Changes in Population 1821-1991

The following table has figures for the population of Great Britain and Northern Ireland.
Write the figures that should go in the blank columns:

Year	Population	Rounded to the nearest 100,000	In millions to 1 decimal place	Population increase over 10 yr. period
1821	15 472 000			
1831	17 835 000			
1841	20 182 000			
1851	22 259 000			
1861	24 524 000			
1871	27 431 000			
1881	31 014 000			
1891	34 265 000			
1901	38 236 000			
1911	42 081 000			
1921	44 023 000			
1931	46 062 000			
*1941	47 802 000			
1951	50 224 000			
1961	52 709 000			
1971	55 515 000			
1981	55 680 000			
1991	55 729 000			

* This is an estimated figure as there was no census in 1941. Do you know why?

Use the information to draw a line graph to show the changes in the country's population, then answer the questions using both the table and the graph.

1. Which period of 10 years had the smallest increase in population? How can you tell this from the table?

2. Which period of 10 years had the largest increase in population? How can you tell this from the graph?

3. Over which period of time was the increase in population most consistent? How can you tell this from the graph?

4. Estimate the population in 1826, 1876 and 1926.

5. Use the graph to estimate the population in 2001.

Counting people in the UK | Maths | Activity sheet

Counting people in the UK | Maths | Teachers' notes

national STATISTICS

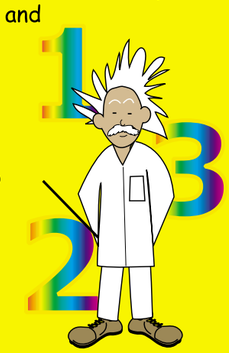
Census in School

count me in Census2001

Theme

Our changing population

Children often find it difficult to cope with data in the form of maps, graphs and large numbers. Looking at population gives them a chance to do this. This unit combines a map of where people live (population distribution), graphs of how certain towns and cities have grown, and an exercise on working with large numbers (rounding, decimals and changes).



Curriculum link

Mathematics Key Stage 2, Y5 and Y6
The unit supports the National Numeracy Strategy in teaching pupils to use, read and write whole numbers, and to know what each digit represents and to draw and interpret graphs. It lends itself to both oral work and mental calculation.

Classroom ideas

Introduction and main activity

Using the accompanying A3 resource sheet and Changes in Population 1821-1991 activity:

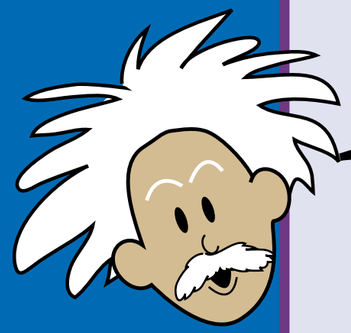
- Examine the map showing the population of Britain in 1998.
- Use an atlas to identify major cities, rural areas and the children's home area.
- Look at the bar charts. How has the population of towns and cities changed?
  Note: Some of the graphs have a step in 1971 when some town boundaries increased.
- Explain to the children rounding, decimals and changes by working through the first few years of the table with them. Leave them to complete the table, working in pairs.
- Introduce line graphs and the final graph activity.

Note: If the line graph is drawn so that the vertical axis (population) is longer than the horizontal axis (years), the change in the rate of population growth will show up more clearly to children.

Plenary

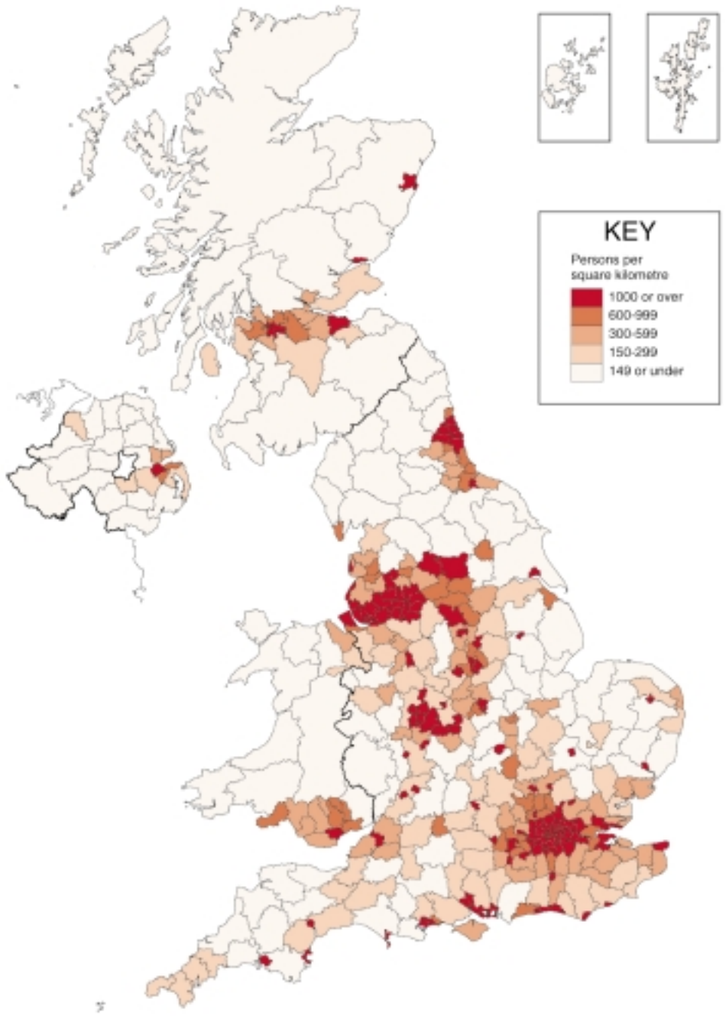
Discuss the children's interpretation of the graph they have drawn by considering their answers to the questions.

