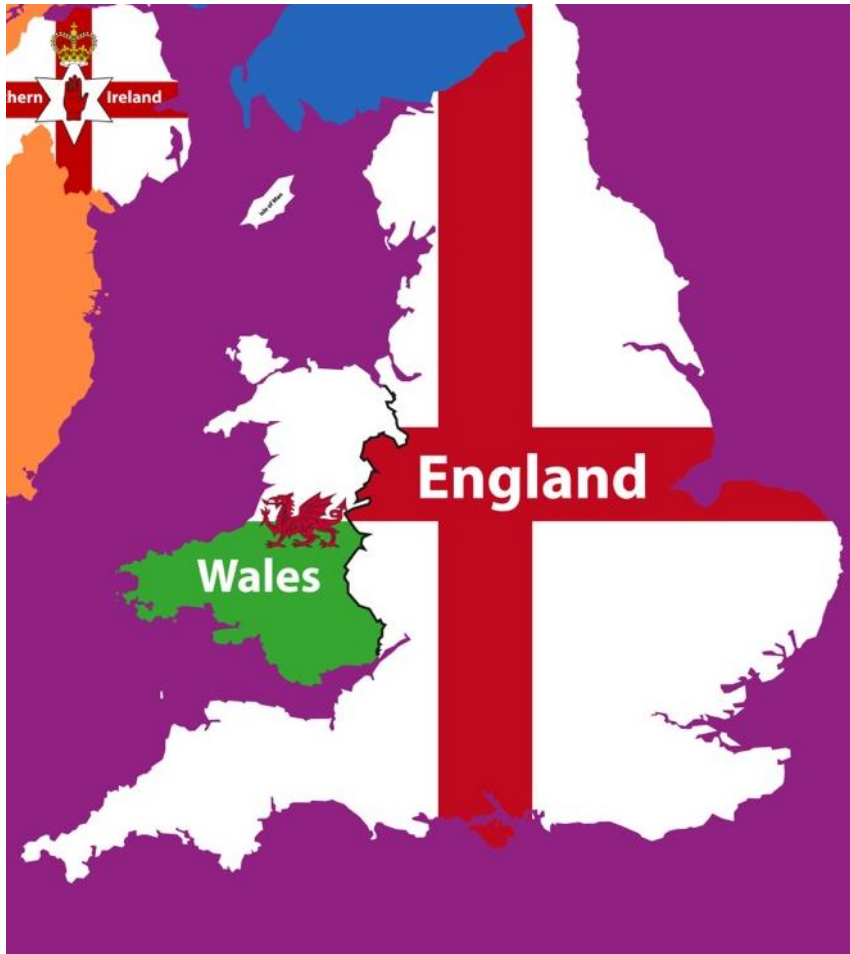
# What is the census?



Mary and Joseph went to Bethlehem to be counted in a census.



# What is the census?



The census gives a detailed picture of the population.

It is unique because it covers everyone at the same time and asks the same core questions everywhere.

This makes it easy to compare different parts of England and Wales.

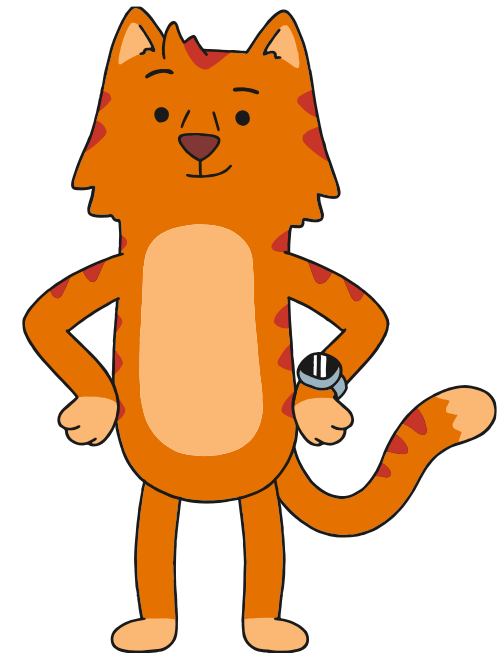
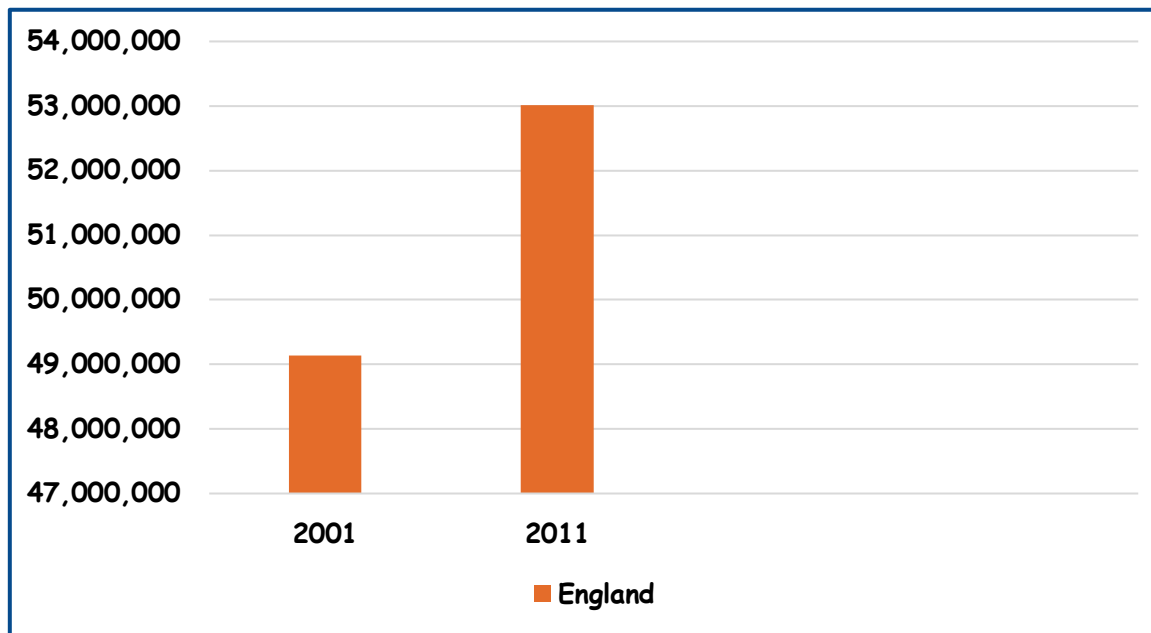
# Let's Count!



