



Protecting the Tyne: The 1911 Census

Lesson Plan: The 1911 Census Baring Street

Teacher/s	Date
Subject History	Year
Learning Objectives Understand historical concepts such as continuity and change. Frame historically valid questions and create own structured accounts, including written analyses. Understand how our knowledge of the past is constructed from a range of sources.	Success Criteria The children will understand the census and relate this to their walks around Baring Street.
Key Questions What was Baring street like in the Edwardian era? How can the 1911 census help us understand the locality near Hadrian Primary during the First World War?	
Starter Activity/Introduction Look at the 1920 OS map in the Spy Activity and identify Baring Street. Look carefully at the census resource sheet for number 114 and If possible print A3 size for reading. Talk through the different columns and the information they hold so the children become familiar with the layout. Discuss Edwardian views of the family, for example the male as Head of the household, wife often not working, school leaving age (12 or 13). Link to the <i>Protector</i> disaster Memorial: Thomas Heron	Resources Image of 114 Baring Street
Main Activity Complete the Census Activity Sheet and discuss and compare answers. Write a brief biography of the family using the answers and the census sheet, for example: <i>The Heron family live in six rooms in Baring Street. Benjamin Heron is 73 and Head of the family. He is.....</i>	Resources Image of 114 Baring Street Census Activity Sheet
Plenary Compare the Heron family with other households in Baring Street. Think about other kinds of information the census can give: family size, migration history (place of birth), age structure of a community. Think about individual family stories: Why is Ethel staying with her father? What can we work out about her – likely date of marriage, age when she had children?	Resources Image of 114 Baring Street Selection of images of numbers 103 – 132 baring Street



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CENSUS OF ENGLAND AND WALES, 1911.

Number of Schedules 123
(To be filled up by the Enumerator after collection.)

Before writing on this Schedule please read the Examples and the Instructions given on the other side of the paper, as well as the headings of the Columns. The entries should be written in Ink.

The contents of the Schedule will be treated as confidential. Strict care will be taken that no information is disclosed with regard to individual persons. The returns are not to be used for proof of age, as in connection with Old Age Pensions, or for any other purpose than the preparation of Statistical Tables.

NAME AND SURNAME	RELATIONSHIP to Head of Family.	AGE (last Birthday) and SEX.		PARTICULARS as to MARRIAGE.					PROFESSION or OCCUPATION of Persons aged ten years and upwards.				BIRTHPLACE of every person.		NATIONALITY of every Person born in a Foreign Country.	INFIRMITY.
		For Infants under one year state the age in months as "under one month," "one month," etc.	Ages of Males.	Ages of Females.	Write "Single," "Married," "Widower," or "Widow," or opposite the names of all persons aged 15 years and upwards.	State, for each Married Woman entered on this Schedule, the number of:— Completed years the present Marriage has lasted, if less than one year write "under one."	Children born alive to present Marriage. (If no children born alive write "None" in Column 7).	Total Children Born Alive.	Children still Living.	Children who have Died.	Personal Occupation.	Industry or Service with which worker is connected.	Whether Employer, Worker, or Working on Own Account.	Whether Working at Home.		
1. Benjamin Heron	Head	73	—	Widower		4	7		Pilot retired	350		544	—	Durham South Shields		
2. Benjamin Heron	Son	51		Single					Pilot	544		Pilotege (Tyne)	Worker	Do	Do	
3. Thomas Heron	Son	36		Do					Pilot	1		Do	Do	Do	Do	
4. Ethel Annie Hiiman	Daughter		29	Married	6 Yrs	2	2	—						Do	Do	
5. Lena Maud Heron	Daughter		24	Single										Do	Do	
6. Ethel Maud Smith	Granddaughter		13	—					School	390		School	0	Do	Do	
7. Robert Hiiman	Grandson		5	—				✓	School			Do		Do	Do	
8. Dennis Hiiman	Do		1	—										Do	Do	
9.																
10.																
11.																
12.																
13.																
14.																
15.																

(To be filled up by the Enumerator.)

I certify that —			Total.		
(1) All the ages on this Schedule are entered in the proper sex columns.	Males.	Females.	Persons.		
(2) I have counted the males and females in Columns 3 and 4 separately, and have compared their sums with the total number of persons.	5	3	8		
(3) After making the necessary enquiries I have completed all entries on the Schedule which appeared to be defective, and have corrected such as appeared to be erroneous.					
Initials of Enumerator	RHB				

(To be filled up by, or on behalf of, the Head of Family or other person in occupation, or in charge, of this dwelling.)

Write below the Number of Rooms in this Dwelling (House, Tenement, or Apartment). Count the kitchen as a room but do not count scullery, landing, lobby, closet, bathroom; nor warehouse, office, shop. <div style="text-align: center; border: 1px solid black; padding: 2px;">6 rooms</div>	I declare that this Schedule is correctly filled up to the best of my knowledge and belief. Signature <u>Benjamin Heron</u> Postal Address <u>14 Baring Street So. Shields Durham</u>
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2 LOTTERY FUNDED

Peter Hepplewhite



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What is name and address of the family you are investigating?										
How many rooms do they live in?										
What is the name of the head of the family?										
How many people live in the family?										
How many males?										
How many females?										
How many males work in the family? What are their names, ages and jobs?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left; padding: 5px;">Number of Males</th> </tr> <tr> <th style="width: 60%; padding: 5px;">Name</th> <th style="width: 20%; padding: 5px;">Age</th> <th style="width: 20%; padding: 5px;">Job</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Number of Males			Name	Age	Job			
Number of Males										
Name	Age	Job								
How many females work in the family? What are their names, ages and jobs?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left; padding: 5px;">Number of Females</th> </tr> <tr> <th style="width: 60%; padding: 5px;">Name</th> <th style="width: 20%; padding: 5px;">Age</th> <th style="width: 20%; padding: 5px;">Job</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </tbody> </table>	Number of Females			Name	Age	Job			
Number of Females										
Name	Age	Job								
How many children (people aged 0-14) live in the family?										
Who is the oldest person? In what year were they born?										
Where was each family member born?	<table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 60%; padding: 5px;">Name</th> <th style="width: 40%; padding: 5px;">Place of birth</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> </tr> </tbody> </table>	Name	Place of birth							
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