COUNTING PEOPLE IN THE UK



Population Distribution 1998

Population density[1] by Local Authority District[2] (1998)



1 Based on data supported by Office for National Statistics; General Register Office for Scotland; Northern Ireland Statistics and Research Agency
2 Local Authority boundaries correct as of May 1st 1998.

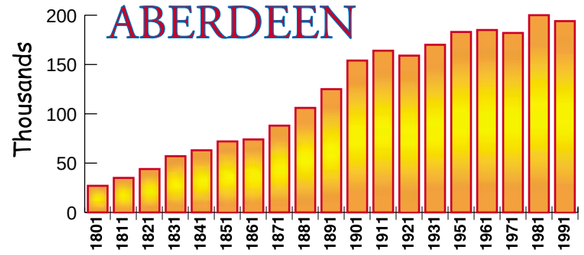
Our towns and cities change.

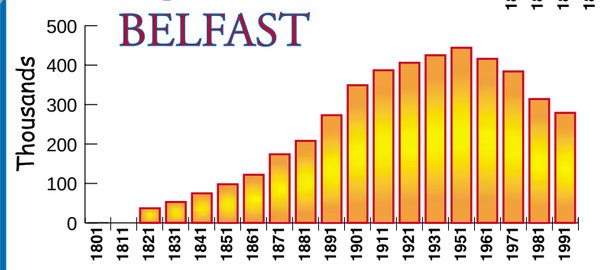
Use your atlas to find:

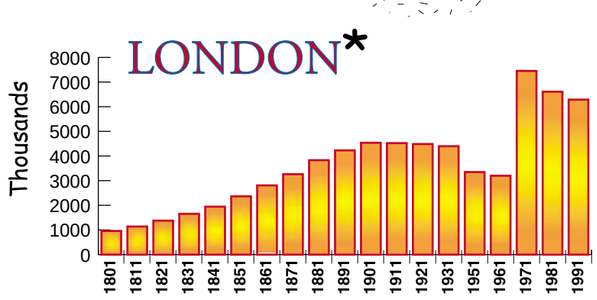
- London
- Birmingham
- Manchester
- Belfast
- Cardiff
- Glasgow
- Your town
- Some rural areas

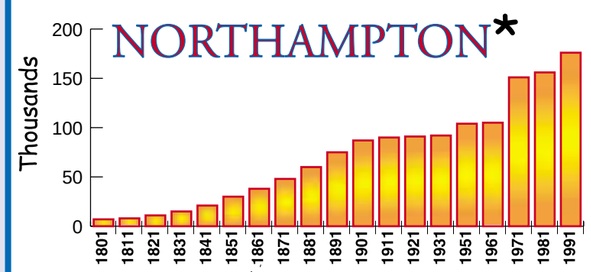
Population of towns and cities in thousands

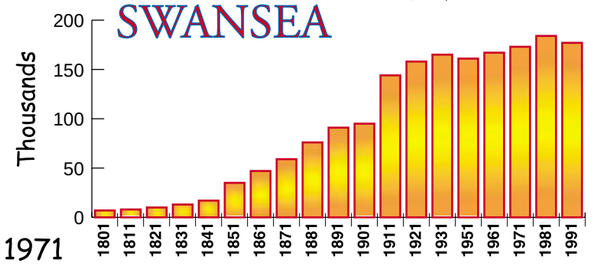
Based upon census figures











*The boundaries changed in 1971