The census provides information that government needs to develop policies, plan and run public services, and allocate funding.

- 🐾 Census 2001: the population of England was 49,138,831.
- 🐾 Census 2011: the population of England was 53,012,456.

England



# What is the census?



The census is a count of all the people in England and Wales. It happens every 10 years.

It asks lots of questions such as:

- 🐾 Where do people live?
- 🐾 What jobs do they do?
- 🐾 Which languages do they speak?
- 🐾 How many cars do they own?



# What is the census?



Why does the census ask these questions?

The census asks all these questions so that we know how many people there are.



# What is the census?



Can we go to the park?

Yes.

There a park near our house.

Perhaps a previous census showed there was lots of children living here so they decided the people needed a park so they built one.



# What is the census?



Can we go swimming?

No.

There is not a swimming pool here!

Perhaps if they see on the census there is lots of people living here with children that need a swimming pool, they might build one!

# What is the census?



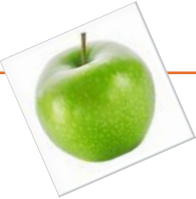

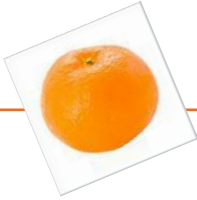

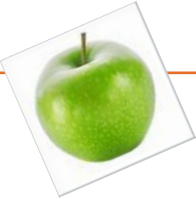


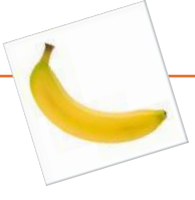





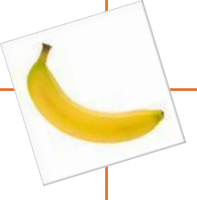


How does the census help us?

The census helps us make sure there are enough things like schools and hospitals in the places where people will need them.





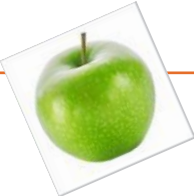
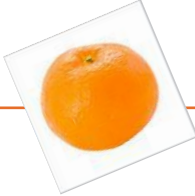



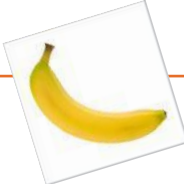




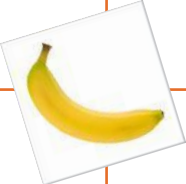


# What is your favourite snack?



| Snack   |   |   |  | Total   |  |
|---|---|---|--|---|--|
|   |    |  |    |  |  |
|   |    |  |    |  |   |
|   |   |   |  |   |  |
|  |  |   |  |   |  |
|   |   |   |  |   |  |





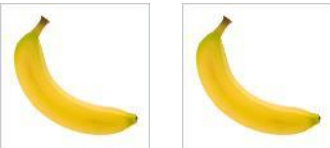


Oh dear! Is this a good way to organise the snacks we've chosen?  
Shall we find a better way?

| Snack   |   |   |  |   | Total  |
|---|---|---|--|---|--|
|   |   |  |  |  |  |
|   |    |   |    |   |   |
|   |   |  |    |  |  |
|   |   |   |  |   |  |
|  |  |   |  |   |  |
|   |   |   |  |   |  |



How about this?



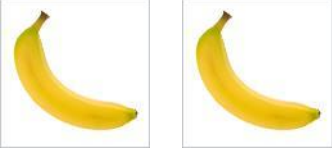


Let's count them together!

| Snack   |  | Total |
|---------|--|-------|
| Apple   |    |       |
| Carrot  |     |       |
| Banana  |     |       |
| Satsuma |   |       |
| Grapes  |  |       |



This looks better and makes counting the fruit easier!

Now we can count up our favourite snacks. Which is the favourite?

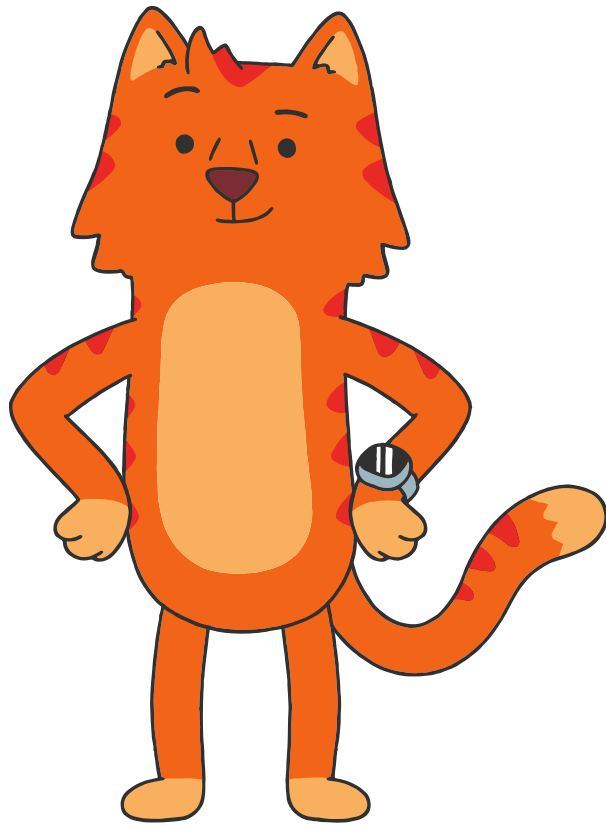
| Snack   |  | Total |
|---------|--|-------|
| Apple   |    | 4     |
| Carrot  |     | 3     |
| Banana  |     | 2     |
| Satsuma |   | 1     |
| Grapes  |  | 5     |

# Let's Count! Our school census



A census helps us to find things out.

We are going to do our own class survey to find out about our favourite things!



# Let's Count!

## Our school census



### Planning our school census

We will:

- 🐾 **Collect data**
- 🐾 **Present the data**
- 🐾 **Interpret the data**





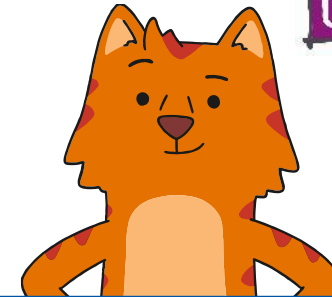
# Let's Count! Our school census








To **collect** data: Let's ask the question:

🐾 What is our favourite animal?

🐾 To **present** data: Let's fill in our Tally Chart

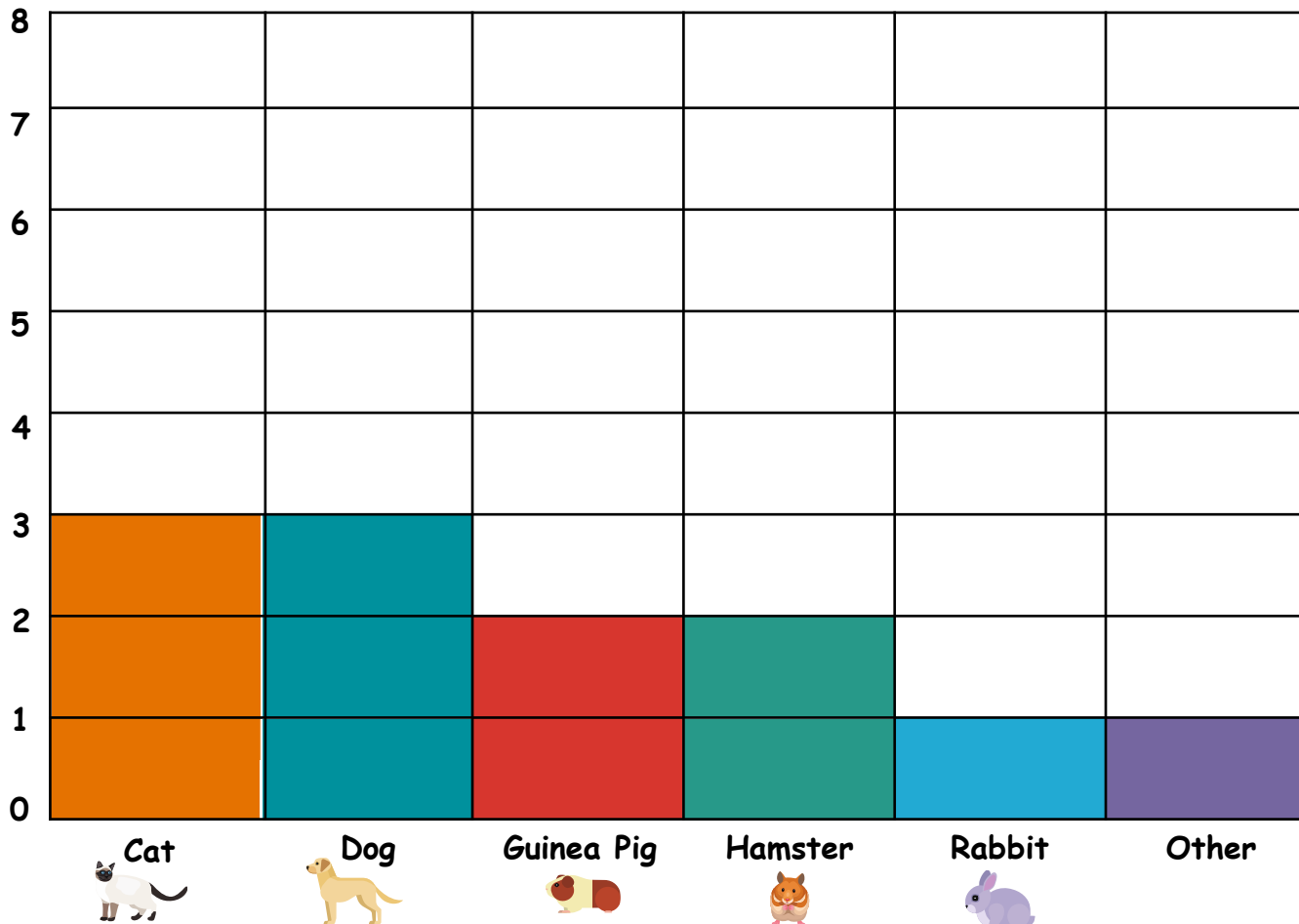


| Animal   | Tally Examples | Frequency |
|--|----------------|-----------|
| Cat           | 0              | 0         |
| Dog           | 0              | 0         |
| Guinea Pig  | 0              | 0         |
| Hamster     | 0              | 0         |
| Rabbit      | 0              | 0         |
| Other  | 0              | 0         |

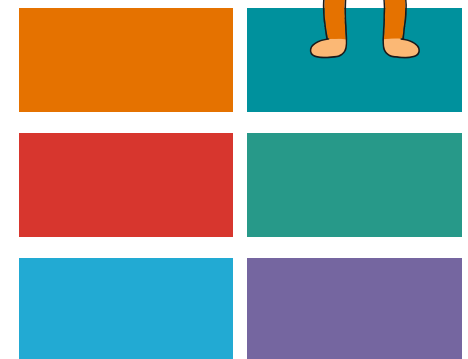
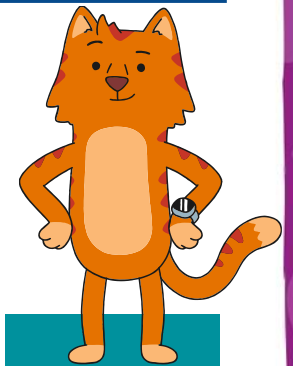
# Let's Count! Our school census

Interpreting the data:

This pictogram shows which were the most popular pets in the class.  
The scale in this pictogram counts up in 1s.



Each picture of a coloured square represents 1 child's choice.



# Let's Count! Our school census

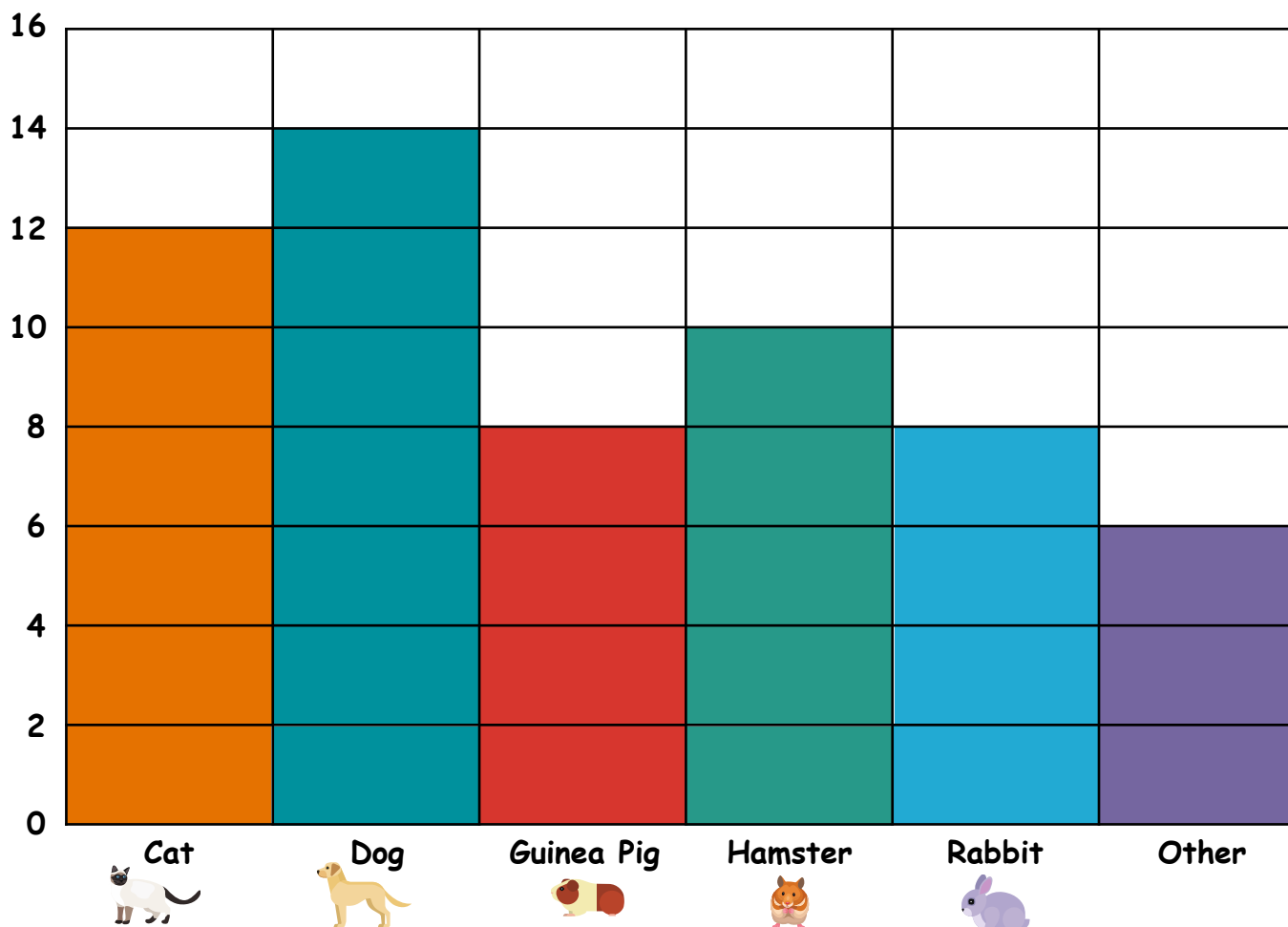
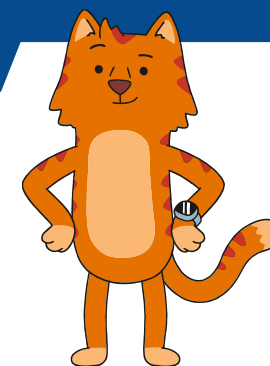
Interpreting the data:

This pictogram shows which were the most popular pets in the class.

The scale in this pictogram counts up in 2s.



Each picture of a coloured square represents 2 children's choices.



# Let's Count! Our school census

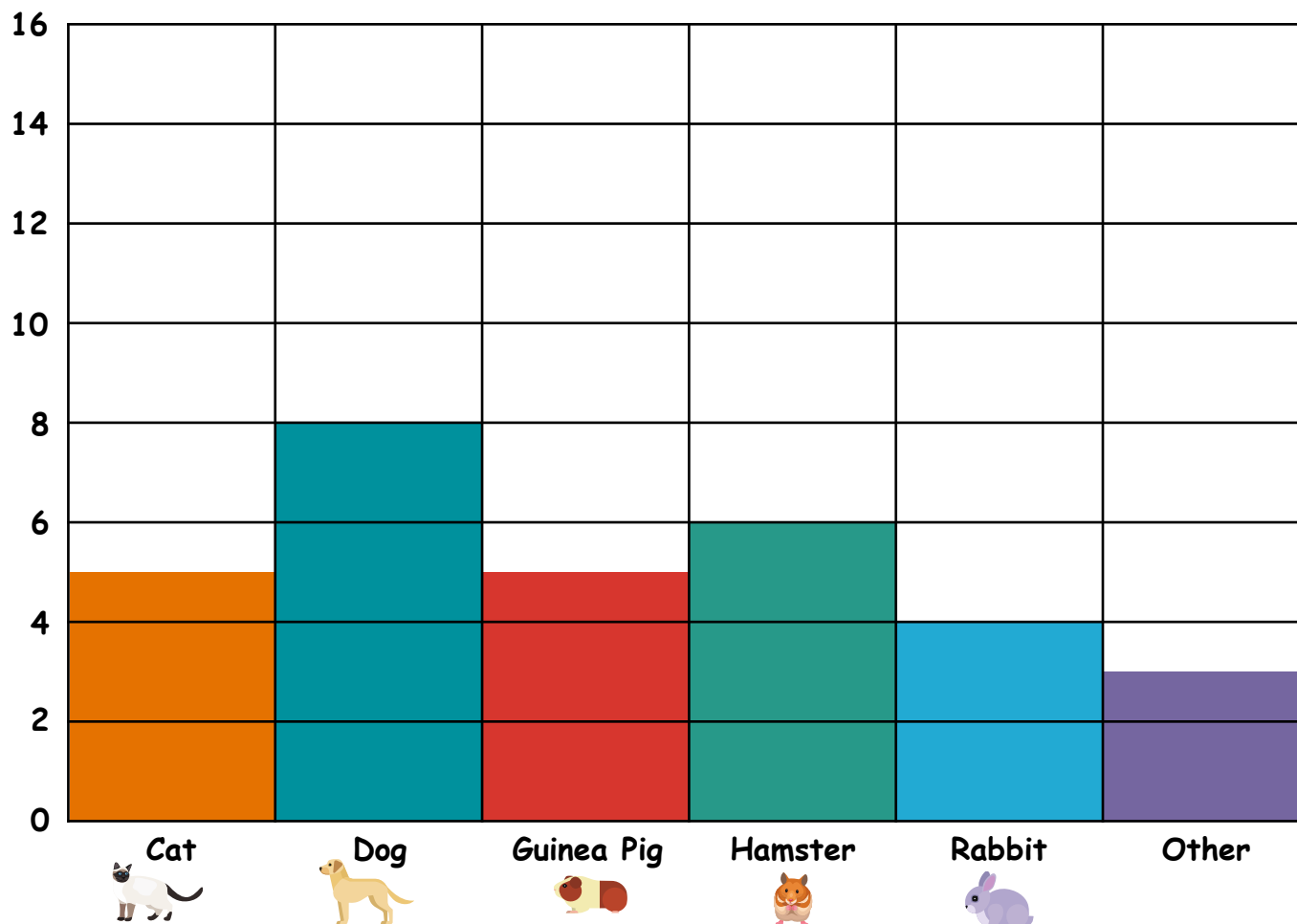
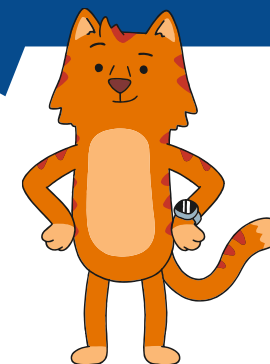
Interpreting the data:

This pictogram shows which were the most popular pets in the class.

The scale in this pictogram counts up in 2s.



Each picture of half a coloured square represents 1 child's choice.



# Let's Count! Our school census

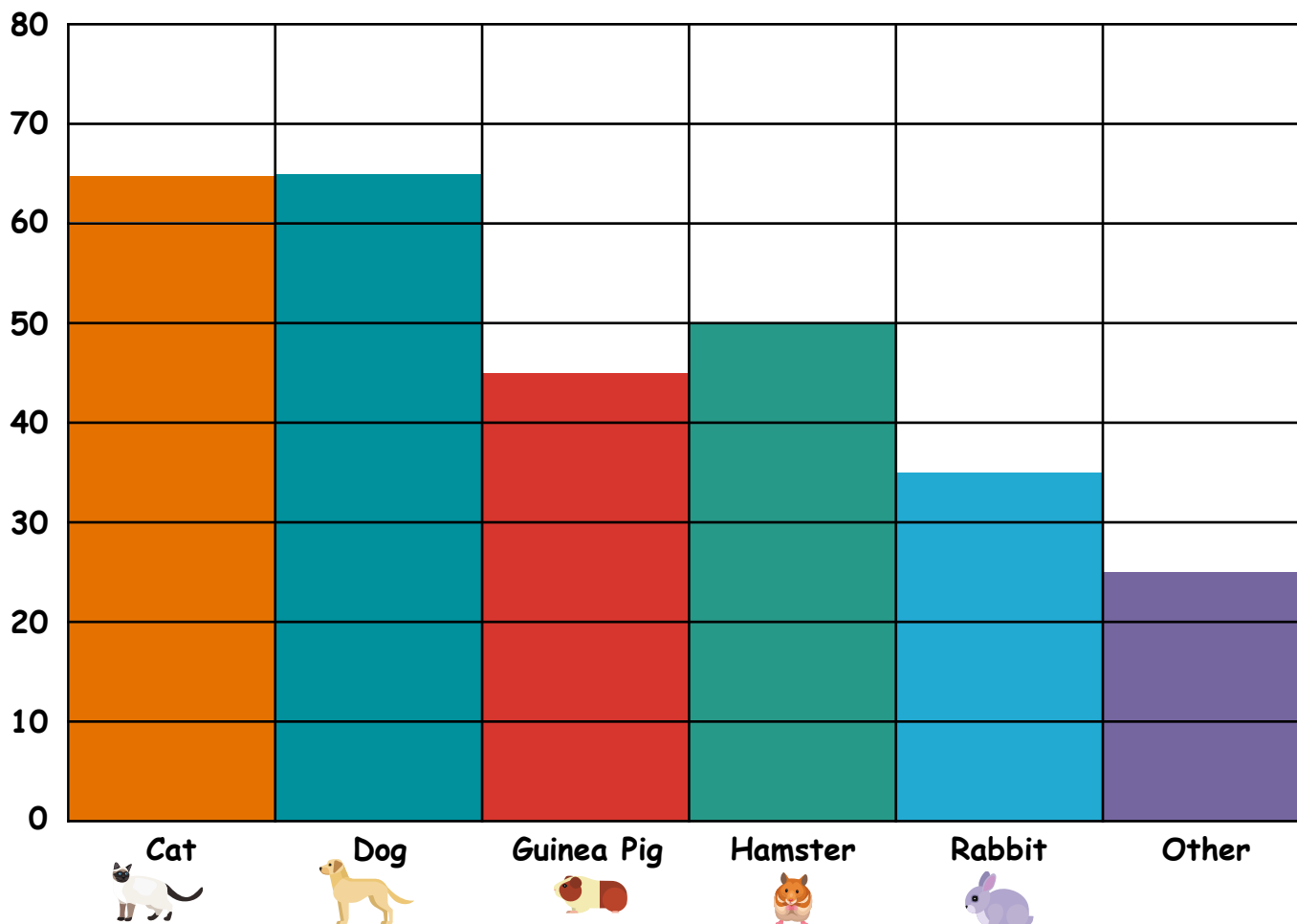
Interpreting the data:

This pictogram shows which were the most popular pets in the school.

The scale in this pictogram counts up in 10s.



Each picture of half a coloured square represents 5 children's choices.

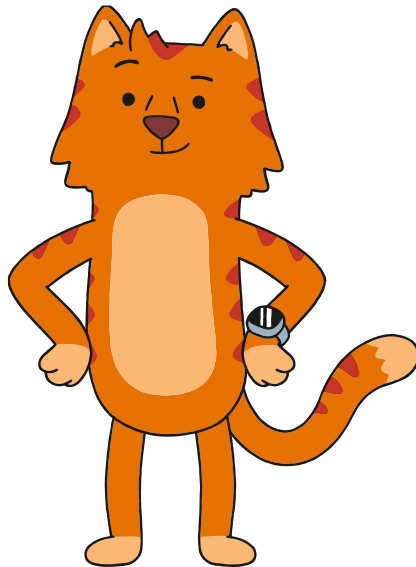


# Let's Count! Our school census



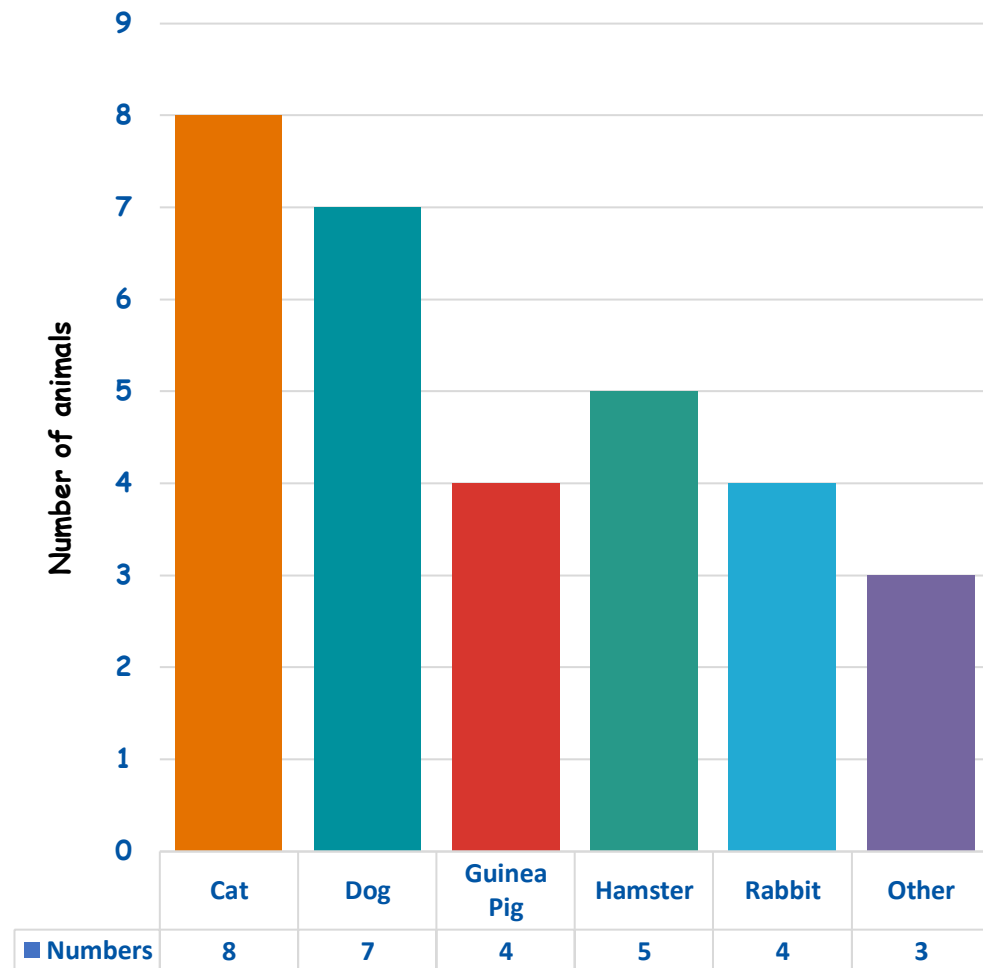
Let's prepare a bar chart!

What does the data tell us about the most popular animal in the class?



**Helpful note:** To edit this bar graph, click on the chart. Then in the tool bar select 'Chart Design' (or the 'Design' option within 'Chart Tools'). Then click on 'Edit Data'. Alternatively, you can create your charts on the [Let's Count! website](#)

My Class's Favourite Animal



# What is the census?



The census can also help us to find out about life in the past.



# What is the census?

The numbers below come from children counted in one area in the last census.

Children who are 10 now will have been counted in the last census.

If you're younger than 10, the census in 2021 will be the first census that will count you!



| Ages of Children           | From Census 2011 |
|----------------------------|------------------|
| Children aged 0 to 4 years | 387              |
| Children aged 5 to 7 years | 227              |
| Children aged 8 to 9       | 136              |
| Children aged 10 - 14      | 401              |





# What is the census?



What do we notice? Are all the groups the same size?  
Some groups have more ages, that could be why the numbers are bigger.

| Ages of Children           | From Census 2011 |
|----------------------------|------------------|
| Children aged 0 to 4 years | 387              |
| Children aged 5 to 7 years | 227              |
| Children aged 8 to 9       | 136              |
| Children aged 10 - 14      | 401              |



# What is the census?

Let's count the children in this area from the last two censuses.  
Which group has fewer? Which have more?  
Which shows the biggest change?



| Ages of Children           | From Census 2001 | From Census 2011 |
|----------------------------|------------------|------------------|
| Children aged 0 to 4 years | 370              | 387              |
| Children aged 5 to 7 years | 240              | 227              |
| Children aged 8 to 9       | 154              | 136              |
| Children aged 10 - 14      | 376              | 401              |



# What is the census?

Some numbers have increased. Can you see which ones?

Some have decreased. Can you see which ones?

No numbers stayed the same. Which had the biggest change?



| Ages of Children           | From Census 2001 | From Census 2011 |
|----------------------------|------------------|------------------|
| Children aged 0 to 4 years | 370              | 387              |
| Children aged 5 to 7 years | 240              | 227              |
| Children aged 8 to 9       | 154              | 136              |
| Children aged 10 - 14      | 376              | 401              |



# What is the census?

What do you think will happen in the next census?



| Ages of Children           | From Census 2001 | From Census 2011 | From Census 2021 |
|----------------------------|------------------|------------------|------------------|
| Children aged 0 to 4 years | 370              | 387              |                  |
| Children aged 5 to 7 years | 240              | 227              |                  |
| Children aged 8 to 9       | 154              | 136              |                  |
| Children aged 10 - 14      | 376              | 401              |                  |

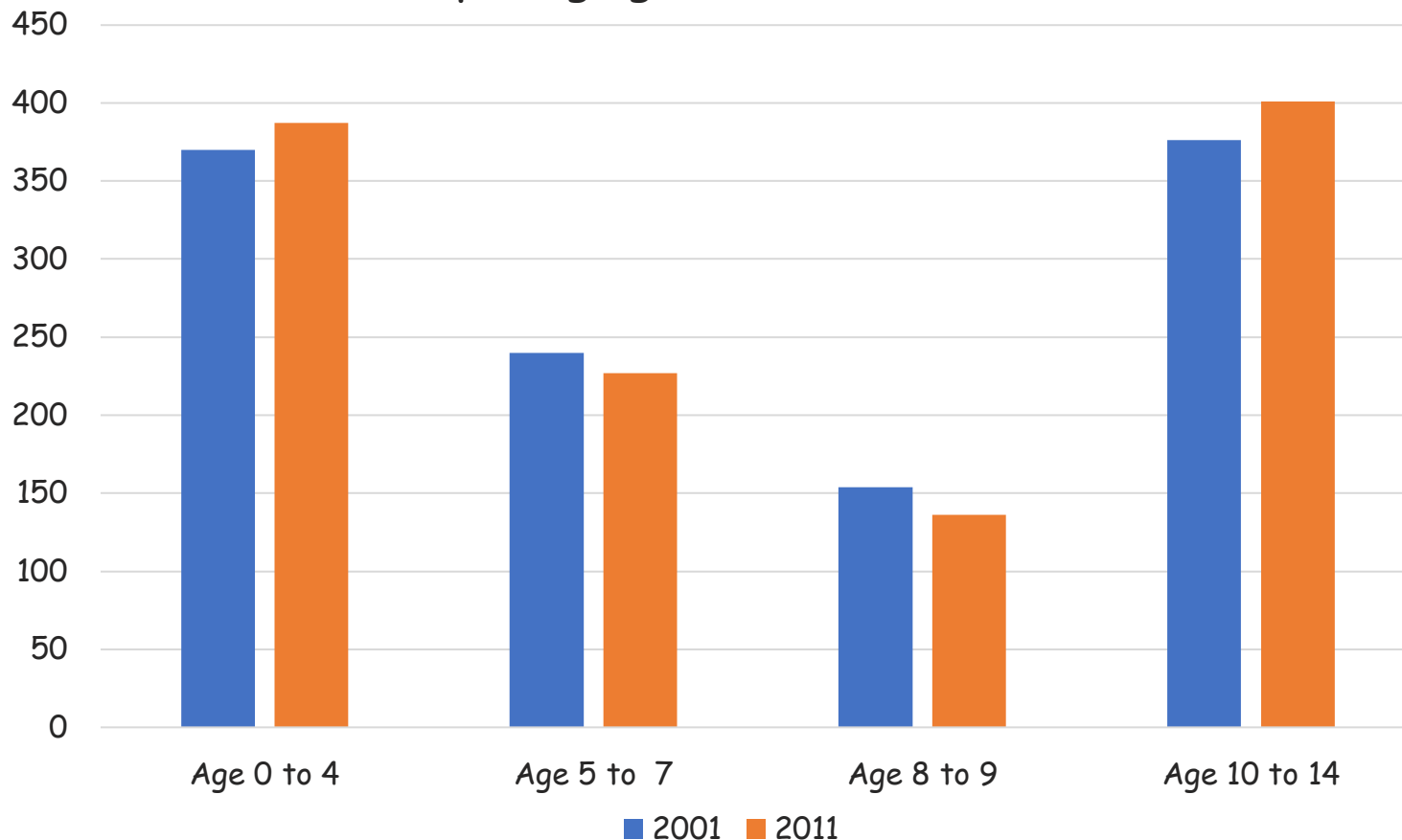


# What is the census?

Here is the same census information presented in bar charts.  
Is it easier to see information in this way?  
Which group had the biggest difference?



Comparing ages in 2001 and 2011



# What is the census?

Let's look again at children aged 0-4.

If a child was 4 in 2001, how old will they be in 2011?



| Ages of Children           | From Census 2001 | From Census 2011 |
|----------------------------|------------------|------------------|
| Children aged 0 to 4 years | 370              | 387              |
| Children aged 5 to 7 years | 240              | 227              |
| Children aged 8 to 9       | 154              | 136              |
| Children aged 10 - 14      | 376              | 401              |



# What is the census?

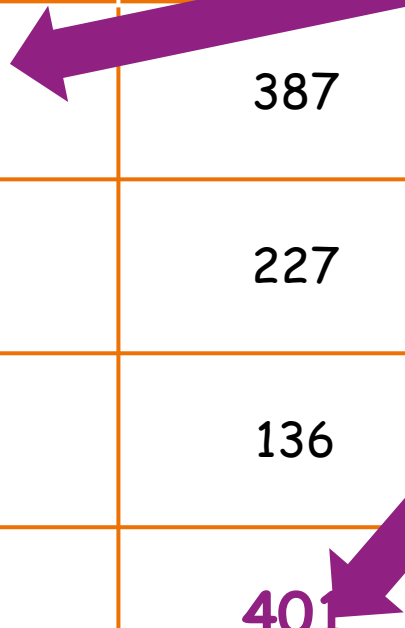
Why are there more children now?

They must have been born somewhere else in 2001, and moved to this area before the census in 2011.



| Ages of Children           | From Census 2001 | From Census 2011 |
|----------------------------|------------------|------------------|
| Children aged 0 to 4 years | 370              | 387              |
| Children aged 5 to 7 years | 240              | 227              |
| Children aged 8 to 9       | 154              | 136              |
| Children aged 10 - 14      | 376              | 401              |

What do you notice?



# What is the census?



- 🐾 What do children aged 5-7 like to do?
- 🐾 What can this information help us to do?
- 🐾 How does the local area need to change?
- 🐾 What would you suggest?



# What is the census?



- 🐾 Design a poster to show what you think the area needs for these extra children

Or

- 🐾 Write a letter explaining why you think a new park or sports centre is needed
- 🐾 Think about your audience - who are you writing for?



Key  
Stage 1

Lower  
Key  
Stage 2



# "This matters to us" NHS and the census

Helping us to be healthy



# NHS and the census



2020 will be remembered for many years as the year when the coronavirus (COVID-19) caused a worldwide pandemic.

How many of us can remember our 'Clap for Carers'?  
We thanked everybody who worked in the NHS for looking after us.

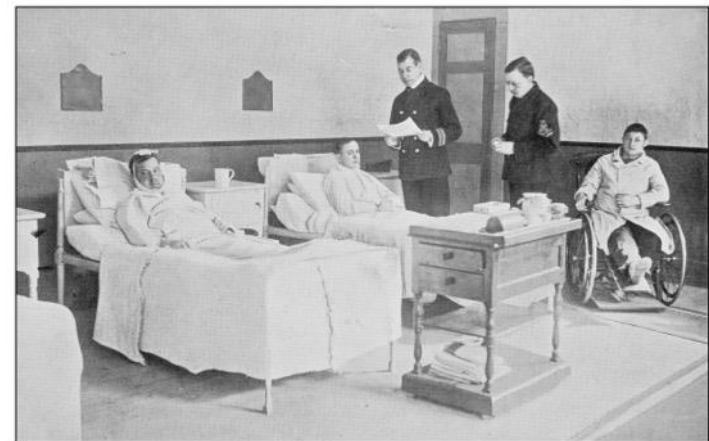
The NHS had to respond really quickly to look after people who had become ill with this new virus.

Who knows what N. H. S. stands for?

**N**ational  
**H**ealth  
**S**ervice

Before the NHS existed, people had to pay every time a doctor or nurse looked after them.

The NHS began on 5 July 1948.



# NHS and the census



The NHS is made up of:

Hospitals

Healthcare centres

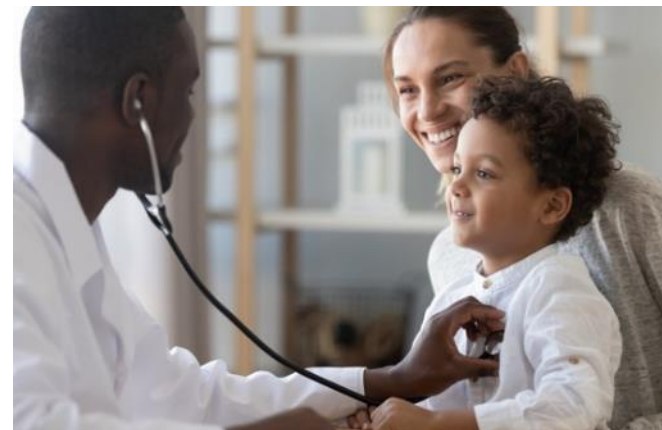
Doctors' surgeries

All the people who look after us when we are ill

It is as important for our minds to be healthy (mental health) as it is for our bodies (physical health).

If we're worried or unhappy, we may feel less healthy. There are people we can talk to, such as parents, teachers or a grown-up you can trust.

The NHS has people who help us look after our mental health as well as our physical health.



# NHS and the census



Washing hands is very important!

When should we wash our hands?

- Before we eat
- When we come in from outside
- After we've been to the toilet



# NHS and the census



Your Let's Count! booklet has an NHS poster.

Let's colour it in!

When you've coloured it in, you can take it home.

Where will you display your poster?



Help the **NHS**



**Fill in the census**

Sunday 21 March 2021

# NHS and the census



What matters to us?

We are learning about what is growing.

What is growing on your way to school or in your garden?

Are there enough spring flowers?

Can you create a tally chart with your family to show this....

What flowers might you see? – list them on your leaflet. Take it home and fill it in.



Help the **NHS**



**Fill in the census**

Sunday 21 March 2021





# Thank you for taking part



Please ask an adult at home  
to fill in the census, so we can  
all help shape the future.